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**EXAMINATION SPECIFICATION
CLASS XII**

Time Allowed:03 Hours

Marks: 100

Unit wise weightage

	Unit/Areas of Learning	Marks
A	Section A	
	Reading Skills Reading unseen prose passages and note making	30
B	Section B Advanced Writing Skills	30
C	Section C (Prescribed Books and long reading novel) (i) Flamingo & Supplementary Reader – Vistas (iii) Long reading text/Novel	28
		12

SECTION A: Reading Comprehension 30 Marks

Reading Unseen Passages and Note making

Three unseen passages, with a variety of questions including 06 Multiple Choice Questions (MCQs) of 01 mark each, 12 Very Short Answer Questions (VSAQs) 01 mark each, 04 Vocabulary Questions 01 mark each, 01 Note Making of 05 marks and 01 Summary Writing for 03 marks.

The total length of the three passages will be between 1400-1600 words. The passages will include two of the following:

- (a) Factual Passages e.g. instructions, descriptions, reports.
- (b) Discursive passage involving opinion e.g. argumentative, persuasive or interpretative text.
- (c) Literary passage e.g. extract from fiction, drama, poetry, essay or biography.

Summary

Unseen Passages	No. of words	Testing Areas	Marks allotted
1&2	1100-1200 words for two passages.	Very short answer/short answer type or MCQ type questions to test local, global and inferential comprehension. Vocabulary such as word formation and inference of meaning will also be tested.	MCQ – 6 VSA-16 Total: 6+16= 22
3	400-500	Note making in an appropriate format Abstraction	Note making -5 Summary -3 Total 05+3=08

SECTION B: Writing Skills 30 Marks

- **Short Answer Questions**, e.g., advertisement and notices, designing or drafting posters, writing formal and informal invitations and replies.

- Long Answer Questions: Letters based on verbal / visual input.

Letter types include

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

Very Long Answer Questions: Two compositions based on visual and/or verbal input, may be descriptive or argumentative in nature such as an article, a debate or a speech.

Writing skills	Testing Areas	Type	Marks allotted
1. SAQ	<i>Reasoning, appropriacy of style and tone, using appropriate format and fluency, inference, analysis, evaluation and creativity.</i>	Notice, poster, advertisement, invitations and replies	4 x 1 = 4
2. LAQ		Letter writing	6 x 1 = 6
3. VLAQ		Article, debate, speech, report, description	10 x 2 = 20 Total: 30

SECTION C
LITERATURE TEXTBOOKS AND LONG READING TEXT 40 Marks

- Very Short Answer Questions - Based on an extract from poetry to test comprehension and appreciation.
- Short Answer Questions - Based on prose / drama / poetry from both the texts.
- Long Answer Question - Based on texts to test global comprehension and extrapolation beyond the texts to bring out the key messages and values.

- Long Answer Question - Based on texts to test global comprehension along with analysis and extrapolation.

Prescribed Books

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

Note: Long answer questions based on values can be given in the writing section or in the literature section.

Name of the lessons deleted from Textbooks

Flamingo

- Poets and Pancakes
- The Interview
- A Road Side Stand (Poetry)

Vistas

- The Third Level
- Journey to the End of the Earth

3. Long Reading Text/Novel - Author

i) The Invisible Man (unabridged) - H.G. Wells

- Long Answer Question - Based on theme, plot and incidents from the prescribed novels.
- Long Answer Question - Based on understanding appreciation, analysis and interpretation of the character sketch

Literature and long reading novel	Testing Areas	Type	Marks allotted
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1. VSAQ	<i>Recalling, reasoning, appreciating literary conventions, inference, analysis, evaluation, creativity with fluency</i>	Extracts from poetry	4 x1= 4
2. SAQ		Prose, drama and poetry from both texts	3 x 4= 12
3. VLAQ(120-150 words)		<i>Global comprehension and extrapolation beyond the texts to bring out the key messages and values.</i>	6 x 2=12 (textbook) 6 x 2=12 (novel) Total: 40

QUESTION PAPER DESIGN 2015-16
CLASS XII

English CORE XII (Code No. 301)

Time-3 hours

Marks -100

Typology	Typology of questions/ learning outcomes	MCQ 1 mark	Very Short Answer Question 1 mark	Short Answer Question 3 marks	Short Answer Question 4 marks	Long Answer-1 80 - 100 words 5 marks	Long Answer-2 120-150 words 6 marks	Very Long Answer 150 - 200 words (HOTS) 10 marks	Total marks	Over all %
	Conceptual, understanding, decoding, Analysing, inferring,									

Reading Skills	interpreting, appreciating ,literary conventions and vocabulary, summarising and using appropriate format/s	6	16	1	—	1	—	—	30	30
Writing Skills	Reasoning, appropriacy of style and tone, using appropriate format and fluency, inference, analysis, evaluation and creativity.	—	—	—	1	—	1	2	30	30
Literary Text books and long reading text/novel	Recalling, reasoning, appreciating literary conventions, inference, analysis, evaluation, creativity with fluency	—	4	4	—	—	4	—	40	40
TOTAL		6x1=6	20x1=20	5x3=15	1x4=4	1x5=5	5x6=30	2x10=20	100	100

TIPS TO SCORE WELL IN ENGLISH

As a student of Class XII, you must be wondering how to score better in English in the fast approaching Board Examinations. How to Prepare for Exam is a big question that you always ask yourself. Here are some tips that may help you. Many of you may be working hard and getting good marks and some of you may not be working hard but still manage to get high marks in exams. Others may be wondering how it happens? Also there will be a few of you who study well but still are not able to score well in exams. Don't worry; there are some very simple tips to follow which will help you achieve success. These tips will tell you 'How to prepare for Exams'.

STEPS

READ- Spend about 30 minutes reading at home every day. You will be amazed by the number of new words you can learn and use these words to improve writing skills.

ASK QUESTIONS! - Nothing pleases an English teacher more than a question about the topic at hand. If you don't know, then ask! Do not hesitate.

STAY FOR EXTRA HELP AFTER SCHOOL – If you want to improve in English (ex. Prose, poetry, writing skill), then ask the teacher for extra help. He/she will like to help you after class.

Make sure to practice the reading and comprehension skills at a regular basis. Every week solve one unseen passage and one passage for note making. After solving request your teacher to evaluate. The passage can be picked up from the News paper.

Practice minimum two writing skills every week and get it evaluated by your teacher. Improvise as per the teachers suggestions.

GO ABOVE AND BEYOND YOUR TEACHER'S EXPECTATIONS – The topics given for the articles should be written in more words than expected. Write and practice the issues which attract common mans attention.

Talk to your teacher after class about something that was discussed in the class that you thought was interesting or confusing. This will clarify the issue in your mind as the teacher would explain again.

If the practice of writing on a regular basis is done keeping in mind the marking criteria, better scores in final exams will be ensured.

Participate in the class discussions on the lessons. Support your opinions with quotes from the lesson.

Try to relate the lessons in your text books with current events. (if possible)

Read the classic literature, such as The Scarlet Letter, To Kill a Mocking Bird and Gone with the Wind.

Attend your English class with interest. Pay attention and you will definitely learn something of value and interest in every class.

Don't miss the valuable study materials, question papers given to be solved by the teacher. Solve them meticulously and get them evaluated.

While studying make short notes. **Notes should be brief** so that you can revise the lesson with these notes. You can refer back to the portion in the text book if needed.

There is no short cut to success. **WORK HARD** and success will be yours.

If you work hard as a **student** the remaining life will be comfortable.

SECTION – A

READING SKILLS

30 MARKS

SECTION - A

Q1&2 Reading Comprehension

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

- Go through the passage carefully and arrive at the general idea of the subject the passage presents.
- Read a second time to get a better understanding of the passage.
- Arrive at the meaning of difficult words by relating them to the preceding and following sentences.
- Underline relevant words and phrases of the passages which can help you deduce the answers.
- Read the questions carefully.
- Answer precisely using simple language.
- Answers should reveal your understanding of the passage.
- If you are asked to provide a suitable title or heading to the passage remember the title is hidden either in the beginning or ending of the passage.
- Title should relate to the main idea of the passage and should be brief.

UNSEEN PASSAGE WITH ANSWERS

Passage -1

1. Read the following passage carefully : (12 marks)

1. The titanic, in its watery grave, is a great museum of human history and is at risk of being lost forever because of curious voyagers and treasure hunters, fears Bob Ballard, who first discovered the remains of the iconic ship in 1985. Famous for discovering the great ship, Ballard is a former US Navy Officer and a professor of oceanography.
2. “Titanic is a museum of human history without door and guard. I am deeply concerned about not only the Titanic but all the ancient history that is now at risk. If we cannot save this iconic ship, then there is very little hope we can save ancient ships. The world should realize that you don’t have to go down and take everything and you do not have to do a treasure hunt. This is a common heritage of all of us and if we really

- want to take steps to preserve human history in the ocean, we need to start with Titanic,” Ballard said in a telephonic interview from London.
3. Ballard, as part of a tie-up, is presenting a documentary called “Save the Titanic” on the 100th anniversary of the sinking of the great ship – April 15, 1912. The ship and her fate continue to fascinate, largely because of the horror that took place that night, with 1,522 passengers and crew losing their lives.
 4. Ballard says that despite being on the ocean floor for 100 years, the ship is full of human footprints. “You will find pairs of shoes everywhere. The sea and the life below has claimed everything but they do not know what to do with shoes so you will find a pair of mother’s shoes next to her little daughter and that’s their gravestone. At her wreckage, we almost felt that we were surrounded by the lifeboats of all the people that were in the water at that spot”.
 5. Ballard says that the fate of Titanic continues to fascinate so many years after it sank because it is “irony personified in history”. “The story has all the ingredients to make it timelessly fascinating. You have this revolutionary ship that’s unsinkable, and carrying a cross section of people in society. And then, it goes and hits an iceberg and sinks on its maiden journey. It’s an irony personified in history”.
 6. Talking about his discovery, which came after great research and 75 years later, Ballard, says it was a somber moment when they first spotted the boiler of the Titanic. “In the 90s, advanced technology gave us double diving capabilities in the Atlantic Ocean. I knew that the Titanic was sitting at almost 12,000 feet. What led me to her discovery was a simple technique that I followed. We decided to look for the debris trail instead of the ship”.
 7. Ballard says the ship, if preserved well and not subjected to constant submarine journeys, will last for a long time on the Atlantic floor. “The deep sea, because of its darkness, its cold temperatures and its great pressure, creates a high state of preservation. With a little caution, we can protect the Titanic for future generations to visit.”
 8. Ballard has also connected to the people of Belfast, who refused to talk about the tragedy “The ship’s construction took place at Belfast. After

the tragedy, families of the workers refused to talk about it because of the shame and sadness in the loss of life involved”.

1.1 On the basis of your reading of the passage, answer the following questions by choosing the best of the given choices:-1x4=4

- (a) The Titanic sank on
 - (i) its 100th anniversary
 - (ii) 15th April 1912
 - (iii) an iconic voyage in 1985
 - (iv) leaving the port of Belfast
- (b) The Titanic continues to attract attention because
 - i) it is irony personified in history
 - (ii) its advanced technology gave double diving technologies
 - (iii) it is a treasure hunt
 - (iv) it is a common need
- (c) Ballard’s documentary on the Titanic is titled
 - (i) a museum of human history
 - (ii) the titanic
 - (iii) save the Titanic
 - (iv) 75 years later
- (d) Bob Ballard is a
 - (i) Former US Navy Officer
 - (ii) A professor of oceanography
 - (iii) Both (i) and (ii)
 - (iv) None of the above

1.2 Answer the following question briefly:-1x6=6

- (a) What happened on April 15,1912?
- (b) Who is Bob Ballard and what did he discover?
- (c) Why does Bob Ballard call it a museum of human history?
- (d) Why did the people of Belfast refuse to talk about Titanic?
- (e) What did Ballard do as part of the 100th anniversary of the sinking of the Titanic?
- (f) Explain “it is irony personified.”

1.3 Find the words from the passage which mean the same as:-1x2

- (a) first of its kind (para 5)
- (b) very solemn or serious (para 6)

ANSWERS

1. a. ii) 15 April 1912
b. i) It is irony personified in history
c. iii) save the Titanic
d. iii) Both (i) and (ii)
2. a. On April 15, 1912 the Titanic ship, on its maiden journey, hit an iceberg and sank in the Atlantic Ocean. As many as 1522 passengers and crew lost their lives on that fateful night.
b. Bob Ballard is a former US Navy officer and a professor of oceanography. He first discovered the remains of the Titanic in 1985.
c. Bob Ballard calls it's museum of human history because it is full of human footprints. At her wreckage one feels surrounded by the life boats of all the people that were in the water at that spot.
d. The Titanic ship was constructed at Belfast. After the sinking of the ship, the people of Belfast refused to talk about the tragedy because of the shame and sadness in the loss of life involved.
e. Ballard presented a documentary called 'Save the Titanic' as part of the 100th anniversary of the Titanic.
f. It means that the Titanic which could have proved safest ironically turned out to be disastrous. It killed 1522 passengers. History has witnessed and recorded it.
3. i) maiden ii) somber

Passage -2

Read the passage carefully and answer the questions that follow: (10marks)

1.The play of names has almost a touch of fable here-Nirakar, the formless one, regenerating the primal form of a forest that had passed into the mist. For the last 20 years Nirakar Mallick, a small farmer in Orissa's Kendra Para district, has been greening a coastal landscape that had of late been experiencing more of brown. Droughts, as they are wont to be, are cruel in these parts. At other times, it's excess water that's the bane. Nirakar's latest sally-the rebirthing of a forest on a two hectare stretch circling the river Brahmani near his village- came after the green patch was denuded in the 1999 super cyclone.

2. The tidal waves that had swamped Orissa's coasts had led to heavy soil erosion, rendering these villages for ever vulnerable to floods. But now thanks to Nirakar, over five thousand trees of sundry varieties cover the area. This has not only helped restore the local ecosystem but also provided a potential source of income to the community. People, however, were skeptical in the beginning. They were losing out on grazing ground for cattle. Some were also suspicious of Nirakar's motive, fearing he was out to grab government land. But once the trees began shooting up and the entire village looked rejuvenated, everybody was won over. Nirakar, for one, never made any bid to corner the fruits of his labour.

3. So now there are fruit bearing trees in the forest-jackfruit, mango, guava, coconut-as well as timber rich ones like teak, casuarinas, eucalyptus. Not all of the seven thousand seedlings he'd planted, survived the elements. That didn't deter him, and Nirakar proudly says that as long as he is alive, no one from the area would ever harm a tree.

4.Over the years, Nirakar has spent a small fortune out of his own hard earned savings in greening mission. As a driver in Orissa Lift Irrigation Corporation (OLIC), he'd get about Rs 3000 a month. From this, he would put aside Rs 500 for planting trees. For the last two years he has not been receiving his salary from the defunct OLIC. He manages to make both ends meet by working his share of the one acre farmland inherited from his father.

Born in 1962 in a poor Harijan family in Aliha village, Nirakar inherited a feel for the soil and the green thumb of his father. A good student, he had to quit the studies after class 9th to take up a job. He joined the OLIC in 1982 and got married the same year. Today he is father of trees, two sons and a daughter.

5. Though officially a driver , Nirakar is a jack of all trades, doubling up as mechanic, fitter, electrician and operator at Aliha's lift irrigation project. For the area's small farmers who depend on the water supplied through lift irrigation, he is nothing short of a hero.

6. Anti hero too, for some, at a point of time. Traditionally, the Harijans of Aliha never planted coconuts. The Brahmins had told them that if they dared to plant the forbidden fruit, there would be death in the community. Nirakar broke this "divine" taboo. He got about agricultural farm and distributed it among his people. Today almost every courtyard in Aliha village has half a dozen fruit bearing coconut trees and no one died. Nirakar's wife is an enthusiastic partner in his green ventures. His children also help him. He has now taken a plantation of 20,000 seedlings along the tree kilometers stretch from Manipatna to Singri in his block. Nirakar aims to plant at least one lakh trees before he dies.

7. Recognition has evaded him so far and Nirakar is least bothered. His only regret is that the government has not taken over maintenance of the forest from him so that it can be preserved for posterity. He hopes his good work is not lost after he is gone. He is, as you must have realized by now, crazy about his trees. "The trees speak to me," he says, "God has paid me back richly in many ways. I need nothing more".

2.1 Choose the most appropriate option: (1 x 2 = 2)

a) For the last 20 years Nirakar Mallick has been

i) planting trees
coastal landscapes

ii) painting green

iii) living in Orissa's Kendra para district

iv) both i and ii

b) Nirakar has broken the 'divine taboo' by

(i) First reading mark the difficult words

(ii) Second reading mark the important lines, deleting examples and data and quotations.

(iii) In Third reading, mould the chosen sentences in note form.

2) Characteristics of good notes:

(i) Brevity:- Notes should be brief and to the point

(ii) Relevance:- notes should be relevant to the topic

(iii) Clarity:- the notes should not be so brief that their clarity is lost

3) Formats & indentation

Title	
A1_____	subtitle
(i)	
(ii)	
(iii)	
A2-----	subtitle
(i)	
(ii)	
(iii)	
A3-----	
(i)	
(ii)	

(iii)
A4-----
(i)
(ii)
(iii)

4) Abbreviations and symbols (four minimum)

(i) Standard abbreviations should be used. capitalized first letter of words

For examples: UNO for United Nation Organization

(ii) Pick up first three or four letters and put dot.

For examples: exa. , feb.

(iii) Pick up first , middle and last letter

For example: LKW for lucknow, VNS for Varanasi

(iv) Symbols:

For example- e.g

Percentage % etc.

5. Marking in note making

Title -----1 mark

Abbreviation(4)----- 1 mark

Notes with subtitles-----3 marks

NOTE MAKING

(Passage – 1)

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

Residents of the Bhirung Raut Ki Gali, where Ustad Bismillah Khan was born on March 21, 1916, were in shock. His cousin, 94-year-old Mohd Idrish Khan had tears in his eyes. Shubhan Khan, the care-taker of Bismillah's land, recalled : "Whenever in Dumaraon, he would give rupees two to the boys and rupees five to the girls of the locality". He was very keen to play shehnai again in the local Bihariji's Temple where he had started playing shehnai with his father, Bachai Khan, at the age of six. His original name was Quamaruddin and became Bismillah only after he became famous as a shehnai player in Varanasi. His father Bachai Khan was the official shehnai player of Keshav Prasad Singh, the Maharaja of the erstwhile Dumaraon estate, Bismillah used to accompany him.

For Bismillah Khan, the connection to music began at a very early age. By his teens, he had already become a master of the shehnai. On the day India gained freedom, Bismillah Khan, then a sprightly 31 year-old, had the rare honour of playing from Red Fort. But Bismillah Khan won't just be remembered for elevating the shehnai from an instrument heard only in weddings and naubatkhanas to one that was appreciated in concert halls across the world. His life was a testimony to the plurality that is India. A practicing Muslim, he would take a daily dip in the Ganga in his younger days after a bout of kusti in Benia Baga Akhada. Every morning, Bismillah Khan would do *riyaaz* at the Balaji temple on the banks of the river. Even during his final hours in a Varanasi hospital, music didn't desert Bismillah Khan. A few hours before he passed away early on Monday, the shehnai wizard hummed a *thumri* to show that he was feeling better. This was typical of a man for whom life revolved around music. Throughout his life he abided by the principle that all religions are one. What marked Bismillah Khan was his simplicity and disregard for the riches that come with musical fame. Till the very end, he used a cycle rickshaw to travel around Varanasi. But the pressure of providing for some 60 family members took its toll during his later years.

2.1 On the basis of your reading of the above passage make notes using headings and sub-headings. Use recognizable abbreviations where necessary. (05 marks)

2.2 Make a summary of the above passage in not more than 80 words using the notes made and also suggest a suitable title. (03marks)

Answer 2.1.

BISMILLAH KHAN – A LEGEND

1. Shocked at demise
 - 1.1 cousin I. Khan in tears
 - 1.2 caretaker of Dumaraon recalls
 - 1.2.1 gave Rs 2 to boys
 - 1.2.2 Rs 5 to girls
2. His initial life
 - 2.1 org. name Quamaruddin
 - 2.2 played shehnai with father at temp.
 - 2.3 got famous as Bismillah at Varanasi.
3. Music was family heritage
 - 3.1 father: Dumarao's court poet
 - 3.2 played Shehnai from 6 yrs.
 - 3.3 played Shehnai at Red Fort in 1947, age 31
4. Daily schedule in Vns.
 - 4.1 took dip in Ganga
 - 4.2 riyaz at Balaji Temp.
 - 4.3 Hummed thumri before his last breath.
5. Bismillah believed in secularism
 - 5.1 all religions are one
 - 5.2 believed in plurality of life
 - 5.3 pract. Islam

Abbreviations used
Rs – rupees
Org. – original
Temp. – temple
Fml. – family
Mem. – member
Pract. – Practised

2.2 SUMMARY

BISMILLAH KHAN – A LEGEND

Ustad Bismillah Khan was born and brought up at Dumaraon. He started learning music at a very early age. He used to play shehnai with his father at the temple at Varanasi. He even accompanied his father who was a court poet at Dumaraon. He got the honour of playing shehnai at Red Fort on the occasion of Independence. He believed in secularism and believed that all religions are one. Music was his soul. He breathed his last at Varanasi, but he played thumri before that on his death bed.

READING SKILLS

PASSAGES FOR PRACTICE (UNSOLVED)

1. Read the following passage carefully and answer the questions given at the end:-- 12

1. Parsons and Markwardt are the two characters of the story. They are both blind, but that is where the resemblance ends. Parsons is introduced to us as a gentleman, a person who is successful in life as he has made it his business to take his handicap as something which is unavoidable and does not allow it to stand in his way. Parsons is grateful that he has been given the gift of life and is an insurance agent whereas earlier he had been nothing more than a skilled labourer.

2. On the other hand there is Markwardt, who uses his blindness to gain sympathy from all whom he meets and he turns into a common beggar. Fate brings the two men together. Markwardt attempts to sell Parsons a cigarette lighter and on being questioned about the cause of his blindness, he tells Parsons an all too familiar tale.

3. Markwardt relates the story of an incident which had taken place fourteen years earlier, a chemical explosion at C shop at the Westbury plant. In this explosion a hundred and eight people had been killed and two hundred injured. According to Markwardt he was one of those who had been crawling to safety when another man had climbed on top of him, hauled him back, trampled him and got out. At this point of the story. Parsons tells him that the story is true, except for one detail – Parsons had been the one who had been trampled upon by Markwardt.

4. We now realize the difference between the two men. It is a fact that both are blind, but it is only Markwardt who does not see and has no eyes. Parsons sees the beauty in life and thanks God for giving him life. He celebrates the fact that he is alive and makes use of the faculties he still has. Markwardt is truly blind, wrapped up in his disability, and self pity, so plagued by his guilt that perhaps he has rationalized the fact that he is the one to blame for another's handicap or perhaps death. It appears as though he actually believes what he is saying. The story has a

message for the reader, a message that tells us to look at life positively and make the most of all God's blessings.

1.1 On the basis of your reading of the passage, answer the following questions by choosing the best of the given choices:-1x4=4

- a) What was Markwardt's opinion towards his life:
(i) guilty (ii) self-pity
(iii) both (i) and (ii)
- b) _____ blames another for his handicap
(i) Parsons (ii) Markwardt
(iii) beggar
- c) What is Parsons' opinion towards his life?
(i) guilty (ii) thankful
(iii) self-pity (iv) none
- d) What is the message of the passage?
(i) look at life positively (ii) make the most of all God's blessings
(iii) Both (i) and (ii) (iv) None of the above

1.2 Answer the following questions briefly:1x6=6

- 1) Who was the blind beggar who met Mr. Parsons? Describe him
- 2) Why is it said that Mr. Parsons was glad to be alive?
- 3) How had Markwardt got blind?
- 4) What was the flaw in Markwardt's story?
- 5) Who was the man who had no eyes? Give reason for your answer.
- 6) How does Parsons see life?

1.3. Find the words from the passage which mean the same as: (1 x 2)

- a) Compulsory (para 1)
- b) Crushed under feet (para 3)

2. Read the following passage carefully and answer the questions given at the end. 10

1. Stress is a disease of modern times. It afflicts people regardless of their situation in life. Stress is present in the lives of the rich and poor, literature

and illiterate, men and women. Stress is, however, more evident and is probably more widespread in technologically advanced countries, and is common among higher qualified professionals.

2. Stress is of various kinds physical emotional and intellectual and it is characterized by a feeling of being burned: of being unable to cope. At a physical level modern technology and facilities have actually increased workloads and decreased relaxation. Mobile phones and laptops have made it easy to carry the office to the home.
3. Emotional stress increases when there is disharmony and friction in relationships. Unfortunately the trend today is to take the easy way out – people prefer to break away from relationships rather than repair them.
4. The answer to stress can be found in the very letters of the word, stress, ‘S’ stands for strength : physical, emotional, intellectual and spiritual. Physical and emotional weakness leads to irritability. A strong healthy body developed through proper diet, exercise and pranayama techniques helps reduce stress at the physical level. Love compassion and friendship are valuable strength gives that help us cope with stress.
5. The scriptures say that knowledge of the self cannot be gained without inner strength. Rabindranath Tagore, in a poem, prays to the Lord not to remove all obstacles, but instead , he asks for strength to bear them. Before the start of the Mahabharata war Arjun was seized with a bout of emotional weakness and he refused to fight the war. Lord Krishna rescued him by giving him emotional strength.
6. “T” stands for traffic control. We need to regulate and control our thoughts. We can cope with stress best if our thoughts are orderly and methodical. Unnecessary accumulation leads to clogging of the mind. The key lies in being able to love one moment at a time. Eat while eating work while working, and leave the home at home and the office I the office. Remember, however, long we have to travel we can only take one step at a time.

Worrying only reduces efficiency and then even simple tasks cannot be completed correctly and in time.

7. 'R' is for redesign. We tend to view life and ourselves through our own philosophy. A readjustment or reorientation in this philosophy will enhance our capacity to bear heavier loads.
8. "E" stands for erase: the ego. Anger, fear and jealousy are negative emotions that reduce efficiency, leading to mental weakness, causing stress. Too much emphasis on the ego increases stress. Abrogation of doer-ship can help us to de-stress. Sri Rama asked Sri Hanuman how he was able to cause so much havoc in Lanka and yet return unscathed. Hanuman disclaimed all responsibility. He said, "I did not do it, you did it through me". There is a higher power or strength working through us."
9. 'S' stands for sharing: share your wealth, knowledge, workload or anything else you have. By and large people do not know how to share or delegate. The last but most important is the 'S' which stands for surrender to the Lord. Free your mind from the weight of worries and become an instrument, adopting an attitude of service.

2.1. Answer the following questions briefly: 1x6=6

- 1) How has the stress become a universal disease?
- 2) Name the various kind of stress?
- 3) What is responsible for physical stress?
- 4) When does "emotional stress" increase?
- 5) How can one develop 'increase strength'?
- 6) What does the word 'stress' stand for?

2.2. On the basis of your reading of the passage, answer the following questions by choosing the best of the given choices 1x2=2

- 1) We need not regulate and control our thought by :
 - a) if our thought are orderly and methodical
 - b) if our thoughts are clogged

- c) if we go on worrying
 - d) if we take up many jobs at one time
- 2) Erasing the ego can be achieved through:
- a) if we control our negative emotion-anger, fear, jealousy
 - b) if we keep the feeling of doer-ship
 - c) if we claim the responsibility
 - d) the help of things causing stress and mental weakness
- 2.3. Find words from the passage, which have similar meanings as the following words .1x2=2
- a) Holy books (para5)
 - b) Collection (para 6)

3. Read the following passage and answer the questions that follow: (8 marks)

It is worth saying something about the social position of beggars, for when one has consorted with them, and found that they are ordinary human beings, one cannot help being struck by the curious attitude that society takes towards them. People seem to feel that there is some essential difference between beggars and ordinary "working" men. They are a race apart--outcasts, like criminals and prostitutes. Working men "work," beggars do not "work"; they are parasites, worthless in their very nature. It is taken for granted that a beggar does not "earn" his living, as a bricklayer or a literary critic "earns" his. He is a mere social excrescence, tolerated because we live in a humane age, but essentially despicable.

Yet if one looks closely one sees that there is no essential difference between a beggar's livelihood and that of numberless respectable people. Beggars do not work, it is said; but, then, what is work? An accountant works by adding up figures. A beggar works by standing out of doors in all weathers and getting varicose veins, chronic bronchitis, etc. It is a trade like any other; quite useless, of course--but, then, many reputable trades are quite useless. And as a social type a beggar compares well with scores of others. He is honest compared with the sellers of most patent medicines, high-minded compared with a Sunday newspaper proprietor, amiable compared with a hire-purchase tout--in short, a parasite, but a fairly harmless parasite. He seldom extracts more than a bare living from the

community, and, what should justify him according to our ethical ideas, he pays for it over and over in suffering. I do not think there is anything about a beggar that sets him in a different class from other people, or gives most modern men the right to despise him.

Then the question arises, Why are beggars despised?--for they are despised, universally. I believe it is for the simple reason that they fail to earn a decent living. In practice nobody cares whether work is useful or useless, productive or parasitic; the sole thing demanded is that it shall be profitable. In all the modern talk about energy, efficiency, social service and the rest of it, what meaning is there except "Get money, get it legally, and get a lot of it"? Money has become the grand test of virtue. By this test beggars fail, and for this they are despised. If one could earn even ten pounds a week at begging, it would become a respectable profession immediately. A beggar, looked at realistically, is simply a businessman, getting his living, like other businessmen, in the way that comes to hand. He has not, more than most modern people, sold his honor; he has merely made the mistake of choosing a trade at which it is impossible to grow rich.

3.1. On the basis of your reading of the passage make notes on it, uses recognizable abbreviations wherever necessary. Use a suitable format. Supply an appropriate title. (5 marks)

3.2. Write a summary of the passage in not more than 80 words. (3 marks)

SECTION – B

ADVANCED WRITING SKILLS

(30 MARKS)

SECTION B
(ADVANCED WRITING SKILLS-30 MARKS)
4. SHORT COMPOSITION

4.(i) Notice Writing

A Notice is a written or a printed information or news announcement. Notices are either displayed at prominent places or published in newspapers / magazines. It is meant only for a select group. Since a notice contains a formal announcement or information, its tone and style are formal and factual. Its language should be simple and formal. A notice is always brief and to the point. Remember, Circulars are also written like notices, but unlike notices, they carry more than one message, and they are circulated through a messenger.

POINTS TO BE FOLLOWED WHILE WRITING NOTICES:

- Adhere to the specified word limit of 50 words.
- Name and place of the school, organization or office issuing the notice should be mentioned.
- Write the word NOTICE at the top.
- Give an appropriate heading.
- Write the date of issuing the notice.
- Clearly mention the target group (for whom the notice is to be displayed)
- Mention the purpose of the notice.
- Mention all the relevant details (date, venue, time)
- Mention whom to contact for extra information.
- Signature, name and designation of the person issuing the notice.
- Put the notice in a box.

<p style="text-align: center;">Name of the School / Organization</p> <p style="text-align: center;">NOTICE</p> <p style="text-align: center;">A suitable heading</p> <p>Date _____</p> <p>Content _____</p> <p>Signature _____</p> <p>Designation of the issuing authority _____</p>

Marking Scheme

- 1 Mark for the format,
- 1½ Marks for the content and
- 1½ Marks for expression, accuracy and coherence.

EXAMPLES-

1. You are the Principal of Bloom Public School, Mathura. Write a notice in not more than 50 words informing that admissions for the New Session likely to begin in March

<p style="text-align: center;">Bloom Public School, Mathura</p> <p style="text-align: center;"><u>ADMISSION NOTICE</u></p> <p>10 February 2015</p> <p>The admission for the new session shall begin from the first week of March. The prospectus and admission forms can be purchased from the school office from 15th March to 29th March, 20XX. The last date for the submission of the duly filled forms is 30th March, 20XX.</p> <p>Principal</p>

- 2 You are Rudra / Ria, the Secretary of Gen X Welfare Society, Babulvadi, Guwahati. Draft a notice for all the members of the society informing them

to attend a meeting to discuss the issues related to the security of the residents of the society.

Gen X Welfare Society
Babulvadi, Guwahati
NOTICE
Meeting

20 April 2015

All the members of the Gen X Welfare Society, Babulvadi, Guwahati are informed that a meeting of the residents of the society has been scheduled for 25th April, 2015 at 3 pm at the Community Hall. You are requested to be present there on time.

Agenda of the meeting-Security issues of the residents of the society

Rudra

Secretary

3. You are Neeti, Secretary, Himachal Handicrafts Association. Write a notice regarding a Mega Sale to be organized on 1st and 2nd November on the occasion of Diwali in not more than 50 words.

Himachal Handicrafts Association
NOTICE
Mega Sale

27 October 2015

The Himachal Handicrafts Association is organizing a Mega Sale on the occasion of Diwali on Saturday/ Sunday, 1st and 2nd November respectively from 10 am to 6 pm at Sector-17, Parade Ground

Items available

- | | | |
|----------------|---|-----------|
| ○ Kullu Shawls | * | Paintings |
| ○ Crockery | * | Sweaters |
| ○ Pottery | * | Brassware |

Neeti

Secretary

NOTICES FOR PRACTICE (WORD LIMIT 50)

1. You are Scout Master / Guide Captain of K.R. Sagar Public School, Mysore. You have decided to send a troop of scouts and guides of your school to the Jamboree to be held at Lucknow for a week. Draft a notice in not more than 50 words to be placed on the school notice board inviting the names of those scouts and guides who are interested to participate in the jamboree. Invent the necessary details.
2. Due to a sudden landslide and unfavourable weather, St. Francis School, Vasco has to be closed for a week. As the Principal of that school, draft a notice in not more than 50 words to be displayed at the school main gate notice board.
3. You are Secretary of Gymkhana Club, Madurai. Write a notice in not more than 50 words informing the members to attend an extraordinary meeting of the governing body. Include details like date, time venue, etc sign as Prabhu / Pratibha.
4. You are Srinivas / Srinidhi of D.P. Public School, Nagpur . As a student Editor of your school magazine, draft a notice in not more than 50 words for your school notice board inviting articles / sketches from the students of all classes.
5. You are Rohit / Ritu , Secretary, Welfare Association, ABC Colony, Chennai, Write a notice in not more than 50 words to be placed on the notice board informing the residents that there would be no water supply for two days in your colony due to major pipeline repair work.

4. SHORT COMPOSITION

4.(ii) Advertisements:(4 Marks / 50 Words)

An ADVERTISEMENT is a kind of public notice asking for or offering services or buying and selling property, goods etc., or providing information about missing persons, pets etc.

There are two kinds of advertisements:

- 1- Classified

2- Commercial

CLASSIFIED ADVERTISEMENTS

You will come across classified advertisements in the columns of newspapers and magazines. The important features of a Classified Advertisements are--

- * Language to be factual.
- * Simple and formal and to the point
- * Comprehensive; yet must leave out no important matter.
- * Never be too lengthy (confine to the word limit)

Marking Scheme

Format Suitable Heading/Classification) 1 Mark

Content relevance 1.5 Marks

Expression (Grammatical Accuracy, Spellings Suitable Style- 1.5Marks

Points to Remember

Classified Advertisements

Clearly state the category at the top-e.g.-For Sale, To Let etc.

Give all necessary details in points using commas.

Give contact address, name, and telephone number.

Put the matter in a box.

Brevity is the principle in this form of advertisement as the publisher charges for each word published. Hence efficient use of apt words is solicited. Its ingredients are the purpose, requirement/need, criteria and qualification, expectations, offering, contact number and address

Kinds of Classified Advertisements

1. Situation Vacant/Wanted
2. Lost and found
3. Sale and purchase
4. Accommodation wanted
5. Educational
6. Placement services

7. Matrimonial
8. To-Let
9. Tuitions
10. Packers and Movers
11. Kennel

CLASSIFIED ADVERTISEMENTS

1.SITUATION VACANT

Important Points to Remember

- Begin with 'Wanted' or 'Required'
- Name of the company
- Post and no. of vacancies
- Age and sex of the candidate
- Qualifications and experience
- Other details (optional)
- Pay scale and perks
- Mode of applying
- Contact address and phone no.

Example-1:

Draft a suitable advertisement to be published in a local newspaper for the post of PA/Stenographer on behalf of the Manager of Wipro Company, Chennai. Invent necessary details.

SITUATION VACANT

Wanted/ Required a smart, confident, dynamic, and efficient P.A./ stenographer for a leading company. Only fresh graduates with excellent command over English and computer operating, age 25-30 years, typing speed 40 wpm, short hand 100 wpm. Preference to those who have creativity and innovative ideas for planning. Handsome salary with perks. Apply with detailed C.V./Resume within seven days to the Manager Wipro, Chennai, 4100270

2. SITUATION WANTED

Important Points to Remember

- Begin with SITUATION WANTED
- State qualification, job preferences, place preference
- Mention salary expected, and
- Complete address of the candidate

Example:

SITUATION WANTED

First class graduate in commerce seeks a suitable job in a reputed firm or a banking institution to work as an accountant in and around Delhi, Well travelled, having faith in synergy. Creative with practical experience in accountancy. Flare in English and computer operating. Salary expected negotiable. Contact Sriprakash 1-2A Ajitnagar, Ambala cantt 130001

3. TO LET/ FOR SALE

Important Points to Remember

- Start with 'WANTED' or 'AVAILABLE'
- Accommodation like – no of rooms, size.
- Description of floor ,garage, gardens.
- Indicate the location
- Details of water and electricity consumption
- Rent expected
- Contact information

Example :

You are Anurag/Aparna of 110,Swasthya Vihar , New Delhi .You wish to let out a portion of your newly built house. Draft an advertisement in not more than 50 words for publication in the “To-Let” column of The Hindustan Times, giving all necessary details .

TO LET

**Available 1500 sq.ft. ground floor of a newly built house in Swasthya Vihar with two spacious bedrooms, attached bathrooms, drawing-cum-dining room, kitchen and interiors. Rent expected-Rs. 7000/-. Interested persons may please contact—Anurag/Aparna ,
110 Swasthya Vihar , New Delhi.Phone-27439543**

4. MATRIMONIAL:

Important Points to Remember

- Begin with ‘Wanted’, ‘Required’.
- Give personal details: look and appearance, educational qualifications, family backgrounds.
- Provide professional details.
- State your preferences(if any).
- Give contact address

Example 4:

BRIDE WANTED

Wanted a bride of fair complexion, age within 24-28 years, sensitive, loving, caring, soft-hearted, beautiful and searching for her prince charming. May or may not be in service but should have a good heart. Working in an M.N.C. in U.S.A. has pursued M.B.A. in a top school in California. Family well settled in India. Tall, Handsome, high salary and a good family background. Contact with details and full horoscope. Ph-0080125879

Important points to remember: (for various advertisements)

SITUATION VACANT Specify the post and number of vacancies Qualities of the person required Name of the company (optional) Age and sex of the candidate Pay scale and perks Mode of applying Contact address and phone number	LOST AND FOUND Begin with LOST/FOUND Description of the article When and where the article was Lost/Found Reward for finding it Contact address and phone number
TO-LET Type of accommodation, No. of rooms/floor Whether it's independent or an apartment Rent expected Type of tenant required-Bank employee/small family Whom and when to contact Contact address/phone number	KENNEL Breed of dog Age Colour Training Price expected Contact address and phone number
VEHICLES FOR SALE Make : Maruti/Hyundai Santro etc. Model/colour/accessories/year of manufacture/mileage Condition Ownership details Price expected Contact address/phone number	PACKERS AND MOVERS Specify the services Give reason why you should be given a chance Area of work Whom to contact Contact address and phone number
PROPERTY FOR SALE Plot for sale Location-where it is Area : in sq. meters/yards Name of the development authority Price expected Contact address/phone number	Travels and Tours Name of the agency Destinations and durations Details of the package Discounts if any Contact address and phone number

TUTORSHIPS Classes and subjects Special qualities of the tutor Qualifications and experience of the tutor Previous results of his/her students Contact address/phone number	HOUSE/FLAT FOR SALE Type of accommodation, No. of rooms/floor Whether it's independent or an apartment Price expected/negotiable Location-where it is Area : in sq. meters/yards Name of the development authority Whom and when to contact Contact address/phone number
---	---

Exercise for Practice (Advertisement)

1. You are Harish of No. 10 , Kailash Ganj and Lucknow. Draft an advertisement to be published in the daily. 'The Hindustan Times' , under classified columns to dispose off your car as you are going abroad.
2. You have recently started a Centre for Personality Development for school children. Draft an advertisement to be published in a local daily about it, giving all relevant details.
3. You are Manisha. You have started hobby classes for children of 6 to 12 years. Prepare a suitable advertisement giving all the required details (50 words)
4. You are Mohan of Raja ki Mandi, Agra. You want a dance teacher for your younger sister. Write an advertisement to be published in the classified columns of a local daily.
5. You propose to sell your flat as you are going abroad. Draft an advertisement to be published in the classified columns of 'The Times of India', New Delhi. Invent necessary details.

Q4. SHORT COMPOSITION

(iii) POSTER (50 words) 4 Marks)

1. Must be visually attractive. Use graphics, different font size and shape.
2. Use ‘**persuasive language**’, catchy phrases, slogans etc.
3. Include all important details within the word limit.
4. Use designs, big and bold letters, different effects etc. to highlight the main points.
5. Do not forget to include all the necessary details such as- date, time, venue, occasion or purpose etc.
6. Write “Issued by” at the end.
7. Do not make any complicated drawing.
8. Write in a box.
9. Time yourself (5 to 7 Minutes).

Example 1:

Possibility of thirdWorld War???

For a drop of water??

Be alarmed!

Ground water level is going low dangerously.

Save water! Save Life!

- ☐ Every drop of water is precious. Do not waste it.
- ☐ Take to Rain Water Harvesting. Preserve Rain Water in tanks and ponds.
- ☐ Save this precious gift of nature for future generation.

Issued by:

Human Welfare Society

Example-2

SAVE ENVIRONMENT! GENERATE PROSPERITY!

SAVE ENVIRONMENT



DON'T BURN DRY LEAVES OR GARBAGE

- Emits toxic and harmful fumes!
- It increases suspended particle matter (SPM) in the air and pollutes it!
- Produces carbon-di-oxide causing greenhouse effect!
- Disturbs the natural climate of the planet.
- Leads to cough, eye irritation and respiratory disorders!
- Municipal Corporation Bangalore has banned the burning of leaves and garbage.
- Any Violation depending on the scale is punishable with imprisonment for a term extending to five years and fine up to one lakh rupees

ISSUED IN PUBLIC INTEREST

DEPARTMENT OF ENVIRONMENT :

BANGALORE ADMINISTRATION

SAVE ENVIRONMENT! GENERATE PROSPERITY!

POSTERS FOR PRACTICE

1- Recent rains have caused havoc in some parts of our country. You are Surya, a member of the social service organization, SEVA MANDIR, Bangalore. Draft a poster requesting people to help the rain and flood affected families physically and economically.

- 2- A 'Check Vehicular Pollution' campaign is being organized in your city. Draft a poster to be used in the campaign.
- 3- Water is precious and each one of us must stop wastage. Prepare a poster in not more than 50 words, for creating that awareness.
- 4- Draft a poster announcing a 'Book Week' being organized by the Cultural Society, Ahmedabad.
- 5- Your school is planning a campaign in support of eye donation to mobilize the students and society. Design a poster to be displayed in different areas of the locality surrounding your school highlighting the need for eye donation and eye banks.

Q4. SHORT COMPOSITION

(iv) Invitations and Replies: (50 Words 4 Marks)

No man is an island. Man is a social animal. We need to be with people. This is the reason why solitary confinement is the worst form of punishment one can experience. So, we celebrate many occasions together. To invite someone for an occasion we use the written form-INVITATION.

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

Invitations are of two types: (a) Formal (b) Informal. They can be printed on cards or can be drafted in the form of letters.

MAIN CHARACTERISTICS

- An invitation is complete information. It answers the questions: who, whom, when, where, what time and for what. The important components of an invitation therefore are:-
- The occasion
- Name(s) of the invitee(s)
- Name(s) of the host(s)
- Date, time and venue
- Name(s) of the chief guest or special invitees , in case of an official invitation

FORMAT OF FORMAL INVITATIONS

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

- Names of the hosts
- Names of the invitee (in case of a formal letter of invitation))
- Formal phrase of invitation , for example :-
- Request the pleasure of your benign presence/company.
- Seek your auspicious presence.

- Solicit your gracious presence on the auspicious occasion
- The date, time and venue of the event.
- The occasion/reason of the invitation.

CHARACTERISTICS OF FORMAL INVITATIONS

Meant for a lot of invitees

- These are written in the third person.
- In case a VIP is invited as the chief guest the name of the VIP must appear prominently.
- Name of the invitee is not to be included. The addressee's address is to be written only on the envelope.
- Simple Present Tense is to be used.
- The date of writing is not to be given.
- There is no signature of the host.
- The abbreviation RSVP (**French : repondez s'il vous plait**) i.e. 'please reply' is written below on the left with name(s) , address and phone number of the host(s)
- Put the invitation into a box
- Do not exceed 50 words
- **Meant for an individual (a formal letter of invitation)**
- Include the name of the invitee
- These are to be written on run-on lines. The sentence is not broken into different words/phrases.
- Other details are similar to the mass-scale invitations

EXAMPLES OF FORMAL INVITATIONS

Your father, Mr. Raj Kumar Gupta , residing at K-18 ,13th Cross Malleswaram, Bangalore wants to celebrate the success of your brother Rohith's clearing the IIT-JEE Entrance Examination and securing admission in IIT Powai ,Mumbai. He wants you to draft a formal invitation for him on his behalf. Draft the invitation for him in not more than 50 words.

Mrs. And Mr. Raj Kumar Gupta
Seek your auspicious presence at the
Grand Celebration Party
of their son Rohit's successfully passing the
IIT-JEE ENTRANCE EXAMINATION
at
8.00 p.m.
On
1st July , 2011
at
UTSAV BANQUET HALL
84-Dr. Raj Kumar, Road, Rajaji Nagar
Bangalore-55
Compliments from Friends and Relatives
RSVP
k-18, 13th Cross ,Malleswaram
2712001/9732966964

FORMAL INVITATION-LETTER FORMAT

Kamala Nehru School
Cantonment
Bangalore

July 10, 2011

Mr. K.J. Singh
DCP
Police Lines
Bangalore

Invitation---Annual Day Function

Sir,

It gives us immense pleasure to inform you that we are celebrating our school's Annual Day function on July 10, 2011 at 5.30 p.m. in the Activity Hall of the school. We shall consider it a great honor if you could grace the occasion and preside over the function as the Chief Guest and give away the prizes.

Yours faithfully

Sd/-

Principal

WRITING INFORMAL INVITATIONS

Informal:-

- Written in a letter form, in informal format. Such letters are very persuasive in nature
- Written in the first person
- Salutation is 'dear + name'
- Complimentary close 'yours sincerely'
- Date of writing the invitation is given
- The sender's address appears on the left hand side
- Various tenses used to suit the sense.

Value Points:

Format - 1 Mark

Content Relevance - name of the person(s) who is inviting; the invitee, date, day, chief, guest place, occasion etc. - 1.5 marks

Expression - Grammatical accuracy, Language – 1.5 marks

REPLIES

Replies - Accepting or Declining

Formal - follow a set formula

- formal words — kind invitation', 'great pleasure', 'regret' etc.
- Use the third person ('they') instead of first person ('I', 'we')
- The address of the writer and the date to be written.

Informal - Accepting and declining

- Like an ordinary letter
- do not use any formal expressions but use informal words and expressions
- use the first person ('I', 'We')

SOLVED EXAMPLES

Look at the following series of invitations (formal & informal) and their replies. The occasion is the same but the style is different.

1. FORMAL INVITATION

Mrs. Malathi & Mr. Venkatesh
request the pleasure of your company at dinner
On the occasion of their
50th Wedding Anniversary
At 8 p.m. on Tuesday ,12th July 2011
at
Hotel LEELA PALACE, Bangalore
RSVP: 12,Margosa Road, Malleswaram, Bangalore
Phone-080-23564543

FORMAL ACCEPTANCE

07 July 2015
Mrs. and Mr. Naidu were pleased to receive the invitation for dinner on the occasion of the 50th Wedding Anniversary of Mrs. and Mr. Venkatesh, and confirm their participation in the function.
Best wishes
Naidus

FORMAL REGRET

08 July 2015
Mrs. And Mr. Naidu thank Mrs. And Mr. Venkatesh for the invitation for dinner on the occasion of their 50th Wedding Anniversary on 12 July, 2015 at Hotel Leela Palace. However, they express their inability to be present on the occasion due to a prior engagement.
Best wishes,
Naidus

EXERCISES FOR PRACTICE

1. Your school is organizing the prestigious KVS National Level Social Science Exhibition in its premises. Draft an invitation in not more than 50 words giving all essential details.
2. You are Dharma raj, son of Ramesh Patnaik, Bannerghatta , Bangalore. Your father wants you to draft a formal invitation to be sent on the occasion of your sister, Sheela's marriage. Prepare the invitation.
3. 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.
4. 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.
5. You have opened a restaurant in Uppal Road, Hyderabad. Draft an invitation for the inauguration of the same, specifying the chief guest and other important details like date, time and venue. Do not exceed 50 words.

Q5. LETTER WRITING

FORMAT FOR FORMAL LETTER

Sender's Address

.....
.....
.....

Date

Addressee's address

.....
.....
.....

Sir, / Dear Sir

Sub. : _____ (maximum 6 words)

This _____ is

Yours truly / sincerely

Signature

Name in capital letters

Encl. : if any

Points to remember:

1. Leave a line after
 - a) Sender's Address
 - b) Date
 - c) Addressee's Address
 - d) Sir
 - e) Subject
 - f) Body of letter
2. Write the spelling of sincerely correctly. Remember that it begins with a small's.
3. Write the subject clearly in just 6 words. Eg. Complaint about Whirlpool Washing Machines / Water Scarcity in Vasant Kunj etc.
4. Add Thanking you, only if a request has been made.
5. Mention in your letter any document enclosed with the letter.
6. If you know the person, end the letter with 'Yours sincerely'. If you do not know the person (editors, publishers etc.) end with 'Yours faithfully' or 'Yours truly' (Avoid using Yours respectfully, obediently etc.)

Marks for letter writing are awarded on the following lines :

Format	:	1 marks
Content	:	3 marks
Expression	:	2 marks

1. Format : Marks can be deducted for not using the proper layout that includes date, receiver's designation, address, salutation, subject, complementary close and designation of the writer.

2. Content : It includes the relevancy of ideas in accordance with the letters, in a letter to the editor, we must give both sides of the picture. In a discursive topic, write the pros and cons of the situation. Present tangible points for solution.
3. Expression : The ideas should show relevancy and a logical origination. Before answering the letter, keep in mind the overall topic. Collect the ideas and arrange them sequentially. We must remain polite and positive in our views.
4. Accuracy : It involves that the letter should be free from grammatical mistakes. We should use simple and straightforward language.

SOME USEFUL HINTS

1. Letters to the Officials :
 - i) Reveal your identity
 - ii) Write your purpose directly
 - iii) Request for action/ compliance etc.
2. Letters to the Editors
 - i) Draw the attention
 - ii) Problem and its effect
 - iii) Suggestion, if any
3. Letters to Colleagues and Known Persons
 - i) Inform the purpose / view
 - ii) Pleasing tone and politeness
4. Letters to the Employers :
 - i) Respectful, polite, pleasing tone
 - ii) Specify the purpose
5. Business Letters :
 - i) Quoting reference number if any,
 - ii) Purpose / complaint / argument etc.
 - iii) Polite tone

SAMPLE LETTERS (Business Letters)

1. Letter of Enquiry

You are Megha/Maya of class XII of St. Peter School, Pitampura, Delhi. Write a letter to the Manager of Book World, RK Puram, New Delhi inquiring about the availability of few books you need for your school library. Write as secretary of your school library.

St. Peter's School
Pitampura
Email : meghchandra@yahoo.com
17 October 20XX

The Manager
Book World
RK Puram, New Delhi

Sub. : Inquiry Regarding availability of required books

Sir

We are in need of some books for our school library. I wish to inquire if those books are available at your prestigious store.

We would like to purchase two copies of each of the following books

- | | | | | | |
|------------|-----------|--------------|-----------|--------------|-----------|
| 1. English | Class XII | 2. Math | Class XII | 3. Physics | Class XII |
| 2. History | Class XII | 5. Economics | Class XII | 6. Chemistry | Class XII |

Kindly reply as soon as possible at the above mentioned address. Also please send the latest catalogue mentioning new arrivals and discounts extended.

Thank you.

Yours faithfully

Megha Chandra

(Secretary, School Library, Class XII)

2. Letter of Complaint

You are Buavik/Bhawna of Class XII of Tejas International School, Vijay Nagar, Bulandshahar. Write a letter to the Manager of the sports Store, Meerut, complaining about a defective sports watch you purchased from their store. Write as a Sports Secretary of your school.

Tejas International School
Vijay Nagar,
Bulandshahar
Email : bhawna1234@yahoo.com

27 August 20XX

The Manager
Sports Store, Meerut

Sub. : Defective stop watches purchased on 25 August 20XX

Sir

I am writing this to express my extreme displeasure at the quality of the watches I purchased from your store two days ago.

As soon as I reached the school and opened the packet, I realized that two of the four watches I had purchased were not working. The third one has started giving trouble since yesterday.

The button to stop is quite stiff.

Obviously, I am deeply disappointed at this purchase. Our school's sport meet is on the anvil wherein these watches are needed urgently.

I was not able to check those watches properly on the day of purchase as I was in hurry. But the salesman had advised me to buy them and I had trusted him.

I do hope that you would show me some consideration and either repair or replace these stop watches.

Thank you.

Yours sincerely
BHAWNA
(Sports Secretary)

2. Reply to 'Placing an Order'

You are the Manager of Vats Sports Company. Write a reply to the above letter stating your quotation for the enquiry made therein.

Mss. Vats Sports Company
23, Hapur Road, Meerut

30 July 2015

The Sports Secretary
Jagjiwan Memorial School
12/100, Patparganj, Delhi

Sub. : Delay in the delivery of the Items

Sir,

With reference to your letter dated 25 July 2015 this is to inform you that two of the goods you had ordered i.e. footballs and cricket bats are presently not in stock. However, we shall be getting those items in a couple of days time. This would delay the delivery of goods for just two days. The inconvenience caused to you is regretted.

Please rest assured of the quality and excellent packing of goods.

Thank you.
Yours truly
Rajat Jain
(Manager)

3. LETTERS TO THE EDITOR

The letters to editor are addressed to the editor of a newspaper you are writing to , in order to voice your reaction or opinion towards a certain news item, or any issue of social, political or economic importance.

Important point to remember :

- The format of this letter remains same as that of the business or official letter
- The letter should be addressed to the editor of the newspaper or magazine you are writing to.

Example

As a regular commuter by bus from Noida to Delhi, you have been witnessing rash driving by the bus drivers daily without an exception. Write a letter to the Editor, 'The Times of India' drawing the attention of the General Manager, Delhi Transport Corporation to this problem. You are Priti/Prakash, 15 Udyog Vihar, Noida.

15, Udyog Vihar
Noida

09 March 2013

The Editor
The Times of India, Delhi

Sub. : Concern Regarding rash driving by bus Drivers.

Respected Sir,

Through the columns of your esteemed daily. I would like to highlight the issue of rash and reckless driving by the bus drivers on the city roads, I am a regular commuter by bus from Noida to Delhi, I have been witnessing rash driving by bus drivers daily without an exception.

Most of the buses plying on these routes are private owned. These people are in a continuous fight for the passengers. They drive very fast in order to take over others and most of the time end up having quarrels and fights. Only last weekend the bus I was in met with an accident. It was shocking to know that the bus driver did not possess a valid driving license. Drunken driving cases, by these drivers are also on a rise.

It's a time to take certain measures to rectify the prevailing conditions. The licenses of the defaulters should be rejected. Check posts should be deployed in different places to keep a tab on them. Applying a strict time table for the buses will certainly end the fight for passengers.

This is my request to the concerned authorities to please take a note of situation.

Hope my letter gets published in your newspapers.

Thank you.

Yours faithfully

PRITI

4. JOB APPLICATION

These are formal letters written generally in response to the job vacancies published in the newspapers or posted on the net.

Important points to remember :

- These letters are generally accompanied by a biodata of the applicant
- The biodata includes the name, date of birth, current address, contact number, marital status, educational qualification, experience, if any, salary expected and reference.
- These letters are extremely formal, to the point and specific.

Read the given advertisement and then write a suitable application in response to it. Sign yourself as Medha / Mohit.

Tulip Sr. Secondary School

We are an upcoming CBSE Sr. Sec. School located at Meerut. We require dynamic, innovative and creative faculty to teach. Urgently needed PGT as English with a degree in Education. Experience must, Salary negotiable.

B/23, Rajendra Nagar
Ghaziabad

22 June 20XX

The Principal
Tulip Sr. Sec. School
Meerut

Sub. : Application for the post of PGT English

Sir,

This is in reference to the advertisement in 'The Times of India' dated 15th June, 20XX, for the vacancy of an English teacher in your school. I wish to apply for the same. I have the required qualification and experience for the post. Please find enclosed my detailed bio-data for your kind consideration and perusal.

If selected, I assure you that I will give more than hundred percent to my profession and work to your full satisfaction.

Hoping for a favourable response from your side.

Yours faithfully
Mohit Suri
Encl. Biodata

BIO DATA

Name : Mohit Suri

Sex : Male

Father's Name : Mr. Jayant Suri

Marital Status : Unmarried

Current Address : B/23, Rajendra Nagar, Ghaziabad

Cont. No. : 01202345987, 09870001213

Educational Qualification : BA from CCS University, Meerut (72% marks)
 MA(English)from Punjab University, Chandigarh(60% marks)
 B.Ed. from Govt. College of Education, Chandigarh (65% marks)

Work Experience : 5 Years
 i) Currently working in DAV Public School, Merut since two years.
 ii) Worked in Govt. Model Senior Sec. School Sec.-35, Chandigarh, for two years (against leave vacancy)

Scholarship Awarded : Have been a Scholarship holder from Class XI to XII

Prize Won : Won Gold Medal in Graduation for highest Score

Expected Salary : U.P. Govt.Grade with minimum one additional increment

References : Mr. Y.H.Sharma, Principal, DAV College, Meerut
 Dr. L.M.Mahajan, Sector-16, Chandigarh

LETTERS FOR PRACTICE

1. You are Manas/ Manasi at the Press Apartments of Sunder Nagar, Bihar. The main road leading to this colony has three man holes causing frequent accidents at night. There are no street lights on the main road. Write a letter to the Editor of the Times of India drawing attention of the government to this problem of the residents.
2. Write a letter to the Editor of a national daily inviting the attention of the authorities towards the increasing Environmental pollution in your city.
3. You are Vishal / Veena, a student of class XII of 10, Green Park, New Delhi is interested in learning languages. You come across an advertisement in The Times of India issued by The Institute of Foreign languages, New Delhi about the certificate course in Japanese offered by them. You decide to write a letter to the Director of the Institute seeking more information about the course duration, working hours, fee structure, etc. Write the letter.
4. As Mr. R. Singh, Head of the Department of Chemistry, Cambridge High School, Pune, you had placed an order with Messrs. Scientific Equipments, Dadar, Mumbai for test tubes and jar for the lab. When the parcel was received you observed that markings on the test tubes were not clear and some of the jars were damaged. Write a letter of complaint seeking immediate replacement.
5. You are the Manager of Fitness Club of Gandhi Road, Ernakulam. Write a letter to Messrs. Pioneer Sports Co, Kochi, placing an order for a minimum of 4 fitness equipments with details.

Q6. & Q 7. ARTICLE, DEBATE, SPEECH (10 +10)

This question will have two composition type questions based on visual or verbal input. The composition may be descriptive or argumentative in nature.

1. Article
2. Debate
3. Speech
4. Factual description

ARTICLE WRITING

Writing an article is an art. The dictionary defines an article as a piece of writing about a particular subject in a newspaper or magazine. An article is an expression of one's thought on an issue or a subject logically and coherently written in meaningful paragraphs.

POINTS TO REMEMBER

- Give a title that catches the attention of the reader.
- Begin with a striking opening sentence which addresses the readers and gets them interested in the topic.
- Present a strong argument for your ideas supporting it with evidences or elaboration.
- Use linking devices (however, therefore, although, even though, in order to...) to make the composition appear a whole.
- Introduce a new point at the beginning of an each paragraph that follows, to strengthen your ideas.
- Develop your ideas as much as you can to make them interesting and substantial.
- Conclude with your strongest point.
- Use passive voice, humor, emotive language, rhetorical questions to provide a specific effect.

Marking scheme:

Total marks: 10

Format (title + writer's name): 1 mark

Content (logical organization, relevance): 4 marks

Expression (Accuracy – 2 ½ + fluency – 2 ½): 5 marks

SAMPLE ARTICLE

You are Vikranth / Vinitha, a freelance writer much concerned about the discriminatory treatment of women in the Indian society. Write an article in 150 – 200 words throwing light on this problem and giving suggestions for putting an end to it. (10 marks)

DISCRIMINATION AGAINST WOMEN

By Vikranth

It is a pity that in a country where women are said to be worshipped, there is a widespread discrimination of them even before they are born. Certain brutal practices like the female feticide throw light on our attitude. The girl child is considered to be a liability and doesn't enjoy the privileges of a boy. She is denied the advantage of proper education. The dowry system haunts parents and the harassment she is subjected to at the in-laws often force her to commit suicide.

Even in enlightened homes, the woman has to live her life under surveillance, if not in strict 'purdah'. Working women are physically and verbally abused, denied opportunities of growth and subjected to discrimination.

Education can empower women to fight for their rights. It is also the responsibility of the educated society to work for the cause of women. Let her not be worshipped but let her live a wholesome life.

Questions for practice

1. Write an article in about 200 words for your school magazine on 'Films and their influence on school-going children'. You are Manpreeth / Manjula, a student of class XII A.

2. You are Rohit / Kamal. You attended a seminar on Yoga, a way of life. Write an article in about 150 – 200 words on the contribution of yoga in leading a healthy and peaceful life.

3. Recently you visited your ancestral home in a village in Gujarat. You were elated and strongly felt the necessity to hold on to the roots of our modern life, which lie in our villages. Write an article for your school magazine. You are Chetna / Chirag, Cultural Secretary of your school.

4. With rising number of people in almost all the big cities of the country, the rate of crime has also increased proportionately. The police needs to be trained in new methodology of combating the crime besides changing the mindset. Write an article in 150 – 200 words on the role of police in maintaining law and order in the metropolitan cities. You are Ravi/ Ravina.

5. The invention of mobile phone can be a blessing, but if misused it can prove to be a curse. Write an article in about 150 – 200 words on this invention. You are Karthik / Karishma.

DEBATE

Debate is a contest between two speakers or two groups of speakers to show their skills and abilities in an argument over a topic. One group speaks in favour of the motion and other against the motion.

Points to be remembered:

- Debate should always have a good introduction to grab the audience's attention and garner interest in the topic.
- Prepare the debate properly by considering both positive and negative aspects of the topic.
- Take your information and outline the main points that you are going to write.
- Some examples can be added in support of your view.

SAMPLE DEBATE

Write separate debates in 150 words both for and against the motion. The topic of the debate is “The Right to Education Act is a Realistic and Achievable Goal that will change the Face of Education in India” .You are Rahul/Harshita.

Answer:

For The Motion

Worthy chairperson, secretary and dear students

Today I, Rahul, stand before you to speak for the motion on ‘the right to education Act (RTE) is a realistic and achievable goal that will change the face of education in India’.

I submit that the RTE makes it obligatory on the state to guarantee the right to education and ensure compulsory admission, attendance and completion of elementary education by every child of 6-14 years. I feel very strongly that the three basic goals of RTE will greatly benefit the children coming from poor and marginalized families. These are

- (a) Bringing poor children to school,*
- (b) Ensuring that all schools meet specified norms ,and*
- (c) Ensuring that all children receive quality schooling.*

In my opinion, education and literacy are the keys to many problems faced by the people. I would like to draw your attention to the fact that today the condition on the education front is not like what it was when India got independence.

Seeing all this, I strongly feel that, with the passage of time, RTE will change the face of India

Thank you!

Against The Motion

Worthy chairperson, secretary and dear students

Today I, Harshita, stand before you to speak against the motion ‘the right to education in a realistic and achievable goal that will change the face of education in India’. There is no denying the fact that our country has taken some very bold strides in spreading education. But we have to go along to fully change the face of education in our country.

I would like to draw your attention to the wide gap between what is shown to us through various media and data what is the ground reality. We still see dropouts from school searching for trinkets in heaps of garbage. There are villages where there are no school, no teachers and nothing worth the name called ‘a school’.

I don’t think RTE will succeed in its mission unless we change our work culture and recognize the reality behind facts and figures. I, therefore oppose the motion.

Thank you

DEBATE FOR PRACTICE

1. You are Sameer/Saira. Write separate debates both for and against the motion. Each of not more than 200 words on the topic ‘Entrance tests are the right method for selecting student for undergraduate courses’.
2. In an inter school debate competition, you have to speak on the motion, “Safety of women working in night shifts is inadequate”. You have to speak for the motion. Draft a debate speech accordingly.

3. Draft a debate on the motion “The government is not protecting primary school children for contamination of midday meals given in schools.” You have to speak against the motion.

4 Your school is organizing an inter house debate competition on the topic “National security cannot be considered as an excuse for damaging the environment.” Write your views in favour of or against the motion in about 200 words

5. Write your opinion in the form of a debate on the topic “Corporal punishment in school promotes well disciplined students”. Your answer should be in about 200 words.

SPEECH WRITING

A SPEECH is a formal talk that a person delivers to an audience. It must have the capacity to keep the audience spellbound with proper choice of words, expressions and examples. At the same time care should be taken not to deviate from the main subject. You must keep in mind that it is a speech and you need to begin the draft with addressing your audience. The conclusion should be with a sentence thanking your audience for their patient listening. Writing a speech needn't be a nail biting experience! Before you go further you need to know-

WHO you are writing your speech for (the audience)

WHAT your speech is going to be about (its topic)—the main points in order of importance with supporting research.

Follow the system of CODER for writing your speech

- C- Collect the ideas.
- O-Organize them in a logical manner
- D-Develop the points into paragraphs
- E-Edit the speech
- R-Revise and rewrite it

Brainstorm to start planning your speech

On a piece of paper write these headings with enough space between them for notes:

- **WHO**
- **WHAT**
- **HOW**
- **WHEN**
- **WHERE**
- **WHO** is this speech for?
- **WHAT** am I going to tell them that are relevant and interesting?
- **HOW** long is the speech expected to be?
- **WHERE** is the speech going to happen? (Hall, outdoors, stadium, morning assembly...)

NOTE – It is important to note that the written speech should consist of small sentences having not more than 10 to 12 words in a sentence.

You've got all the notes ready; so let's mix and match and re-write until the outline is clear. After you've completed this part of planning your speech you'll be ready to do any RESEARCH required and then you're on to the task of WRITING your speech.

POINTS TO REMEMBER:

- Greet your audience and introduce the topic you are speaking on.
- The introduction part of the speech is the most important part. It is this part which decides the fate of the speech.
- Do not give a separate title for the speech. Keep in mind as already stated the occasion of the speech and the nature of the audience.
- The introduction should not be very lengthy. The main topic should be taken up as quickly as possible. Use concrete terms and tangible examples. Avoid abstract phrases which are quite vague. Use simple and familiar language.
- The effects, such as raising one's voice, giving stress to certain words, pausing for a short time etc. can be represented in a written speech by using such techniques as increasing the size of the letters of the sentence to be stressed, or using all capitals for a particular word to be emphasized, leaving a few dots (....) after a question to indicate a pause.

- The conclusion plays a very important role in the success of a speech. Here we should remember Shakespeare's advice that **BREVITY IS THE SOUL OF WIT**. Give your own conclusion on the topic in a telling manner.
- A powerful quotation or lines from a beautiful poem which can summarize your view point can also be used.
- Marking scheme is the same as for the article.
- Say/Write 'Thank you' at the end of your speech.

A SAMPLE SPEECH

You are a student volunteer of National Literacy Mission (NLM) wing of your school involved in the Adult Literacy Campaign: "Each one, Teach One". Write out the speech you would be delivering at each place of your visit. Do not exceed 200 words.

Dear Friends,
Good morning to you all.

We have all assembled here for a noble cause—a mission to eradicate illiteracy. It is the dream of the National Literacy Mission to educate all the Indians. We would work together for an India where **EACH PERSON IS LITERATE**. Most of the learners are adults who have a rich experience of life. Therefore, the learning strategies that will be adopted in our programme will be exploratory and interactive. We have to teach as well as learn. We must keep in mind certain important factors..... their experience, wisdom and maturity while discussing any topic. We should encourage them to talk and express their views in a frank and fair manner.

We should always keep in mind the **OBJECTIVES** set for the adult illiterates. We have to make them literates. Inculcate in them a love for reading, writing and arithmetic. Let them do simple calculations and exult at the right calculations. Health awareness and job related problems are the next in order. **IT IS ONLY AFTER A STRONG BRIDGE OF CONFIDENCE IS BUILT** that we would be

able to create in them awareness about civil rights, duties, privileges and obligations.

When they become confident of their powers, we must create in them social awareness. Issues like environmental pollution, population control and employment generation can then be discussed.....In short let's all resolve to make sincere efforts to achieve these goals.

Thank you.

SPEECH FOR PRACTICE

1.-Water is very precious. Some scientists even go to the extent of saying that the Third World War may be fought on the issue of water. Write a speech in 150-200 words expressing your views to be delivered in the morning assembly in your school.

2.-“To use the latest technology the right way, is in the hands of the youth today.” Write a speech 150-200 words discouraging the misuse of technological products like cell phones, computers etc and highlighting the need to use them to promote harmony and goodwill in the society.

3.-“Our Good Earth”, an environmental awareness magazine has launched a marathon 'Clean Your City' campaign. As an active participant write a speech to be read out in the morning assembly urging students to participate in the campaign in 150-200 words.

4.-As a concerned citizen, you are worried about the harmful effects of the insanitary conditions in your town. Write a short speech on the necessity of sanitation, to be given at the morning assembly in your school.

5.You are Raj/Rani, the Head Boy/Head Girls of ABC Public School, Patna. You have to deliver a speech in your school assembly on the 'World Peace Day' on the topic, 'Let's Practise Non-Violence'. Write the speech in 150-200 words pointing

out the recent acts of terrorism that claimed innocent lives, and highlighting the value of non-violence which is the need of the hour.

FACTUAL DESCRIPTIONS

Factual description is a description of place, person, process and object.

- Description of a place / building includes the location, surroundings, interiors, purpose etc.
- Description of a person includes appearance, mannerisms, dress, gait and any other particular information to be given may be relevant to the description.
- Description of an object incorporates appearance, its parts, its function or purpose, advantages and any other detail relevant to the description.

Points to remember

- Collect details of description and logically write them in a paragraph.
- Provide a suitable title.
- Include external features, finer or internal details, how the object functions and its operation.
- Use appropriate connectors while describing a process. Use words like 'first' and 'second'.
- Use the passive voice unless the active voice is desirable (e.g. in a piece which describes how to bake a cake)

Split up of marks

Total marks: 10,

Title: 1, Content: 4, Expression: Accuracy – 2 ½ + Fluency – 2 ½ : 5

SAMPLE DESCRIPTION

A VISIT TO A HOSPITAL

A hospital is a place where the sick or the wounded come for treatment. They are attended to by qualified doctors, nurses and other medical staff. The different wings of the hospital are called wards. People suffering from different diseases are admitted there and treated. The victims of accidents are admitted in the casualty ward. People having ear, nose and throat trouble are treated in the E.N.T. ward. Similarly there is an ICCU ward for very seriously afflicted heart patients, Paediatric Ward for children below 12 years of age, Orthopaedic wards for patients with broken bones and Neurology and Psychiatry wards for patients suffering from mental ailments. There are special wards for women, children and separate wards for burns, eyes, physiotherapy etc. The general ward of a hospital is generally overcrowded. Hundreds of patients suffering from different diseases are admitted here but not every patient who comes to the hospital is admitted. Thousands of patients visit the Out Patient Department for consultation, diagnosis and treatment of their diseases. Doctors and nurses visit the patients at regular intervals. Food and 'other things are also provided to the patients. There are private. rooms for those who can afford.

Facilities for X-ray, E.C.G., Oxygen gas equipment, Blood Bank and Diagnostic laboratory also exist in good hospitals. But no hospital can be good without good doctors and nurses who are expected to be professionally oriented and kind and sympathetic to the patients. A hospital should not be a dreadful place full of stench, sickness and sufferings, it should be a haven where the despaired gets hope for a healthy life.

A RICKSHAW-PULLER

A rickshaw-puller is a common sight in India. He can be seen standing at public places like bus stands, railway stations and road crossings waiting for passengers. A,rickshaw-puller appears miserable and weak. He is not treated well by the general public and is generally overworked and underpaid. He is generally hated, humiliated by everyone.

This makes the rickshaw-puller sometimes pay them in the same coin. He also behaves with them rudely and harshly. The life of the rickshaw puller is very hard. He works from morning till evening and even at night. He carries passengers and loads from one place to another. The poor rickshaw-puller has to submit to the dictates of his passengers as well as the hafta realising mafia and greedy policemen.

A few rickshaw-pullers fall into bad habits. They waste their hard earned money in drinking, drugs and gambling. They should be saved from this evil and something must be done to improve their lot.

THE PROCESS OF GETTING RESERVATION FOR A TRAIN JOURNEY

For getting reservation for a train journey, go to the railway station and see the reservation clerk to make sure whether berths are available on the train you intend to travel by on a particular date. If the seats are available, fill up the application form giving personal and travel details and hand it over to the reservation clerk.

The number and name of the train, the journey date, the destination, the names of the persons going on the journey with their age and sex are to be filled in the specified columns on the form. The reservation clerk checks the form, collects the money, makes entries in the computers and issues the ticket.

There are many computerized reservation centres in cities. Tickets can be booked 4 months in advance at any counter for any train and destination. Now tickets can be booked and printed at home thanks to the e-ticketing facility of Indian Railways. It is sad that many touts fleece innocent passengers with the active connivance of booking staff and police.

Exercises for practice

- 1- Describe your ideal house and its location giving reasons for your choices.
- 2- Write a description of a person who has had an important influence on your life.

- 3- Describe your favorite meal or dish. What ingredients are needed and how is it prepared?
- 4- Write a description of your bedroom, its furniture and contents.
- 5- You are Kiran Yadav of Sarvodaya Vidyalaya, Jamnagar, Gujarat and your school has recently built a well-planned auditorium to hold academic and cultural programmes. The Editor of your school magazine has asked you to write a factual description of the auditorium for the school magazine "Write Kiran 's description in your own words.

SECTION – C

LITERATURE
AND
LONG READING TEXT/ NOVEL

(40MARKS)

SECTION C
(LITERATURE AND LONG READING TEXT/ NOVEL) (40marks)

(Q.8,9,10,11,12&13)
FLAMINGO (POETRY)

Q8. From poetry section two types of question will be asked:

- VSAQ: based on extracts from the poem to test comprehension and appreciation (1mark each)
- SAQ: short answer questions to test local and global comprehension of the poem (3marks)

MY MOTHER AT SIXTY SIX
by KAMALA DAS

GIST OF THE POEM:

- The poet is driving from her parents home to Cochin by car, her mother by her side—sleeping –open mouthed very pale, colorless and frail-like a dead body indicating that her end was near.
- The poet looks at her and feels intense pain and agony to realize that soon death will cast her mother from her.
- Tries to divert her mind, looks outside at the young trees and happy children bursting out of their homes in a playful mood (a contrasting image)
- After the security check at the airport looked again at her mother's face—pale and cold.
- “Familiar ache-My childhood fear” –the poet has always had a very intimate and close relationship with her mother and she has always felt the fear of being separated from her mother hence it is familiar.
- The poet reassures her mother that they will meet again

COMPREHENSION QUESTIONS (SOLVED)

**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 realized with pain**

That she thought away.”

- a) Where was the poet coming from? Where was she going?

The poet had gone to her parents’ home to visit them. She was now going to Cochin airport.

- b) How does the poet describe her mother?

The poet describes her mother as old, pale, cold and senile. As she dozed off beside her, the mother looked almost like a corpse, for her face was colorless and seemed to have lost the fervor of life.

- c) Who does ‘she’ refer to in the last line? What thoughts had she driven away?

‘She’ here refers to the poet. The thought of her mother’s approaching death which she wanted to put it away.

2. “ and looked but soon

**put that thought away, and looked out at young
trees sprinting, the merry children spilling
out of their homes”**

- a) What was the poet ‘looking’ at? What did she notice?

The poet was looking at her mother. She noticed the mother’s ashen and almost lifeless face distraught with pain.

- b) What thought did she try to drive away?

She tried to drive away the thought of her mother’s approaching death.

- c) Why did the poet start ‘looking out’? What does her gesture suggest?

The poet started looking out of the window because she wanted to drive away the pain and agony she experienced on seeing her aged mother. She wanted to drive away her helplessness in the wake of her mother’s ageing and approaching death.

- d) What did the poet see from the window of the car?

The poet saw young trees running past her car and merry children sprinting out of their homes to play.

- e) What did the images of ‘young trees’ and ‘merry children’ symbolize?

Trees and children symbolize the spring of life, its strength, vigour and happiness which contrasts with the lifelessness and helplessness that sets in with age.

**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?

The poet was at the Cochin airport waiting to board the plane after the security check.

b) Who does ‘her’ here to? How did she look like?

‘Her’ here refers to the poet’s mother. She was an aged lady and hence looked pale, cold like a corpse and colourless.

c) Why does the narrator ‘look at her again’?

The narrator looked at her mother once again for the last time before she left to reassure herself about the well being of her mother. She had tried to drive away the pain she had felt on seeing her weak and aged mother. One last time she looked at her to wish her goodbye.

d) Explain: ‘wan, pale as a late winter’s moon’.

In this simile, the poet compares the mother’s pale and withered face with the winter’s moon. The moon seems to lose its brightness in the winter season as it is veiled behind fog and mist. The mother’s face also seemed to have lost its radiance which was now misted by age. Winter symbolizes death and the waning moon symbolizes decay.

**4. “ and felt that old
familiar ache, my childhood’s fear,
but all I said was, see you soon, Amma,
all I did was smile and smile and smile.”**

a) What ‘familiar ache’ did the poet feel?

The 'familiar ache' refers to the poet's fear of losing her mother and the realization that she has not cared and cannot care for her ageing mother. It is an ache of helplessness. It is also a fear of separation from the mother or the mother's death.

b) What could have been the poet's childhood fears?

I think the poet's childhood fear was that she would lose her mother or be separated from her and that death would consume her mother.

c) Did the poet share her thoughts with her mother?

The poet did not share her fears and agony with her mother. She only bid good bye to her with the hope of seeing her soon.

d) Why do you think, the poet did not share her thoughts with her mother?

I think the poet did not share her thoughts with her mother because they were caused by her fear of the unknown. Sharing them with the mother would have worried the frail old woman to death.

e) Why did the poet only 'smile'?

The poet only smiled to hide her guilt, anxiety and fear of the unknown. Also, she wanted to bid a cheerful farewell to her mother before boarding the flight.

QUESTION AND ANSWERS

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

When the poet looks at her mother's face she found that it had become pale and withered. She realized that her mother was at the edge of her life and her end was near. The thought that her mother would be soon separated from her caused unbearable pain and ache in the poet's heart.

2 What does the poet do to shrug off the painful thought of her mother's approaching end?

To get rid of painful thought her mother's nearing the poet looked out to see the sprinting tree and the happy children, bursting out of their house.

3. Why does the poet draw the image of sprinting trees and merry children?

Sprinting trees and merry children bursting out from the doors suggest fresh life and warm energy. The poet draws this image to strikes a scene of contrast with the pale, dull and withered face of the mother. Here the curtain is falling and the life coming to an end and there the curtain is rising and fresh life is beginning and bubbling with energy and vitality.

4. Why have the trees been described as sprinting?

The poet was driving in a car along with her mother. Her movement created the visionary, illusion of the trees outside appeared to be sprinting past.

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

The late winter moon lacks luster. The mothers face was pale and withered. Moreover, the late winter moon suggests the end of season and mother too is nearing the end of her life, therefore the poet compares her with the late winter's moon.

6. What is the 'familiar ache'?

The fear of losing her mother has tortured the poet from her very childhood because she had been intimately bound up with her. Therefore this ache is familiar to her; it is known to her.

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

The parting words of the poet reflect the poet's pain. But she puts on a smile on her face to mask her pain and to give hope, happiness and reassurance to her mother.

**AN ELEMENTARY SCHOOL CLASSROOM IN A SLUM
-BY STEPHEN SPENDER**

GIST OF THE POEM

- In this poem the poet focuses on the theme of social injustice and inequalities.

- He presents the pathetic and miserable picture of the elementary classroom in a slum.
- These children have pale and lifeless faces.
- They are like rootless weeds which are uncared and unwanted with their disorderly hair torn around their faces.
- They are depressed and oppressed with the burdens of life and keep their heads down. They have stunted growth.
- They inherit the diseases of their father.
- Some of them do have dreams. A sweet young boy is sitting at the back of the dim classroom. He is dreaming of a squirrel's game in the trees and probably other interesting things.
- The walls are dirty and creamy and on them are hung the donations given by the rich and also Shakespeare's portrait.
- A civilized dome found in the cities and Tyrolese valleys with beautiful flowers are also put up.
- The map on the wall shows the children, the beautiful world outside; but for these children of the slum it is meaningless.
- The children studying in these schools do not have the means to go and explore the world. For them what they see through their classroom windows, the narrow street and the lead sky is the world.
- Shakespeare is wicked for them as he has written only about the rich, beautiful world tempting them to steal.
- The map is of no interest to them because it does not reflect the world they live in-cramped and dark lanes.
- Their lives start in darkness and ends in utter darkness.
- They are undernourished and their poverty has distorted their vision as they spend their whole time in foggy slums.
- The poet feels that the map which shows beautiful and exotic places should be replaced with slums as it is not the world they live in.
- Unless the governor inspector and visitor play a vital role in bringing about a change, their lives will remain in dark.
- The slum children will be able to peep through the window only when the gap between the two worlds is bridged.

- They should break the barriers till they come out of the dirty surroundings and their world should be extended into the green fields, golden sands and bright world.
- They should have the freedom of expression and their outlook be broadened.
- For, only the educated and learned people can create history whose language has strength and power.

SOLVED QUESTIONS

**1. “Unless, governor, inspector, visitor,
This map becomes their window and these windows
That shut upon their lives like catacombs.”**

(a) Why does the poet invoke ‘governor, ‘inspector’ and ‘visitor’?

The poet invokes the ‘governor, ‘inspector’ and ‘visitor’ because they are the powerful people who can bring about a drastic change in the miserable lives of the slum children. They can remove the social injustice and class inequalities.

(b) What does ‘this map’ refer to? How can it become ‘their window’?

This map refers to the beautiful world of the rich. Their window refers to holes and the stinking slums of the unfortunate children of the slum. This can become their window only when the difference between the two worlds is abridged.

(c) What have ‘these windows’ done to their lives?

These windows have cramped their lives, stunted their physical and mental growth shutting them inside filthy and dingy holes.

(d) What do you understand by catacombs?

Catacombs are long underground graves. Here they stand for the dirty slums which block their progress.

(e) Which literary device has been used? Explain.

Simile has been used to describe the oppressive effect of the surroundings on their pathetic lives. The simile is: ‘these windows that shut upon their lives like catacombs.’

QUESTION AND ANSWERS

1. What is the theme of the poem?

This poem deals with the theme of social injustice and class inequalities. The poet presents it by talking of two different and incompatible worlds. The world of the rich and the civilized has nothing to do with the world of the narrow lanes and cramped holes. This gap can be bridged by the authorities.

2. So blot their maps with slums as big as doom'. What does the poet want to convey?

The poet is angry at the social inequalities in the world. There are two worlds – the dirty slums and the prosperous and the beautiful world of the rich. The poet wants the map of the world should also have blots of slums as big as the 'doom'. In reality he wants the gap to be reduced.

3. 'History is theirs whose language is the sun'. Explain.

This statement means that those who have the power and confidence in speech to influence others create history. One can make a mark only if one can outshine others. Education only can give them power and strength like the sun which will bring about a change in the lives of the people.

QUESTIONS FOR PRACTICE

A. Read the stanza and answer the questions that follows:

**1. "Surely, Shakespeare is wicked, the map a bad example,
With ships and sun and love tempting them to steal-
For lives that turn in their cramped holes
From fog to endless nights."**

i) Name the poem and the poet

ii) Why has Shakespeare been described as wicked?

iii) Why is the map a bad example?

iv) What tempts them to steal?

v) How do the children continue to live?

vi) Explain: 'From fog to endless night.'

B. Read the stanza and answer the questions that follow:

**“The stunted, unlucky heir
Of twisted bones, reciting a father gnarled disease
His lesson from his desk. At the back of the dim class
One unnoted, sweet and young. His eyes live in a dream
Of squirrels game, in tree room, other than this.”**

- a) Who is being referred to in the first two lines?
- b) Explain ‘father’s gnarled disease’.
- c) Who sits at the back of the class? How is he different from others?
- d) Explain his eyes live in a dream?
- e) What is the comparison drawn with squirrels game?

SHORT ANSWER QUESTIONS

- 1. What is that these children inherit from their parents? What does it signify?
- 2. How has the poet described the colour of the wall and why?
- 3. The poet presents two different worlds. What are they?
- 4. What picture of the slum children does the poet draw?
- 5. Where does the poet see hope and relief?
- 6. What does the poet mean by saying, ‘Let their tongue run naked into books’?
- 7. Describe some poetic devices used in the poem. Give examples.
- 8. Explain ‘Open handed map, awarding the world its world’.

KEEPING QUIET

- BY PABLO NERUDA

GIST OF THE POEM

- The poet talks about the need of silence and quiet introspection and the importance of quietude and calmness. He also talks about creating a feeling of mutual understanding among human beings.
- The poet asks us to keep still and count up to twelve. He also asks us to sit still. For a moment we should not speak any language. We should not move our arms so much.
- It will be a moment of complete silence without rush or worry. This would be an exotic moment.
- Then a sudden strangeness will prevail which we will all enjoy. It will be bliss.
- The fisherman would not harm the whales on the cold sea. Even the man gathering salt would stop working and look at his hurt hands and reflect at the pain and harm his strenuous task has caused him.
- All kinds of wars must be stopped at once. The green wars against the environment, wars with poisonous gases, firearms, must be stopped at once.
- People who are all the time preparing for wars leaving no survivors behind ought to find time to wear clothes and walk around with their brothers strengthening the message of peace and brotherhood.
- At the same time the poet cautions not to confuse stillness with total inactivity. Life is an ongoing process and should not be associated with death. It is to be lived with positive attitude.
- He does not want us to ruminate over death.
- But he feels that if for once we do not focus ourselves single-mindedly to keep our lives moving but do some introspection or spend some time in silence doing nothing, we can understand ourselves better and escape from the threatening calls of death.
- The earth can teach us a lesson how everything comes to a dead end and comes to life again.
- In the same manner a quiet introspection can bring all evil thoughts to an end and bring in a new life of peace and tranquility.

- Now the poet will count up to twelve and they should keep quiet and he will go.

SOLVED QUESTIONS

1. Read the stanza and answer the questions that follows:

**1. “Fishermen in the cold sea
Would not harm whales
And the man gathering salt
Would look at his hurt hands.”**

a) What is ‘fisherman’ symbolic of?

The fisherman symbolizes man’s indiscriminate exploitation of nature for his vested interests.

b) What will happen when fishermen do not harm whales?

The whales will be no longer on the verge of extinction.

c) What has happened to the man gathering salt? What must he do?

The man gathering salt has injured his hands. He must take care of his hurt hands.

d) What would happen in this moment of silence?

He will become conscious of the harm causing to others and to themselves.

e) What image does the poet create in the last line?

He creates the image of incessant suffering. In his effort to add comforts to his life he has paid no heed to the pain that caused him.

2. Read the stanza and answer the questions that follows:

**“Perhaps the earth can teach us
As when everything seems dead
And later prove to be alive
Now I’ll count up to twelve
And you keep quiet and I will go.”**

a) Who can teach us?

The earth can teach us.

b) What does earth teach us?

The Earth can teach us how new life emerges from the ashes of the dead remains. Likewise quiet introspection will enable us to live a life of peace and tranquility.

c) Why does the speaker count up to twelve?

It is a part of an exercise in meditation. All distractions and digressions are washed away and man is in a moment of bliss.

d) Explain- 'you keep quiet and I will go'?

The poet wants all to keep quiet and experience the moment of peace. He will go and pass on the message to another group of people.

Short Answer Questions

1. Why does Pablo Naruda urge us to keep still?

Stillness is necessary for reflection and quiet introspection. We can hear the voice of our conscience and thus withdraw ourselves from undesirable actions.

2. 'Under the apparent stillness there is life'. Justify.

The poet does not want to equate stillness with total inactivity. Under the apparent stillness there is life. We can learn it from the earth when everything seems dead, the earth still remains alive. The life on earth goes on under the apparent stillness.

3. Why do men become sad? How can this sadness be overcome?

Men fail to understand themselves. They are always threatening themselves with death. When they do not understand themselves they become sad. A long silence might interrupt this sadness and make them good.

QUESTIONS FOR PRACTICE

1. **"What I want should not be confused**

With total inactivity

Life is what it is about

I want no truck with death."

1. Name the poem and the poet?

2. What is the desire of the poet?

3. What does 'total inactivity' imply?
4. Why does the poet say that he does not want his wish to be confused with total inactivity?
5. Explain- 'I want no truck with death'.

SHORT ANSWER QUESTIONS FOR PRACTICE

1. Why shouldn't we speak any language and move our arms so much?
2. How does the poet distinguish 'stillness' from 'total inactivity'? Explain.
3. "I want no truck with death." Explain.
4. What are the various wars mentioned? What is the result of these wars?
5. What would be the result of quietude?

A THING OF BEAUTY

By JOHN KEATS

GIST OF THE LESSON

- The Poet, John Keats says that beautiful things will never become 'nothing' as they will continue to hold us in their spell and sooth our soul.
- Every beautiful thing is like a band that ties us to this earth as it makes us want to live and enjoy these things of beauty.
- And these things of beauty, according to the poet, are the things that give hope to human beings and make them want to live, in spite of all the sorrow, ill-health and unpleasant experiences that we face on earth.
- Some of the beautiful things on this earth that have such an effect on us are the sun, the moon, trees, streams, flowers, forests, beautiful monuments that we have erected for the dead, all the lovely tales that we have heard or read.
- Finally he compares all these beautiful things to immortal drink or nectar given to us by gods or gifts of God. Thus he states his firm belief in the Divine.

SOLVED QUESTIONS

1. **“Such the sun, the moon,
Trees old and young, sprouting a shady boon
For simple sheep; and such are daffodils
With the green world they live in; and clear rills
That for themselves a cooling covert make
‘gainst the hot season.”**

- a. What proves a blessing for the sheep?
Trees, young and old provide a green covering which proves to be a blessing for the sheep.
- b) Where do daffodils bloom?
Daffodils bloom among the green surroundings.
- c) What prove to be pleasant shelters in summer?
The small streams with clear water prove to be cooling, pleasant shelters in summer.
- d) Name the objects of beauty referred to here.
The sun, the moon, trees, daffodils and streams of clear water are the objects of beauty mentioned here .

SHORT ANSWER QUESTIONS

a) What according to Keats are the things that cause suffering and pain?

Answer: The poet says that a scarcity of good-natured people or in other words the wicked people outnumber the good people. And the source of all our sorrows is either ill-health or another human being.

b)What makes human beings love life in spite of all the suffering?

Answer: The poet says that the beautiful things on earth lifts the pall off our spirits and make life worth living. Each beautiful thing is like a link that forms a chain or wreath that binds us to this earth.

c)Why does the poet say ‘mighty dead’?

Answer: Monuments are erected in memory of people who were mighty or great when they lived. Physically mighty as in mighty warriors or mentally might as in

great poets, writers or philosophers. Their tombs provide inspiration for the living through their beauty just as their works continue to do.

QUESTIONS FOR PRACTICE

1. **“A thing of beauty is a joy forever
Its loveliness increases, it will never
Pass into nothingness; but will keep
a bower quiet for us, and a sleep
full of sweet dreams, and health, and quiet breathing
Therefore, on every morrow, are we wreathing
A flowery band to bind us to the earth.”**

- a. What is the special virtue of a beautiful thing?
- b. How does it bless us?
- c. Explain the expression “A bower quiet for us”.
- d. What do we do everyday?

2. **“the mid forest brake,
rich with a sprinkling of fair musk-rose blooms;
and such too is the grandeur of the dooms
who have imagined for the mighty dead;
All lovely tales that we have heard or read;
An endless fountain of immortal drink,
Pouring unto us from the heaven’s brink.”**

- a. What do you mean by ‘brake’? Where does it grow? What makes it all the more beautiful?
- b. What do you mean by ‘the grandeur of the dooms’?
- c. “All lovely tales that we have heard or read” Explain
- d. What is the source of the beauty of nature? What is its effect on us?

3. **“Some shape of beauty moves away the pall
from our dark spirits. Such the sun, the moon,**

**trees old, and young, sprouting a shady boon
for simple sheep; and such are daffodils
with green world they live in; and clear rills
that for themselves a cooling covert make
'gainst the hot season; the mid forest brake
Rich with a sprinkling of fair musk-rose blooms"**

- a. What removes the pall from our dark spirits?
- b. What sprouts a shady boon for sheep and how?
- c. How do 'daffodils' and rills enrich the environment?
- d. What makes the mid-forest brake rich?

SHORT ANSWER QUESTIONS

1. How do we wreath a flowery band?
2. Why do human beings suffer or what depresses the human soul?
3. What does Keats mean by the 'grandeur of doom'?
4. Mention 4 things of beauty listed in the poem?
5. How do we bind ourselves to the earth every morning?
6. Why and how is 'grandeur' associated with the mighty dead?
7. What is the source of the 'endless fountain' and what is its effect?
8. What is the message of the poem?

AUNT JENNIFER'S TIGERS

By ADRIENNE RICH

GIST OF THE POEM:

- The poet is a feminist and she addresses the difficulties of a married woman.
- She spends good amount of time in embroidering panel of tigers prancing across the screen.
- The tigers are fearless creatures pacing elegantly and majestically. They symbolize the spirit of freedom. Aunt is a victim of male chauvinism (male domination).
- Aunt Jennifer is so oppressed and terrified that she finds it hard to pull the needle.

- The “weight of Uncle’s wedding band “expresses how victimized and oppressed she is. It implies that aunt Jennifer has to work hard to meet his expectation.
- She spends her life in fear but she embroiders on the panel the fearless tigers to express her secret longing for a life of freedom and confidence.
- Even her death does not end the problem and torture which a married woman experiences..

SOLVED QUESTIONS

**1. “Aunt Jennifer’s tigers prance across a screen,
Bright topaz denizens of a world of green.
They do not fear the men beneath the tree:
They pace in sleek chivalric certainty.”**

a) What does the expression ‘Aunt Jennifer’s tigers imply?

Aunt Jennifer was embroidering a panel of prancing tigers. The poet refers to the tigers as Aunt Jennifer’s tigers because they are her creation, her work of art.

b) What does prancing tigers symbolize?

Prancing tigers are a symbol of the spirit of freedom within Aunt Jennifer which remains subdued. They also symbolize her fear of her male counterpart.

c) Why are they referred to as ‘denizens of a world of green’?

The tigers are the dwellers of the green forest so they are referred to as denizens.

d) What qualities of the ‘tigers’ are highlighted here?

Fearlessness and ferocity of the tigers are highlighted here. Aunt Jennifer’s nervousness and timidity are in sharp contrast to wild ferocity of the tigers who are not afraid of hunting men. Unlike Aunt Jennifer, the tigers fear nothing.

e) Explain; “They pace in sleek chivalric certainty”.

The movement of the tigers are sleek, stealthy, sure, majestic and elegant. They are sure of their purpose. Gallant and confident, they move ahead fearlessly undeterred by any obstacles or hindrances.

**2. “Aunt Jennifer’s fingers fluttering through her wool
Find even the ivory needle hard to pull.**

**The massive weight of Uncle's wedding band
Sits heavily upon Aunt Jennifer's hand."**

a) Why do Aunt Jennifer's fingers flutter through her wool?

Aunt Jennifer lives in constant fear of her husband. She feels so nervous and terrified that her hands shake and flutter when she sits down to knit.

b) Why does she find it hard to pull the ivory needle?

Due to constant fear that she confronts has become a nervous wreck. She finds it difficult to pull the ivory needle through the tapestry more because of mental suppression than because of physical weakness.

c) Explain: 'massive weight of Uncle's wedding band'.

The expression is symbolic of male authority and power. Matrimony binds the woman physically as well as mentally. Likewise Aunt Jennifer is trapped in gender oppression and feels herself burdened by the authority of her husband.

d) How is Aunt Jennifer affected by the 'weight of matrimony'?

Aunt Jennifer cannot do things freely, she tries to come up to the expectation of her husband, she seems to have lost her identity. The freedom that she dreams of through her art is itself symbolic of her oppressed self

**3. "When Aunt is dead, her terrified hands will lie
Still ringed with ordeals she was mastered by.
The tigers in the panel that she made
Will go on prancing, proud and unafraid."**

a) What is Aunt Jennifer's death symbolic of?

Aunt Jennifer's death is symbolic of her complete submission to her suppression.

b) Explain: "terrified hands".

Aunt Jennifer is terrified by her dominating husband and hence her hands are shivering.

c) What does 'ringed with ordeals' imply?

Aunt Jennifer has been so victimized in her life that even after death she remains trapped in the struggles of the spirit. Though we do not know what terrors Aunt Jennifer had to live with relatives did, we find her a victim of gender injustice and oppression.

d) Is the society in any way affected by Aunt Jennifer's death?

Since the society is male dominated, it shows no concern for Aunt's suffering, even her death. The loss of her freedom is her individual loss. The society is not affected by it and the state of women still remains the same.

e) Explain: "the tigers in the panel....will go on prancing, proud and unafraid".

The expression is symbolic of the dispassionate and unconcerned attitude of the male towards the desire for freedom among women. Even after her death, the social milieu remains unaffected, arrogant and ferocious.

SHORT ANSWER QUESTIONS

1. How do the tigers made by Aunt Jennifer look like?

The tigers, made by Aunt Jennifer on the screen, are jumping and playing about without any fear of the men beneath the tree. They walk in elegance and style displaying the spirit of courage, fearlessness, strength and confidence.

2. What do the tigers made by the Aunt symbolize?

The tigers made by Aunt Jennifer symbolize the spirit of courage, strength and fearlessness Aunt Jennifer, a victim of male oppression, expresses her crushed feelings in the form of art. So, the tigers are symbolic of the fear of male domination with which Aunt Jennifer suffers.

3. Why do you think Aunt Jennifer's hands are fluttering through her wool? Why is she finding the needle so hard to pull?

Aunt Jennifer is victimized by the overbearing and dominant nature of her husband. Her life has become a torture due to her suppression by her atrocious husband. The fear of her authoritative husband has gone so deep into her being that she seems to have lost all strength and energy. Thus her hands shake and flutter so much that she is not even able to pull the needle through the tapestry.

4. What do you understand by "massive weight of uncle's wedding band"?

Generally 'wedding band' is a symbol of joy and happiness. But in case of Aunt Jennifer, it has become a symbol of torture and oppression. Her relationship with her authoritative husband has become a painful burden to carry. Her 'wedding

band' has brought her a world of pain, misery and torture. She has lost her freedom and entered a world of humiliation and oppression.

5. Explain 'her terrified hands will lie, still ringed with the ordeals she was mastered by'.

These lines convey Aunt's complete submission to the oppressive authority of her husband. The fear of her husband has gone so deep into her being that even death cannot liberate her from the chains of her mental suppression. Memories of her husband's tortures and atrocities which bent her into a humiliating slavery will continue to haunt her even after her death.

6. Explain 'The tigers in the panel-----proud and unafraid.'

Here the tigers symbolize the unquestioned authority of man enjoyed by him over his woman counterpart. The lines suggest the dispassionate and unconcerned attitude of the male towards the desire for freedom among women. Here, Aunt Jennifer tries to find an escape in her art but ends up portraying an image of her own suppression. While woman can never free herself from the oppressive authority of her male counterpart, the male, on the other hand will go on enjoying his authoritative arrogance and ferocity without any fear

FLAMINGO (PROSE)

THE LAST LESSON

ABOUT THE AUTHOR:

Alphonse Daudet is a renowned French novelist and great short story writer .The Last Lesson is set in the days of the Franco-Prussian War (1870-71) in which Prussians (Germany ,Poland and Austria) were triumphant and two French districts Alsace and Lorraine were captured by Prussians and adverse effects of it on life at school.

THEME

The lesson brings out the pain that is inflicted on the people of a territory by its conquerors by taking away the right to study or speak their own language.

ABOUT THE LESSON-A glance

- M.Hamel is a devoted, committed and disciplinarian teacher who wants to inculcate passion for learning French language— Mother tongue

- Franz is not willing to go to school as he has not learnt rules of participles.
- He wants to enjoy fascinating beauty of Nature , brightness of sunshine, the birds chirruping in the woods ,Prussian soldiers(Germany, Poland and Austria) drilling.
- Bulletin board always gave news of lost battles ,misfortunes, the drafts and orders of the commanding officers.
- Franz noticed tremendous changes in the school;
 - M.Hamel does not scold him and behaved softly and humbly.
 - The teacher wore special dress which he used to put on Inspection Prize days.
 - Instead of noisy classrooms everything was as still as Sunday morning ,no hustle and bustle in school.
 - Villagers including former Mayor and former postmaster occupied last benches – to pay tribute to M.Hamel for his forty years sincere and dedicated service.
- M.Hamel made the announcement that that would be the last French lesson and German teacher would replace him. German language would be taught in schools of Alsace and Lorraine
- Franz realizes that he does not know even his own mother tongue ,regretted why he had not taken his lessons seriously. He wonders sarcastically if Prussians could force pigeons to coo in German.
- M.Hamel realizes that the children, the parents and he himself are to be blamed for losing respect and regard for the mother tongue - French language.
- He affirms that always keep the mother tongue close to your heart as it is the key to the prison of slavery.
- M.Hamel advocates that French is the most beautiful ,the most logical and clearest language in world
- becomes emotional ,could not speak and wrote on the black board
- ‘Long Live France’

SHORT ANSWER QUESTIONS

Q1 What was more tempting to Franz than going to school and why?

Value points

Had not learnt rules of participles, weather was pleasant ,warm and bright . Chirruping of birds tempted him to enjoy the day, the soldiers drilling in the field were also outdoors.

Q2. What was Franz's greatest fear as he moved towards school ?

Value points

Franz was very late for school as he was scared of being scolded. He had not learnt rules of participles .He did not know even the first word about them .Thus he dreaded the teacher's indignation.

Q3. What was the bad news put up on the bulletin board?

Value points

All the bad news—the lost battles, the orders of the commanding officer were displayed on the notice board for the last two years . Only German language would be taught in the schools of Alsace and Lorraine was displayed on the notice board which made the crowd gather there to read the news.

Q4 What change did Franz observe in the school on that day?

Value points

No noisy atmosphere , no bustle of opening and closing of the desk, no lesson repeated loudly, that day was as quiet as Sunday morning. The back benches were occupied by the village people. M. Hamel wore his special dress which he used to wear on Inspection and Prize day.

Q5. Why were village elders seated on back benches on that day ?

Value points

Villagers occupied back benches as a tribute to the teacher who had put in forty years of sincere service .They also expressed their regret for not learning their mother tongue when they had the chance to learn French, expressed their patriotism and solidarity with France.

Q6. Why did M.Hamel ask his students and elderly to guard French language?

Value points

He said that French is the most beautiful language in the world- the clearest and the most logical He appealed them to guard it so that they can be united and fight back for their liberty.

Q7. How did M.Hamel bid farewell to his beloved students and the villagers?

Value points

To arouse patriotic feelings in his students and village elders for their mother tongue .Urged them to safeguard it among themselves, gathered his strength and wrote on the blackboard as large as he could 'Vive La France' and dismissed the school.

QUESTIONS FOR PRACTICE:

Q1 Why did M.Hamel not punish Franz even though he was late?

Q2 Why was Franz unwilling to go to school?

Q3. What announcement did M.Hamel make and what was its impact?

Q4. What do you think was written on the bulletin board?

Q5. Why did not M.Hamel get angry with Franz for being late ?

Q6. What changes came over little Franz after he heard M.Hamel 's announcement?

Q8. Do you think that the story touches upon the brutalities of war ? Explain

Q9 . How does Hamel arouse patriotism in people of Alsace?

Q10. What message does the writer want to convey to the readers through the Last Lesson ?

LONG ANSWER QUESTIONS

Q1 Draw a Pen portrait of M.Hamel on the basis of your study of the story, 'The Last Lesson'..

Value points

Dedicated ,disciplinarian, hard task master—kept his terrible ruler under his arm—transformed after Berlin's order, shocked—more soft and gentle towards his students—not scolded any student—emotional and completely disturbed—villagers assembled to pay tribute to his sincere service for forty years in the same school—loved France deeply—considered French as the most beautiful language of the world--- safeguard it and never forget it .

VALUE BASED QUESTION

Q1 Franz's feelings about M.Hamel and school changed gradually by the end of the text, though he had a great disliking for both in the beginning of the story. It is said that first impression is the last impression..Is it true in context of , 'The Last Lesson ,?

Write a small paragraph of about 100 words penning down your views on 'A person can be best judged in his first appearance only'.

Value points.

A well-known dictum states that 'appearance are deceptive ' Infact ,it is true that one can not be judged in just one meeting .Actually ,one or more meeting are not enough to judge a person's personality .Every person reacts differently on different situation at different times .So it is not a matter of single appearance to form a judgement about a person.

Now-a—days every person appears to be gentle and social. No matter what their background is one's clothes, gestures habits etc. do not define one's personality. Sometimes a life remains short to know a person. Hence ,it is not a matter of first or last impression but issue of time , needed to know one in one's right colors .

VALUE BASED QUESTION FOR PRACTICE

M. Hamel 'The Last Lesson 'says to the people of Alsace about the necessity of their mother tongue –French—“ We must guard it among us and never forget it because people are enslaved , as long as they hold fast to their language it is as if they had the key to their prison.”

'Mother tongue is the language of one's thoughts and ideas .Rejecting one's mother tongue is denying one's own culture and identity.' Do you think so? Write your reflections on the above statement in the form of an article.

LOST SPRING

ABOUT THE AUTHOR:

Anees Jung ,a prolific Indian writer who received her education in India and US. Her parents were also both distinguished writers .She began her career as a writer

in India .She has been an editor and columnist for major news papers in India and abroad. This chapter is an excerpt from her book titled Lost Spring , Stories of Stolen Childhood .She analyses the grinding poverty and traditions which condemn these children to a life of exploitation.

THEME

The Lesson brings out the plight of street children forced into labour early in life and denied the opportunity of schooling.

The callousness of society and the political class to the sufferings of poor.

ABOUT THE LESSON

- Anees Jung analyses and examines the miserable ,sub- human conditions and traditions which condemn these slum children to a life of exploitation and suppression. They are devoid of education and basic amenities of life.
- Saheb –e- Alam , a rag picker and around 10,000 barefoot ragpickers live in Seemapuri, a wilderness –a place on the periphery of Delhi .They are poverty- stricken and live a life of scarcities and hunger .Survival in Seemapuri means ragpicking.
- Slum dwellers do not have other identifications other than ration cards. Children do not go to school And they are excited at the prospect of finding a coin and sometimes ten rupee note from heaps of garbage..
- Saheb –e-Alam means the ‘Lord of the Universe’ but lives in impoverished conditions and struggles badly.
- Saheb works in a tea stall and he is paid Rs. 800 and meals but he is dissatisfied with this new job as he lost his carefree look and liberty .He feels that steel canister is heavier than the rag picking bag.
- The author narrates a pathetic story of Mukesh , a victim of injustice and exploitation in Firozabad U.P. He wants to become a motor mechanic.
- Around 20000 children work illegally in the glass furnaces at high temperature and in the suffocated factories .They lose the brightness of their eyes in dingy cells and face health hazards.

- Bangle makers face acute poverty and hardships .His father failed to renovate the house.
- Savita ,a young girl does not know the sanctity of bangles.. They are caught in the vicious web of the money lenders , middle men , police and the traditions.
- Mukesh is a young , sensible and practical boy who genuinely wants to remove the poverty of his family. No bangle maker dreams but Mukesh dreams of driving a car.

SHORT ANSWER QUESTIONS

Q1. Why did people migrate from the village in Dhaka to Delhi?

Value points

Natural calamities like cyclone compelled to migrate , better education ,more job opportunities, better living conditions and looking for comforts.

Q2. ‘Saheb is no longer his master’ says the writer, what does she mean ?

Value points

The author means that Saheb gets employment in a tea stall , he has lost his carefree look or independence that he enjoyed as ragpicker .He is paid eight hundred rupees to supplement the family income but he is unhappy .Infact he has lost his freedom.

Q3.’ Survival in Seemapuri means ragpicking ‘. Comment.

Value points

Ragpicking is no more a dirty and filthy job for slum dwellers . It has become their bread earner and means of survival .Sometimes they find rupees ,silver coins in heaps of garbage.

Q4. Why does the author say that the bangle makers are caught in a vicious web of poverty ?value points

The bangle makers are victims of injustice and exploitation in Firozabad. They are caught in web of moneylenders , middlemen ,policemen ,politicians and bureaucrats .they are fear-stricken and suppressed.

Q5. What was Mukesh's dream ?

Value points

Mukesh belonged to marginalized family ,disliked the profession of bangle making .He wanted to become a motor mechanic ,seemed practical and determined to achieve his goal, matured understanding for his life.

Q6. Describe hazardous health conditions of the bangle makers?

Value points

Worked in the glass industry of Firozabad in sub-human conditions ,dingy cells and at high temperature. Lost the brightness of their eyes and fell in vicious circle of moneylenders and middlemen.

LONG ANSWER QUESTIONS

Q1 .'Lost Spring ' is a miserable story on the political system of our country that condemns thousand of people to a life of abject poverty. Comment

Value Points

Saheb ,ragpickers and slum dwellers in Seemapuri lead a life of sorrows and exploitation— Saheb likes going to school but no opportunity—live in structures of mud with roofs of tin and tarpaulin--- no identity except ration cards to buy grain --- survival in Seemapur means ragpicking

Bangle makers work in inhuman conditions-dark room ,hot temperature in glass furnaces—caught in vicious circle of moneylenders, policemen ,sahukars and politicians—unaware of child labour act—abolition of child labour under article 24—lose eyesight before becoming adults.

QUESTIONS FOR PRACTICE

Q1 .Justify the title of the story 'Lost Spring'.

Q2. What is the irony in the name of 'Saheb-e-Alam'?

Q3" Promises made to poor children are never kept" Explain with examples from the lesson.

Q4” Food is more important for survival than identity” for ragpickers of Seemapuri. Comment on this statement.

Q5 Do you think Mukesh will realize dream of becoming a car mechanic?

Q6 ‘His dreams look like a mirage”. Whose dreams are being referred to and why are they compared to a mirage ?

Q7 Having been born in the community of bangle makers has become both a destiny and a curse .How?

VALUE BASED QUESTION

Q. Everyone wishes to live life in a big city . Big cities provide big dreams in one’s eyes . these attract everyone especially from villages and small towns.

After reading the text Lost Spring you must have been able to point out the possible reasons behind migration from one place to other . Write a paragraph in about 100 words for a social magazine highlighting the issue ‘ The reasons for the migration of people from villages and cities’

Value points

Due to urbanization , education ,employment ,safety and basic amenities more and more are migrating from villages to the cities. In the lesson at hand , people have fled from Bangladesh because their fields and houses were swept away by storm . The settlement of Seemapuri is a fine example of this kind . In addition one can see that the pressure on the land has increased due to population and mechanized farming . So the requirement of labour is very acute . Consequently people flee towards the cities for work .Youth do not want to stay in unhealthy and unhygienic rural surroundings.

Not to speak of this , all sorts of village craft have been replaced with machines . The market is full of competition and cheap goods .The villagers fail to compete with the new system of heavy industrialization . So the people migrate from the villages to cities to attain a city like presence for themselves.

VALUE BASED QUESTION

Mukesh says ‘I will be motor mechanic . I will learn to drive a car’

Not only setting a goal ,but having a clear idea about the means to reach the goal and pursuing it with strong determination and commitment are essential to achieve success. Based on this realization ,write a letter to younger brother

making him aware of the need for setting realistic goal and planning ways to reach It with strong determination and commitment.

DEEP WATER

ABOUT THE AUTHOR:

William O' Douglas was a leading advocate of individual rights .He met Franklin Roosevelt, the President and became his friend .This chapter is an excerpt from Of Men and Mountains by William Douglas. It reveals how as a young boy Douglas nearly drowned in a swimming pool, he talks about his fear of water and how he finally overcame it .

THEME:

- A real –life personal account of experiencing fear and the steps taken to overcome it
- psychological analysis of fear.

ABOUT THE LESSON

- William O Douglas had an aversion to water and a passion to learn swimming .When he was three or four years , a huge wave knocked him down and swept over him in the beach of California
- Douglas suffered from hydrophobia .He joined YMCA pool to remove his old terror .A misadventure took place with him while sitting alone and waiting for others to come at YMCA.
- A bruiser boy came and tossed Douglas into deep end of the pool ,nine feet were more like ninety and his lungs were ready to burst. He planned to make a big jump upwards but came up slowly and he swallowed water. Stark terror seized him.
- At last he ceased all his efforts and he became unconscious. His fear of water deprived him of the joys of canoeing , boating, swimming and fishing.
- He hired an instructor to learn swimming .He taught him how to inhale and exhale in water.
- He practiced five days a week and an hour each day.
- At last Douglas went to Wentworth Lake and dived off at Triggs island . He swam for two miles and he finally overcame his old terror. Will to live is stronger than fear of death.

SHORT ANSWER QUESTIONS

Q1 Why and how did Douglas develop an aversion to water?

.Value points

When he was three or four years old ,his father took him for a picnic to California beach.

Suddenly a huge wave knocked him down , swept over him and terrorized him

Q2 What was the misadventure that happened with Douglas?

Value points

Joined YMCA pool to remove his fear ,one day a bruiser boy picked him up and threw into the deep water of the YMCA pool ,nine feet was more than ninety, struggled to come out but could not, nearly drowned ,suffocated and almost unconscious.

Q3 What strategy did he remember as he went down the water?

Value Points

.Plan was to hit the bottom ,make big jump upwards and come to surface like a cork .To paddle to the edge of the pool.

Q4 Why did Douglas grow panicky?

Value Points

Nine feet were more like ninety, his lungs were ready to burst ,summoned all his strength and sprang upwards, suffocated, paralysed and grew panicky.

Q.5 What method did he adopt to overcome hydrophobia (old terror) ?

Ans. Employed an instructor, practiced five days a week ,learnt swimming, went to lake Wentworth and swam for two miles , developed self confidence, overcome terror.

QUESTIONS FOR PRACTICE

Q1 What was the ‘misadventure’ that William Douglas speaks about?

Q2. What impact did the incident at California beach have on him?

Q3. ‘Then all efforts ceased and he crossed to oblivion’ .Describe this particular state the narrator was in .

Q4. What made him decide that the instructor’s role in teaching him swimming was over?

Q5. Why did Douglas go to Lake Wentworth ?How did he make his terror flee ?

Q6 . ‘All we have to fear is fear itself’ says Roosevelt. Explain the importance of the statement

LONG ANSWER QUESTIONS

Q.1 What was Douglas’s ‘misadventure’ at the YMCA swimming pool? How did he overcome it?

Value Points

Revived unpleasant memories ,a bully boy picked him up and tossed him into deep water ,almost drowned, panicked ,could not enjoy canoeing ,boating, fishing etc.

Hired an instructor, made perfect swimmer ,challenge the terror, went to Lake Wentworth ,dived off a dock at Trigg Island ,swam for two miles ,conquered the fear of water ,there is terror only in the fear of death and peace in death ,the will to live become stronger.

LONG ANSWER QUESTIONS FOR PRACTICE

Q1 Why does Douglas as an adult recount a childhood experience of terror and his conquering of it ? What large meaning does he draw from his experience?

Q2 What is the ‘misadventure’ that Douglas speaks about? What were the series of emotions ,fears experienced when he was tossed into the pool ? What plans did he make to come to surface?

Q3 Douglas describes a childhood experience of terror and his conquering of the terror .What message does he want to convey to the readers ?

VALUE BASED QUESTIONS:

Q 4 William Douglas reveals his frightening experience in the YMCA pool .” With that he picked me up and tossed me into the deep end , I landed in a sitting position, swallowed water.....I was frightened”

Do you appreciate the behavior of the big , bully boy? Do not you think that bullying and ragging of students by students is barbarianism and has great damaging effect on the victims as well as the society? Write down your thoughts about this in the form of speech.

Q5. Doing well in any activity ,For example a sport ,music dance or painting, riding a bike or a car ,involves a great deal of struggle . Most of us are very nervous to begin with until gradually we overcome our fears and perform well.

Write a paragraph of about 100 words recounting such a experience .Try to recollect details of what caused the fear ,your feelings ,the encouragement you got from others or criticism.

THE RATTRAP

About the author

SELMA LAGERLOF (1858-1940) was born in Varmland, Sweden. In 1909, she became the first woman writer and the first Swede to win the Nobel Prize for Literature. The story “The Rattrap” is both entertaining and philosophical. On one side it talks about the economic fallout of industrialization in Sweden while on the other it talks about the need for compassion and understanding to awaken the essential goodness in a human being.

Many farm families were displaced by the growing industry in Europe during the time of industrial development, and some people were reduced to the lives of extreme poverty. The story “The Rattrap” brings out these sweeping changes that took place in Varmland, in Sweden, towards the end of the nineteenth century. The title of the story refers to the theory that life is one big rattrap. It had never existed for any other purpose than to set baits for people. It offered riches and joys, shelter and food, heat and clothing, exactly as the rattrap offered cheese and pork, and as soon as anyone let himself be tempted to touch the bait, it closed in on him, and then everything came to an end. The story is narrated in the style of a fairy tale.

About the Chapter

“The Rattrap” is a story that is entertaining as well as philosophical. Through the metaphor of rattrap, the author highlights the human predicament of temptation. The story is a good analysis of human emotional needs and human behaviour. All through the story, there is a subtle humour that serves in lightening the seriousness of its tone.

Theme

The story deals with the trap of material benefits that most human beings are prone to fall into. It also dwells on the human tendency to redeem oneself from dishonest ways. Focussing on human loneliness and the need to bond with others, it brings out our proclivity (natural tendency) to look down upon the have-nots of the society and deprive them of an opportunity to make their lives worth living. However, here and there, there are stray good souls that help them come out of abyss (depth) of their wretchedness and live a dignified life.

Main Points:

A philosophical rattrap seller:

Once there was a man who made ratttraps of wire and went around selling them. However, occasionally he had to turn to begging and stealing. He looked at the world with vengeance for being unkind to him. He entertained himself with the idea of the world being nothing but a big rattrap where the riches act as baits to lure and trap people for life.

Crofters' thirty kronor bills stolen:

One evening the rattrap peddler took shelter in an old man's cottage, who had been a crofter at Ramsjö Ironworks. The amiable and generous man offered him dinner and tobacco. He even showed him the thirty kronor bills, earned by selling his cows' milk, kept in a leather pouch that hung near the window. However, the next morning, the rattrap peddler stole the money and made his escape through the forest.

Caught in the big rattrap called world:

But as he got lost in the woods, he realised that the thirty kronor bills had been a bait to trap him in the huge rattrap that the world is.

The Ramsjö Ironworks the ironmaster:

Nevertheless, he kept walking. Attracted by a regular thumping, he reached the Ramsjö Ironworks, where the blacksmith allowed him to spend the night. Soon, the owner of the mill arrived for a nightly inspection. The ironmaster mistook the peddler for an old acquaintance, Nils Olof (Captain von Stahle). The rattrap seller thought of taking advantage of the opportunity but soon decided against it when he was invited to his home as he feared the discovery of the stolen money.

But the unsuspecting ironmaster wasn't willing to leave the matter. He informed the rattrap peddler how, after the death of his wife and departure of his sons, he was left only in the company of his oldest daughter and that he wished to have company for Christmas. When he had failed to persuade the rattrap peddler, he sent his daughter to bring him home.

The invitation:

Edla Willmansson, the shy and modest daughter of the ironmaster, came to persuade the peddler to come to their home for Christmas. By his frightened look, she guessed that the peddler had either stolen something or has escaped prison. So she hinted an assurance that he would be free to leave whenever he wanted. Reassured, he accepted the invitation. However, the idea of being trapped did not leave him. On the way to the manor, he regretted stealing the money from the crofter and once again considered himself caught in the trap.

The change of events for the peddler:

The following morning, on Christmas Eve, the ironmaster and his daughter discussed how to help the peddler. The ironmaster planned to help him regain his health and also to assist him in finding a vocation for himself. The peddler was bathed, saved and given a hair-cut. However, when the peddler - in clean suit and shoes - presented himself to his host, the ironmaster was shocked to realise his mistake. He demanded an explanation from the peddler and threatened to hand him over to the sheriff.

Suddenly, the rattrap peddler put forward his idea of the world being a rattrap and that one day even the ironmaster may become caught in it. The ironmaster laughed it off and ordered the rattrap peddler to leave at the earliest.

Edla's intervention:

However, before he could actually leave, the daughter intervened. She had been in high spirits that morning thinking of the ways in which she could help the peddler. However, not wanting to express her own feelings, she beseeched her father on the behalf of the rattrap peddler to enjoy just one day at their place. The father finally gave in to his daughter's request, hoping that they would not regret the decision later on.

Throughout the day, the rattrap peddler did not utter a word. He merely ate and slept. He had to be woken up for even meals. At the end of the day, when he was told by Edla that he was welcome to return on the next Christmas Eve, he was flabbergasted.

Theft of thirty kronor bills revealed

Next morning, in the church, the ironmaster and Edla were shocked to find that a certain rattrap seller had robbed one of their old crofters. As they returned, the father wondered what all the rattrap peddler would have robbed them of. The daughter, however, felt dejected.

On returning home, they were informed, by the valet, that the man had left empty handed. On the contrary, he had left a package, as a Christmas present, for Edla.

A Christmas gift for Edla

The peddler left a package containing a small rattrap with the three ten kronor bills that he had stolen from the crofter. Along with that he left a letter thanking Edla for her generosity and asking her to return the bills to the crofter. He wrote, the rattrap is a Christmas present from a rat who would have been caught in this worlds rattrap if he had not been raised to captain, because in that way he got power to clear himself. It was signed as Captain Von Stahle

SOLVED SHORT ANSWER QUESTIONS:

Q1. The crofter can be called a good host. Why?

Ans. The crofter as a wonderful host is proved from the fact that he not only treats the peddler very kindly and offers him food and shelter willingly, but also reposes full faith in him and shows the thirty kroners he had with him.

Q2. How did the tramp make his living? What idea do you get about him from the way he earned to keep his body and soul together?

Ans. The tramp earned his living by making and selling ratttraps that he made himself at odd moments from the material that he begged from here and there. His endeavour to earn a living in this way shows that he was enterprising, hard-working and was keen to avoid begging.

Q3. Generally speaking, how did the world treat the tramp?

Ans. The tramp was treated with great contempt. He was not welcomed anywhere. In fact, he was chased away from wherever he went. So much so that, even if someone granted him a favour, he couldn't see anything better than scorn and indifference in the eyes of his benefactor.

Q.4 What did the peddler think about ratttraps when he lost his way in the forest? How was it different from his previous thoughts about ratttraps?

Ans. At first the peddler thought that the whole world was nothing but a big ratttrap. It baited people but as soon as they were tempted, it closed in on them, and then everything came to an end.

After taking the money in his pocket, the peddler lost his way in the wood. He realized then that it was his turn to be trapped. He had let himself be fooled by a bait and had been caught. The whole forest closed in upon him like a prison from which he could never escape.

Q5. How did the ironmaster interpret the peddler's refusal to accept his invitation to the manor house?

Ans. The ironmaster had no doubt in his mind about the identity of the tramp. He thought that his guest, whom luck had ill-treated, was embarrassed to go to manor house in rags. Since, he had seen better days, his current dilapidated state prevented him from accepting his invitation.

Q.6 Why did the ratttrap peddler not reveal his identity to the ironmaster?

Ans. In the forge, while the haughty blacksmith had ignored him, the ironmaster came to him and scrutinized him. The man with the ratttraps had never before seen the ironmaster and did not even know what his name was. But he thought that if the owner of the mill thought that he was an old contact, he might perhaps give him a couple of kronor. Therefore, he did not want to reveal his identity at once to him.

Q7. Why did the tramp sign the letter as Captain Von Stahle ?

Ans. The tramp, though illiterate and a thief, found himself raised to a captain through Edla's kindness and compassion. He got a chance to redeem himself and hence he signs the letter as captain Von Stahle.

LONG ANSWER QUESTIONS

1. Do you think that one act of kindness can really change a person's view of the world? Discuss

Value points:

- Yes I do agree that one act of kindness can really change a person's view of the world.
- This has been exemplified in the chapter by the man selling ratttraps.
- In the beginning of the chapter the man is dejected and disillusioned because he could not live a contented life in spite of his doing work to make his living.
- He had no positive experiences about life and considered the whole world with its lands and seas, its cities and villages to be a big ratttrap.
- The ironmaster's daughter treats him with respect and shows compassion and understanding towards his condition.
- She does not force herself upon him but tries to persuade him to spend Christmas eve with them.
- He reposes trust in her due to her friendliness.
- Later she persuades her father not to send the man away when his identity is revealed as they had invited him and promised him Christmas cheer.
- She also tells him that he is welcome again next year if he wishes so.
- This brings about a change in the man and he is reformed.

2. Both the Crofter and Edla Willmanson were kind and hospitable to the tramp. But he repays crofters' kindness by stealing his money while Edla is able to transform him to a better human being. Why?

Value points:

- Crofter very hospitable
- Welcomes with a smile – gives him supper and shares his tobacco
- Tells him about income – shows him the money – very trusting and friendly
- Stealing a way of life for the tramp-no twinge of conscience while stealing
- But later he realizes that he who prided himself in not being caught in the ratttrap was caught in it by stealing
- Feels depressed

- Edla's kindness and hospitality awakens his conscience
 - Realizes that there is a way out of the trap
 - Returns the money through Edla
3. The story "The Rattrap" focuses on human loneliness and the need to bond with others. Comment.

Value points:

- The theme of loneliness runs throughout the story.
- All the characters suffer from loneliness and seek redemption from it.
- The protagonist himself feels lonely.
- He has always met sour faces, cold words and unkind treatment
- There is no one to share his depressing or amusing thoughts.
- He is always chased away by the people.
- The old man Crofter yearns for company in absence of a wife and children.
- Similarly the iron master and his daughter too miss company which gnaws their hearts all the more on occasion of Christmas.
- The crofter and the iron master play hosts to the peddler to kill their loneliness.
- All of them have a strong desire of bonding.
- Bonding gives joy to the crofter, iron master and his daughter.
- At the end bonding transforms the tramp and awakens the goodness of his heart.

QUESTIONS FOR PRACTICE

1. Do you accept the peddlers' argument that the case of mistaken identity was not his fault?(the answer can be yes/no provided the student gives a reasonable justification)
2. Why did the peddler decline the iron master's invitation?
3. In the story 'rattrap', who was a keen observer, the ironmaster or his daughter? Substantiate your answer with an example from the text?

4. The world was a rattrap and the peddler himself became a victim of it". Elucidate.
5. Why was Edla happy to see the gift left by the peddler?
6. Edla is a better judge than her father. Do you think so? Why/Why not?
7. Why did the blacksmith fail to notice the entry of the peddler in the forge?
8. What did the ironmaster threaten to do after knowing the mistake? How did the stranger save himself?

LONG ANSWER QUESTION PRACTICE:

1. The essential virtue of human heart can be aroused through compassion and empathy. How far has the meaning of this statement been exemplified in the story "The Rattrap"

2. Value based questions :

Answer the following in about 100 words:

It has been understood from the story 'The Rattrap' that the compassion, empathy and unconditional love and trust of Edla wilmanson only could win the heart of the rattrap seller to reclaim him to be an honest and upright individual at last. 'An Eye for an Eye will make the whole world blind'.-

It is through fellow-feeling, love, compassion and trust in others that we can change the society. Write your argument for the statement to participate in a debate competition.

INDIGO

About the Author

Louis Fischer was a well known Jewish American journalist of the 1950s. He wrote Mahatma Gandhi's biography 'the life of Mahatma Gandhi; on which the Oscar-winning film Gandhi was based.

In this book Fischer details Gandhi's struggle for the independence against the South African government and the fight against British rule in India. Gandhi

helped free Indian people from British rule through nonviolence and truth called Satyagraha. And he is honoured by Indians as the Father of the Nation.

About the lesson

“Indigo” is the story of how Gandhiji decided to urge the departure of Britishers from our motherland. The chapter is an excerpt from Louis Fischer’s book-‘the life of Mhatma Gandhi’. It is an account of British high-handedness and oppression and the contributions made by the masses to the freedom movement. The events and facts in the chapter help the reader understand the method of Gandhian activism very clearly.

Theme

- Indigo-- deals with a battle between the oppressor and the oppressed – is an uneven battle
- The issue of Indigo harvesting and high handed attitude of the Britishers becomes a road to freedom for the sharecroppers
- The only way out to win it is to develop qualities like self – reliance, strong –will, courage
- Must openly stand up against injustice of any kind and not accept it lying down
- Persistence and patience of Gandhiji helps him in procuring justice for the peasants
- Talks about the need to fight our own battles in time of adversity instead of depending on others
- It is very important to be first free of any kind of fear
- The account is also reflection of the efforts made by Gandhiji to improve the health conditions as well as social and cultural life of the peasants
- Carries a universal message for all to adapt to.

Main Points

- Raj Kumar Shukla- A poor sharecropper from Champaran wishing to meet Gandhiji.

- Raj Kumar Shukla- an illiterate but resolute hence followed Gandhiji Lucknow, Kanpur, Ahmedabad, Calcutta, Patna, Muzzafarpur & then Champaran.
- Servants at Rajendra Prasad's residence thought Gandhi to be an untouchable.
- Gandhiji considered as an untouchable because of simple living style and wearing, due to the company of Raj Kumar Shukla.
- Decided to go to Muzzafarpur first to get detailed information about Champaran sharecropper.
- Sent telegram to J B Kriplani and stayed in Prof. Malkani's home - a government servant.
- Indians afraid to show sympathy to the supporters of home rule.
- The news of Gandhi's arrival spread- sharecroppers gathered in large number to meet their champion.
- Gandhiji chided the Muzzafarpur lawyer for taking high fee.
- Champaran district was divided into estate owned by English people, Indians only tenant farmers.
- Landlords compelled tenants to plant 15% of their land with indigo and surrender their entire harvest as rent.
- In the meantime Germany had developed synthetic indigo –British landlords freed the Indian farmers from the 15% arrangement but asked them to pay compensation.
- Many signed, some resisted, engaged lawyers, landlords hired thugs.
- Gandhiji reached Champaran- visited the secretary of the British landlord association to get the facts but denied as he was an outsider.
- Gandhiji went to the British Official Commissioner who asked him to leave Trihut, Gandhiji disobeyed, went to Motihari the capital of Champaran where a vast multitude greeted him, continued his investigations.
- Visited maltreated villagers, stopped by the police superintendent but disobeyed the order.
- Motihari black with peasants' spontaneous demonstrations, Gandhi released without bail Civil Disobedience triumphed.
- Gandhiji agreed to 25% refund by the landowners, it symbolized the surrender of the prestige.

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

SOLVED SHORT ANSWER QUESTIONS

Q.1 How did Shukla succeed in persuading Gandhiji to visit Champaran?

Ans: Rajkumar Shukla was a tenacious and resolute person. He kept on pressing Gandhi to visit Champaran till he finally agreed to do so. After meeting Gandhi for the first time at Lucknow he followed him everywhere right up to Sabarmati ashram. His resoluteness urged Gandhi to yield.

Q2. What problems were the Champaran indigo Sharecroppers facing?

Or

What did the peasants pay to the British Landlords as rent?

Ans: The Champaran indigo sharecroppers were the victims of injustice of the landlord system in Bihar. Most of the arable land in Champaran belonged to English Landlords who compelled their Indian tenants to plant indigo in 15% of their holdings. They demanded the entire harvest as rent and thereby increased their poverty and miseries.

Q.3. Why did Gandhiji visit Muzzafarpur on his way to Champaran? Who received him there?

Ans: Shukla had given a fairly detailed account of injustice meted out to the indigo sharecroppers of Champaran by the British landlords. However, Gandhiji wished to gather more information about the issue to have a better insight into the problem. Hence he visited Muzzafarpur. There he was received by J.B. Kriplani, and a large number of his students.

Q.4 What episode in Patna showed Gandhi the existence of a rigid caste system?

Ans. Shukla took Gandhi to Patna. He led him to the house of a lawyer, Rajendra

Prasad, who was out of town, but the servants recognized Shukla as a poor indigo peasant.

So they let him and his companion Gandhi stay on his premises. They presumed him to

be another peasant. They thought Gandhi was an untouchable so he was not permitted

to draw water from the well for fear that some drops from his bucket may pollute the

entire well.

Q.5 . Why was Gandhiji impressed with Rajkumar Shukla's tenacity and determination?

Ans. Rajkumar Shukla the Champaran-Sharecropper requested Gandhiji in Congress Session in Lucknow to fix a date to visit Champaran where the sharecroppers

were subjected to injustice. Till Gandhiji fixed a date he did not leave him rather he accompanied him wherever he went. Gandhiji was impressed by his tenacity and determination and finally agreed to go there from Calcutta.

Q6. Why did Gandhi chide the lawyers who represented the interests of group of sharecroppers of Champaran?

Ans. Gandhiji chided the lawyers for collecting big fees from the sharecroppers to fight

their case in law courts. He felt taking their case to law courts would do little good when

they were so crushed and fear stricken. So his first priority was to free them from fear.

Q7. What were the conditions of sharecroppers of Champaran?

Ans. The peasants of Champaran were tenants of British landlords. Under long term sharecropping arrangement they were growing Indigo on 15 percent of their holding

and surrendering the harvest as rent to the British landlord. But when Indigo price fell due

to synthetic Indigo developed in Germany the landlords obtained agreement from the peasant

to pay them compensation which some of the peasants resisted and fought their case in court.

Q8. What made the British realise that the Indians could challenge their might hither

to unquestioned?

Ans. The spontaneous demonstration around the courthouse by the peasants of Motihari on

knowing that Gandhiji was in trouble was the beginning of their liberation from fear of the

British which made the British realise that now the Indians can challenge their might.

Q9. How did Gandhiji make the peasants fearless and self-reliant?

Ans. Gandhiji made the peasants fearless by letting them know about their rights, fighting their

case and by obtaining the refund of compensation made to the British landlords who were

behaving as lords above the law.

LONG ANSWER QUESTION:

1. Why do you think Gandhi considered the Champaran episode to be a turning point in his life?

Value Points:

- Champaran peasants suffered exploitation, injustice and atrocities at the hands of the British landowners.
- Gandhiji was appalled at the condition of the sharecroppers.
- He tried to alleviate the pain and sufferings of the distressed peasants.
- Was even willing to go to jail.
- Inspired the lawyers to work for their welfare.
- Thousands of farmers demonstrated to show solidarity with Gandhiji.
- He emerged as a live politician
- Champaran movement a national movement in the course of freedom struggle.
- Eradicated fear from the minds of the ordinary people.
- Forced Britishers to refund a part of money they had taken illegally.
- Thus Britishers power was challenged.
- After political struggle stayed back in Champaran.
- Providing medical help and teaching them the value of hygiene and cleanliness.
- Taught them a lesson in self-reliance
- Thus Champaran incident – it turning point in his life.

2. Why did Gandhiji consider freedom from fear more important than legal justice for the poor peasants of Champaran?

Value Points

- Exploitation of indigo farmers by British Landlords.
- Farmers resorted to legal help to fight cases against the landlords
- Not too many got encouraging results and also, this could only get them short term benefits
- Farmers terrorized and crushed under the exploitation by landlords.

- Gandhiji-practical and farsighted approach-felt that if the downtrodden farmers could be released from fear, rest everything would fall into place.
- Started an exercise in empowering the farmers and giving them lessons in courage through his own example.
- Dealt with all the clever moves of the Britishers fearlessly and boldly without getting intimidated by their orders.
- Felt that lessons in courage would remain with the farmers all their lives and would never be taken advantage of/ exploited.

3. On the basis of your reading of the account of Champaran in Indigo, write a brief character sketch of Mahatma Gandhi.

Value Points

- Gandhiji-man of outstanding qualities
- Unassuming and modest
- Dogged determination
- Thorough and organized
- Empathy/compassion for sharecroppers
- Persistent worker
- Fearless
- Farsighted and practical
- Persuasive and good convincing power
- Humanitarian and holistic approach- thinks not only of political or economic solutions but also concerned with social and cultural progress as well as health issues.

QUESTIONS FOR PRACTICE:

1. How did the Indian peasants react to the new agreement releasing them from sharecropping arrangement?
2. Why was Gandhi in Lucknow in 1916? What happened there that was to change the course of Indian history?
3. Why was Gandhiji stay with professor Malkani on astonishing experience?

4. What made the peasants who had entered into agreement with the British landlords to pay compensation demand their money back from the British landlords?
5. 'Civil disobedience had triumphed, the first time in modern India,' How?
6. What do you think led Gandhi to exclaim 'The battle of Champaran is won'?
7. What amount of repayment did the big planters think Gandhi would demand? What did Gandhi ask? What amount was finally settled?
8. What other spheres besides political or economic fields received Gandhi's attention during his long stay in Champaran?
9. How important do you think team work and cooperation were in Gandhiji's success in Champaran? (Value based)
10. What values do we learn from Gandhiji's campaign to counter the present day problems of exploitation?

GOING PLACES

About The Author

A. R. Barton is a modern writer, who lives in Zurich and Writes in English. He has authored many stories like "Going Places" which are mainly concerned with the problems and the stage of adolescent, fantasising and hero worship.

About The Story

The story "Going Places" is a dream journey which every adolescent undertakes. It is natural for youngsters to indulge in fantasising and hero-worship when they are on the verge of forging ahead in life and choosing a career for themselves. They idolize successful people and dream of following their footsteps. Their dreams drive them away from the harsh realities of life, but when this fact dawns on them, it becomes difficult for them to come to terms with life.

Sophie, the central character in the story and an adolescent, also lives in her pipe dreams. She belongs to a lower middle class family but dreams of making it big. She dreams of setting up a boutique after completing her school. It would be the best boutique and it would be visited by celebrities. She tries to live her dream by

cooking up the story of her meeting with Danny Casey, an Irish soccer player outside Royce's, a designer store. She even talks about her next meeting with him when he would give her autograph. Sophie tries to make her dream a reality by waiting for him, knowing fully well that he will not come. Even the Knowledge of the stark reality within her does not deter (stop) her from making her journey in and out of her dreams.

Theme

'If dreams were horses, beggars would ride. 'The story "Going Places" centres around a similar theme. Dreams and fantasies are a natural and an integral part of our life. Without them life would lose its meaning. They acquire a prominent place in the life of the adolescents who view life as a bed of roses and spend most of their time in the world of their dreams. These youngsters easily take to hero-worship hoping to make it big in life like their heroes. They dream of their idols and fantasize about them. Although in their heart of hearts they know the reality, they most often do not want to accept it and try to turn their dreams into their reality.

The story also highlights the strength of family bonds and relationships. The family is one anchor which supports you and helps you in times of need. Thus, Sophie's family tries its best to help her see reality. Her brother Geoff, with whom she shares all her secrets and her friend Janise also help her, by not rejecting her dreams, but by believing in her and wishing she came out of them comfortably.

Main Points

➤ Sophie

Sophie belonged to a poor family. She had a lot of unfulfilled dreams. She wanted to own a boutique, she wanted to be an actress, she wanted to be a fashion designer and much more. She longed to be anything that was beyond her reach. When she could not achieve them she satisfied herself by telling lies and enjoying when people believed her.

➤ Sophie Tells a Lie

After an interval Sophie came with another sophisticated lie: She met Danny Casey, a popular football player from Ireland now a distraction for the

English youth. As usual she made her brother Geoff believe this story by reminding him he was always the first one she told her secrets.

➤ The Lie Spreads

Geoff took the story to their father and then proudly to his friends. The story reached many and people started asking Sophie about her relations with their great hero, Casey. They were also told that Sophie was to meet Danny in a park on a certain day.

➤ *Lie or Truth?*

Days passed and everyone forgot Sophie and her Casey. By this time the effect of telling the lie continuously made Sophie believe her own lie. She could not think of it in clear lights. In a way Sophie became the victim of her own repeated lies.

➤ Victim of a Lie

The Saturday on which Sophie was to meet Casey finally arrived. Sophie found her walking to the park to meet Danny Casey. She sat there and began waiting for Casey's coming. Minutes ticked away and Danny delayed his coming. Sophie's excitement gave way to doubts. She began to doubt if he would really come or not. She grew sad for his not coming. And then, when she thought the other way, she realized that it was all a lie. Realization came to her. She saw how big a burden it was for her to put herself in such a situation. She rose and walked back.



SOLVED SHORT ANSWER QUESTIONS

Q.1 Why did Sophie dream of having a boutique after leaving school?

Ans. Sophie was struck by the glamorous world like most adolescents are. The glamour of fashion is beyond the reach of middle class girl like Sophie. So she dreams of having a boutique, for it is the most likely place visited by celebrities and brings good money likely place visited by celebrities and brings good money also.

Q2. How is Jansie different from Sophie?

Ans. Jansie is practical and down to earth where as her friend Sophie lives in a world of dream and fantasy. Sophie dreams to have a boutique, wants to become an actress and fashion designer. But Jansie doesn't want her to go on imaginary flights, as she knows that they are made for biscuit factory.

Q3. What did Sophie think of Geoff who does not share his thought with anyone?

Ans. Sophie thought of Geoff as grown up now. She suspected 'areas of his life' about which she knows nothing and he never spoke. Sophie thought when Geoff didn't speak he was thinking of these places. They attained a special fascination for her simply because they were 'unknown' and beyond her reach.

Q4. Describe the reaction of Sophie's family on her story.

Ans. Geoff looked around Sophie abruptly with disbelief when he heard her meeting with Danny Casey, the wonder boy of football. When she gave the footballer's detailed physical appearance he believed her. But Sophie's father turned his head on his thick neck with an expression of disdain and ridiculed her. He muttered something inaudible and dragged himself round in his chair called it a wild story.

Q5. What is referred to as 'the weekly pilgrimage for the family' Why?

Ans. The author calls the family's weekly visit to watch the 'United' as a pilgrimage to highlight the hero worship of the family. They religiously came to watch the football matches they were deeply interested in the game and being absolutely fascinated by Danny Casey, they loved to see him in action.

Q6. How is the title 'Going Places' most appropriate?

Ans. The title is appropriate as Sophie the protagonist- a teenager fantasizes and goes to places in her imagination in the story and Geoff's 'areas of his life' which unknown to her holds a special fascination for her about which she romanticizes.

Q7. How did Sophie convince Jansie to keep her meeting with Danny a secret?

Ans. Sophie was first surprised and upset with Geoff for having talked about her meeting with Danny to Frank. She felt it was something that should have been to brother and sister. She told Jansie that it was to be kept a secret because if her dad got to hear about it he would be angry. Jansie was surprised as she thought her father ought to be pleased. Sophie realized that Jansie didn't know about her meeting him the following week. Sophie said that her father would hate to have people asking him about Danny.

LONG ANSWER QUESTIONS

1. Sophie's dreams and disappointments are all in her mind . What was her extent of fantasizing as a teenager?

Value Points.

- Sophie-poor, mediocre family
- Aspires to have a boutique; but no means, no resources
- Could become manager or an actress
- She is a day dreamer
- Wants to see the vast world
- Father does not permit
- Dreams of meeting Danny Casey
- Imagines meeting him in the arcade
- Extent of fantasy-feels she has really met him
- Tells her brother who doesn't believe her
- Father feels it is another of her wild stories.
- She goes again to meet Danny but he doesn't come.
- Imagines meeting him again in the arcade

2. What do you gather about the socio-economic background of Sophie and her family from the story 'Going Places'?

Value Points

- Sophie belonged to the lower middle strata of society.
- Father worked hard.
- His labour reflected on his face .
- Mother-bent-crooked burdened with household work

- Brother Geoff-an apprentice mechanic.
- A small house-displayed humble living-dirty liven-the room smelling of stone
- Janise-referred-ear marked for the biscuit factory
- When Sophie dreamt of having a boutique-father
- Reminded-poverty stricken family needed a decent house
- All indicators prove poor financial status.

3. Would you like to be like Sophie a dreamer, or like Janise-a realistic?
Give Reasons for your answer.

Value Points:

Like Sophie

- World of fantasy make you realize what you cannot have in reality.
- It is a way to escape from unpleasant or stressful situations
- Controlled daydreaming fosters imagination, enhances creativity.

Like Janise

- Daydreaming shuts one out of reality
- Person becomes absentminded
- One is able to achieve goals only when one lives in reality and struggles.

Questions for practice:

1. What did Sophie intend to do after passing from school?
2. Describe the room in which Sophie and her family lived?
3. Who was Geoff and what did he do?
4. Why did Sophie want to accompany her brother to the far side of the city?
5. Whom was Sophie closest to in her family and why?
6. What secret did Sophie share with her brother?
7. Who was Danny Casey?
8. Was Sophie's secret real or imaginary? Give reasons.
9. Sophie and Janise are friends, yet very different. How?
10. Describe the meeting between Sophie's and Casey in the arcade?

VISTAS

THE TIGER KING

THE AUTHOR

Kalki was the pen name of the R. Krishnamurthy (1899 – 1954), and Indian freedom fighter, novelist, short-story writer, journalist, travel writer, satirist, poet, critic, and connoisseur of the arts. ‘The Tiger King’ is an enjoyable story and prime example of Kalki’s biting pen. It is poignant satire on the self-importance that the people in power assume.

Theme

The story is a satire on the conceit of those in power.

It also makes a very earnest plea for the protection of the tiger. It is an indirect comment on subjecting innocent animals to the willfulness of human beings

About the lesson

This is the story of the Maharaja of Pratibandhapuram, who became known as the Tiger King. According to legend, when he was born, the astrologers proclaimed that having been born under a particular star meant that he would have to die. Hearing this the Royal Prince who was then only ten days old suddenly spoke, much to the astonishment of all those assembled there.

The prince said that it was common knowledge that anyone who took birth would have to die and that astrologers then replied that he was born in the hour of the bull and the bull and the tiger are enemies, and his death would be connected with a tiger. It was expected that the infant prince would exhibit some fear but on the contrary the prince growled, warning the tigers to take care.

When the prince came of age, and got back his kingdom from the British, he embarked on a mission to destroy the tigers completely in his kingdom. He was thrilled when he shot the first tiger, but the astrologers warned him that though he may be able to destroy ninety-nine tigers in the same way, he must yet be wary of the hundredth one. Tiger shooting was banned to all except the king. Not even a British Officer who was keen to be photographed with a dead tiger was allowed the luxury!

When the king was short of thirty tigers to complete the shooting of a hundred tigers that he had vowed to kill, he encountered a strange dilemma. It was

discovered that the tiger population of his kingdom had been completely depleted in the span of ten years that he had been shooting. This forced him to marry a princess whose father's kingdom had forests that were the abode of tigers.

The king happily continued shooting tigers till he had ninety-nine tigers skin on his walls. Now he had to shoot only one more tiger but not a single tiger could be found! In order to keep the king in a good humor, the king's Dewan decided to place a caged tiger that he had at home in strategic place. The king was overjoyed to shoot his hundredth tiger- only he did not realize that he has not actually shot it! He had missed his mark. However, the tiger was shot by a hunter and then the dead tiger was taken in procession through the town and buried. A tomb was erected over it.

The king having fulfilled his vow now turned this attention to his son who had just turned three. In his search for a very special gift for the child he chanced upon a wooden tiger, which he bought for him. While playing with his son a splinter from this crudely made toy pierced his right hand. Though he removed it with his left hand it developed into a wound and the infection spread to his whole arm. The very best surgeons who were called upon to operate on him could not save him and he died. Thus the prediction of the astrologers came to pass and it was the hundredth tiger that avenged the death of all the tigers that the king had killed in order that he might live and also disprove the prophecy of the astrologers.

SOLVED SHORT ANSWER QUESTIONS

1. How did the chief astrologer react to the tiger king's question about the manner of his death? How did the tiger king take it?

A. When the baby barely ten days old opens its lips in speech the chief astrologer was wonderstruck. He thought it to be incredible that the baby raised an intelligent question –to know about the manner of his death. The astrologer told that the prince was born in the hour of the bull. The bull and tiger are enemies. Therefore, death to him shall come from the Tiger. The tiger king growled, "Let tigers beware!"

2. Why was it celebration time for all the tigers inhabiting Pratibandapuram?

A. There was a celebration time for all the tigers inhabiting Pratibandapuram because the state banned tiger hunting by anyone except the Maharaja and a

proclamation was issued to the effect that if any one dared to fling a stone at a tiger, all his wealth and property would be confiscated.

3. What did the Maharaja do when he stood in danger of losing his kingdom in refusing the British officer permission for tiger hunting?

A. The Maharaja obtained some fifty expensive diamond rings of different designs from a British Jeweller Company in Calcutta and sends them to the British officer's good lady expecting her to choose one or two rings and send the rest back. But she kept all the rings and thanked the Maharaja for the gift. This cost the Maharaja three lakh rupees; but his kingdom was saved.

4. What plan did the Maharaja think of to fulfill his vow to kill hundred tigers after the tiger population became extinct in his state?

A. When the tiger population became extinct in his state the Maharaja planned to marry a girl of royal family of a native state with a large tiger population so that he would kill the remaining thirty tigers in the state of his father –in-law when he visits that.

5. What caused the death of the Maharaja?

A. The prophecy of the chief astrologer came true. A toy-wooden tiger-the hundredth tiger killed the Maharaja. The silver quill on the wooden tiger pierced his hand when he was playing with it on the crown prince's third birthday. It caused a suppurating sore that spread all over the arm. He was operated but died.

LONG ANSWER QUESTIONS

Q1. "The operation is successful. The maharaja is dead." comment on the irony of the situation.

Value Points

- The three famous surgeons were called from Madras to treat the Maharaja.
- The whole incident is a satire on the life of rich and powerful people.
- Everything in their life should be grand be it a disease, purchases or treatment.
- So when the Maharaja got hurt by a wooden splinter, specialists from Madras were called
- The surgeons discussed and debated for some time and decided to operate

- At the end of the operation they said the operation was successful but the Maharaja was dead.
- As if the procedure was important to them but life had no meaning for them.
- The job of doctors is to save people and not highlight the technicalities of the treatment.
- But here it was just that, poor Maharaja was relegated to a non entity whose life was not of much consequence to them.

Q2. It is understood from the lesson that the king was surrounded by people who obeyed him out of fear and there was a lack of good counselling from his ministers to run his kingdom for the good of the people. How important is it to have a good council of ministers for the good governance of the country?

Value Points:

- Elected ministers should place the country before self.
- The head should mercilessly remove the corrupt ministers.
- There should be a strong judiciary
- Law and order should be in the hands of honest officers.
- Bureaucracy should be strong and transparent.

UNSOLVED QUESTIONS

Short Answer Questions

1. What was the miracle that occurred soon after the birth of the Maharaja?
2. What dangers did the Maharaja face in his hunt for tigers?
3. What did the astrologer have to say when the Maharaja killed the first tiger?
4. How did the Duraisani behave on receiving the gifts? What idea do you form about her/
5. After killing 70 tigers how did were the remaining tigers arranged?
6. Who actually killed the hundredth tiger and why?
7. How did the Maharaja celebrate his victory over the killing of the hundredth tiger?
8. From where did the Dewan arrange the 100th Tiger?
9. How can we say that the Dewan was very resourceful?

Long Answer Questions

1. To kill the hundredth tiger, the Maharaja endangered his position. How did he save his throne?
2. The title of “Tiger King” reflects the irony in the life and death of the Maharaja. Explain.
3. What is the writer’s indirect comment on subjecting innocent animals to the willfulness of human beings?
4. “The Tiger King”, is a satire on the conceit of those in power.” Do you agree with the statement? Elucidate.

THE ENEMY

THE AUTHOR

Pearl S. Buck is the winner of the Pulitzer Prize and the Nobel Prize in Literature. She strongly believed on the brotherhood and equality of all people. ‘The Enemy’ written in 1942 confirms the belief.

The story raises the high-level moral questions about ethics in the time of war. When is a patient a patient and when is he an enemy to be treated as a threat? How are ethical principles prioritized when they are in conflict?

Theme

The story de-glorifies war and sets fellow feelings as against national loyalty. It proves that humanity is above Patriotism and therefore indirectly condemns war. It also illustrates the conflict of a person who has to make difficult choices.

About the lesson

The story set during the World War deals with conflicting emotions caused by those defining moments in one’s life when one is faced with difficult choices. At times one has to choose between assuming the role of emphatic human beings and while ignoring sentiments, becoming patriotic of a country and letting one’s nationalist feeling dictate the action one takes.

Dr. Sadao Hoki had spent a reasonable span of time in America studying medicine and specializing in the science of keeping wounds clean. It was because of his mastery over this that he had been retained in Japan and had not been sent overseas with the troops. Also the delicate health of the old General and the possibility of

his requiring medical attention was a consideration for keeping him in Japan. The latter had spent some times in America and had as a matter of fact met his wife, Hana in Professor Harley's house and had subsequently married her in accordance with the traditional Japanese customs, on their return to Japan.

One night as the two of them stood in their verandah, they saw something being washed ashore into the close proximity of their house and on closer inspection found that it was an American prisoner of war. In an unconscious state, the American seemed to have lost lot of blood due to a bullet wound. Sadao and Hana were torn between succumbing to the human instincts of bringing the American into their house and tending to him and the thought that as citizens of Japan they would be breaking rules by bringing an American prisoner of war into their home. They also realized that if they did not turn him in he would surely die. They were afraid that the servants would not approve of the latter course of action and might even give them away to the authorities. Being a doctor, Sadao realized that the American was in need of urgent medical attention and thus prevailed upon Hana not only to allow him to bring the man into the house but also to disclose the fact to the servants. The baby's maid, Yumi, refused to clean up a white man and Hana had no choice but to do so herself. Though Hana had never seen an operation and had never before administered anesthesia, she was able to assist her husband in the operation. Sadao successfully managed to remove the bullet that had lodged itself close to the kidney. Looking at the unconscious man, Hana could not help wondering whether the rumors that prisoners of war underwent torture were true and hoped that he had not been tortured. It was then that she noticed the red scars on his neck. He made all efforts to keep the American alive, all the time unsure why he wanted to keep an enemy alive.

When the American regained consciousness, he was for a moment alarmed to see the Japanese couple and was also surprised that she spoke English. The servants continued to resent the presence of an enemy in the house of the master and finally decided to leave on the seventh day. Sadao's plea was that he had been trained for so long to keep people alive and he could not possibly let this man die.

In the meantime, Hana began to get very anxious about the bold and clearly brazen step they had taken and when an official in uniform came to their door, she assumed that he had come to arrest her husband. As it happened, he had merely come to summon him to examine the old General who had fallen ill. At this point,

Sadao made up his mind that for the sake of his anxious wife, he must make a concerted effort to get rid of the enemy. He decided to use the General's dependence on his medical prowess and skills to his advantage. He reported what he had done to save the man, at the same time letting the General feel that he had the ability to save lives with the greatest skill and thus increasing the General's dependence on him at a time when he was physically weak and in need to Sadao's expert nurturing. He promised to arrange for the enemy to be killed through the process of internal bleeding so that it did not appear to be murder. He also promised to get rid of the body, at the same time assuring Sadao that he had nothing to fear and that nobody would know that he had been involved in this matter.

As the task had to be completed in the next few days, Sadao thought that it would be completely pointless to mention it to Hana. He, however, could not sleep each night thinking that it would happen that very night and would be very relieved to see the enemy alive each morning, and recovering rapidly. Slowly the realization began to dawn that perhaps the General had forgotten his promise and in a way he was glad that it had turned out this way. This circumstance gave him the opportunity to make arrangements for the American to escape. He assisted him in all the ways that he could, giving him boat, rations, Japanese clothes and even a torchlight with which he could indicate in case his supplies ran out or if he did not find a Korean fishing boat to rescue him from the island where he was to seek refuge. In the meantime, Sadao had carefully monitored the enemy's progress and was convinced that he was strong enough to take this chance and save his life. They parted as friends and the American remarked that it was a second time that Sadao had saved his life.

Sadao reported the matter of the American's escape to the General, who apologized profusely for having neglected to keep his promise offering the explanation that having fallen so ill, he had thought only of himself and his recovery and promise to have the enemy killed had quite escaped his mind. He wanted Sadao to know that this lapse should not be mistaken for a lack of patriotic feelings on his part or the dereliction of duty and he hoped that should the matter come out into the open he would support his explanation. Sadao understood at once that he had the General in his palm and had no cause for worry about his own

role of having given refuge to an enemy. He assured the General that he did not for a minute question his loyalty to his country and his zeal to fight the enemy.

Sadao noticed with satisfaction that there was no flashing light from the island which indicated that the prisoner had been rescued.

At this moment he suddenly recalled all the white people he had encountered while in America and the thought of most of them filled him with revulsion and reaffirmed his feelings of superiority. The face of the American prisoner of war came to his mind and he was again filled with revulsion. This made him wonder why he had gone to such pains to save the man.

The story thus focuses on a doctor's sense of duty to save lives, as opposed to a patriotic citizen duty-bound to hand over the prisoner to the authorities. It also focuses on the ability of humans to rise above narrow prejudices of race and country and emerge as sensitive and empathetic human beings. Regardless of the lurking dangers, and the open defiance of his hitherto loyal servants, Sadao comes across as a doctor who takes his role as a savior of lives. Sadao's wife Hana loves her husband dearly, is as sensitive to the situation before them and is a human first and Japanese later. Conventional by nature she is also committed to support her husband in all his endeavors. She displays remarkable strength of character standing by her husband in his effort to save the American and nurturing his back to health.

SOLVED SHORT ANSWER QUESTIONS

1. Why didn't Dr Sadao put the wounded man back in the sea even though he was his enemy?

Ans. Dr Sadao could not put the wounded man back in the sea even though he was an enemy because he was a Doctor and the foremost duty of a doctor is to save life. He knew the man would die if not tended medically. This would be against medical ethics. So, he rescued him to give medical treatment.

2. How did the servant express their displeasure?

Ans. The servants did not like the idea of helping an enemy. Yumi refused to wash the white man. They stopped working; but became watchful as long as a white man was harbored there.

3. How did Hana show her human side to the wounded man after the operation?

Ans. Hana nursed the man herself. When he was getting ready to face some fearful eventuality she told him not to be afraid of anything. Then she knelt and fed him gently from the porcelain spoon. She also told him that he would be soon strong.

4. What did Dr Sadao do to send off the POW?

Ans. As soon as it was dark Dr Sadao dragged the stout boat down to the shore. He put food, bottled water and two quilts. He medically examined the man. Then gave him his own little flashlight to signal for food, gave him Japanese clothes, covered his blond head and let him go.

5. What message does 'The Enemy' give?

Ans. 'The Enemy' gives the message that humanism transcends all man made prejudices and barriers. Here Dr Sadao upholds the ethics of medical profession in treating an enemy. The story is a great lesson of peace, love, sympathy, fellow feeling and humanism.

LONG ANSWER QUESTIONS

Q.1 Dr Sadao's instinctive affinity transcends national and cultural prejudices and barriers. Discuss.

Value Points

- As a young boy he obeyed his father and honoured the fact that his education was his father's chief concern.
- Sadao was skilful Japanese surgeon who lived in Japan during World War II.
- Together with his wife Hana, and the servants, Sadao had a comfortable life.
- Earlier, he had several years in the United states during medical school.
- While in the United States, Sadao experienced cultural prejudice and bias first hand. Even though he did have a positive experience including that of a teacher and landlady Americans did.

- Is a dutiful son, an excellent husband and a thorough professional- believes that it is a “cardinal sin” on part of a surgeon not to know the human body completely
- Faces a dilemma whether to help the POW or to assert loyalty to the country and finally gives in to the call of humanity.
- His instinctive affinity transcends cultural and national prejudices and barriers.

Q.2 Sadao and Hana were true patriots and human beings. Justify with reference to the story.

Value Points

- Both full of patriotism, proud of Japan and its culture.
- Hated Americans, found them repulsive, full of prejudices against Japanese.
- Both Sadao and Hana considered humanity above patriotism
- As a doctor, he could not leave his patient in distress, could not stop himself from saving the life of the wounded American soldier.
- Both risked their lives and reputation by helping and sheltering the soldier
- Hana was equally compassionate- washed the soldier’s wounds herself when Yumi refused.
- Considered every soldier as a human being in distress.
- Did not hand him over to police initially as the soldier was weak and could die.
- Did not want to keep the American soldier when he fully recovered.
- Sadao told the General about the soldier. He had no objection if the soldier was killed by the assassins- but was ill-at ease and worried that harm may come to him- shows that he is essentially kind.
- Helped the soldier to escape, gave him food, clothes and water on his boat.
- Sadao found relief when the soldier did not give any signal through his flash light as he was safe.

- Saved the soldier as true human beings.
- Wanted to get rid of him as true patriots.

UNSOLVED QUESTIONS

Short Answer Questions

1. Sadao had made his father happy. What had he done to do so?
2. Why had Sadao not accompanied the troops abroad?
3. How did the servants react when they learnt of the wounded man?
4. Why did the servants in Sadao's family not approve of Sadao's and Hana's decisions?
5. How did the General offer to help Sadao get rid of the American?
6. Why did Sadao think that the General was in the palm of his hand?

Long Answer Questions

1. Dr. Sadao is a thorough professional. Substantiate.
2. How did Hana take to the leaving of the household workers?
3. How did the General promise to help Sadao?
4. What arrangement and advice did Sadao have for the Whiteman's escape?
5. Humanity transcends over Patriotism. Discuss with reference to 'The Enemy'

SHOULD WIZARD HIT MOMMY?

The author

John Hoyer Updike (1932) is an American novelist, poet, short-story writer, and literary critic. He is the author of fifty-odd books, including twenty novels and numerous collections of short stories, poems, and criticism. His fiction has won the Pulitzer Prize, the National Book Award, the American Book Award, the National Book Critic Circle Award, the Rosenthal Award and the Howells Medal.

Theme

The story deals with child innocence and adult complexes.

The story is a narrative within a narrative and involves issues such as parental authority and parental Prejudices foisted on children.

A subtheme of the story is that mothers are always right which directly relates to Jack's own experiences with his mother.

About the lesson

In the story, "Should Wizard Hit Mommy?" the writer, John Updike, examines the issues of parenting and the flaws that inadvertently creep in. The adult tendency to quell the questioning mind of a child and also the intrusion of the beliefs held by adults to represent the only valid viewpoint, are areas that find mention in the simple yet powerful story.

Jo, the four year old daughter of Jack, has been subjected to a ritual of bedtime story telling by her father ever since she was two years of age. As the story unfolds it is revealed that this exercise has lost its appeal due to its repetitive nature as each new story has a slight variation of a basic tale. It follows a simple unchanging plot in which the various characters all bear the name of Roger and the ending is predictable. Jack prides himself on what he thinks of as his ingenuity, and is especially proud of his ability to enact the role of the old wizard, and integral part of each story, changing his voice and screwing up his eyes. Jack too has begun to tire of this chore and cannot help thinking that it was so much better when Jo was smaller and would go to sleep sooner. He thinks of her two year old brother, Bobby, peacefully asleep and is almost pleased that Jo has requested that the character for that night's story should be Roger Skunk., a new character. His creativity is momentarily stirred and he embarks on his story, thought following the same basic plot that has been used each night, for the past two years.

The story of smelly Skunk who smelt so bad that he did not have any friends, follows the same course except that in mentioning this fact, Jack is reminded of his own childhood and its humiliation and begins to feel that he is actually telling Jo something is true and thus is in no hurry to go faster. When Jo interrupts, he is irritated by her and is even more so when she asks whether magic spells are real. He is reminded that of later she has been asking many questions. This wonderful evidence of Jo's inquisitive progressing mind and intellect completely escapes Jack, so intent on getting on with the story as planned by him. His answers to her questions are short and peremptory and he fails to notice that her question about whether the old wizard could die might be a sign of an inner fear. He continues with the story and so uninvolved is he in the story that Jo has to remind him that he has referred to Roger Skunk as Roger Fish.

It comes as rude shock to Jack to discover that though Jo is exhibiting the desired response to each fragment of the story, the response is insincere and even reminds

him of his wife pretending pleasure at a cocktail party. As the story that Jack is narrating comes to an end, he notices that Jo is expecting it to end this way and this annoys him for some inexplicable reason. He cannot bear it when women take things for granted and he decides to continue with the story giving it a twist. In his story the wizard has changed Skunk so that he smelt of roses but mother Skunk disapproved of this and hit the wizard with her umbrella making him change Skunk back to his old stinking self.

The end of story does not appeal to Jo who wants the wizard to hit mommy, but Jack tells her that mommy knows what is best for her child. It is evident that the story violates Jo's sense of fairness for why Roger Skunk should not smell of roses and thus have more friends. It is also apparent that in a way Jo's constant question and her non acceptance of Jacks' ending of the story appears to be a threat to his authority, for do not adults know best! Jack feels threatened by Jo's attitude and when he finds that she is restless after he has come downstairs, he uses the ultimate weapon of adult authority-does she want him to spank her, he asks.

Jack finds his wife painting the chair downstairs. She is expecting their third child and is wearing his shirt over her maternity dress. He notices that half the chair is still the old dirty color while the other half is the color of ivory. He finds himself caught somewhere in an ugly middle position. This is perhaps an indication of the confusion that Jo's questioning has caused. The idea is not only shocking but also quite unacceptable to him. The reader does get the distinct impression that Jack is not used to his authority being questioned by anyone and least of all a little child. He finds it hard to come to terms with the fact that Jo no longer accepts what he says and is not afraid to assert her opinion. The fact that she insists on his changing the ending of the story the following night also indicated that she has lost faith in adult wisdom and has a mind of her own, something that Jack cannot understand or accept.

The writer brings into focus the impatience and insensitivity that adults displays in their dealing with children and the intolerance they exhibit if they feel that their authority is being questioned. He also highlights the adult habit of imposing their opinion on children and that of discouraging any queries. So caught up are adults in the web of life that they lose their sense of perception which is so sharp in children. Also, the adult viewpoint is most often colored by the intrusive hues of their various experiences in life.

SOLVED SHORT ANSWER QUESTIONS

1. What was usually the basic storyline of the tale that Jack told Jo almost daily?

Ans. The stories that Jack used to tell Joe were the slight variation of the basic tale about a small creature usually named Roger. Roger would go to the wise owl whenever in trouble. The wise owl would ask him to go to the wizard who would finally solve Roger's problem.

2. Describe the wizard's room.

Ans. The wizard's room is a white house over the crick. Inside it are all magic things all jumbled together in a big dusty heap as the wizard did not have any cleaning lady.

3. How did Roger Skunk's mommy react when he smelling 'roses' went home?

Ans. When Roger Skunk smelling 'roses' reached home his mommy asked what was that awful smell. Roger Skunk replied that the wizard had made him smell like that. She got angry and with Roger went to the wizard and hit his head with an umbrella.

4. How did Jo react to Jack's storyline?

Ans. Jo did not agree with Jack's version of the story in which Roger Skunk's mommy hit that wizard right over his head for changing Roger Skunk's smell. Instead she wanted the wizard hit Skunk's mommy and did not change that little Skunk's smell back.

5. What does Jack actually want Jo to know and understand in the story?

Ans. Jack actually wants Jo to know and understand that parents always love their children as they are. Smelling good or bad is immaterial against the natural biological bond. But this thing is Jo's beyond understanding. Father has felt empty after two years of storytelling to Jo.

LONG ANSWER QUESTIONS

Q1. Jack is very influenced by his mother's upbringing. It is universally acknowledged that 'mother knows best'. Explain how placing trust in one's parents will be rewarding.

Value points

- Multiple factors taken into consideration
- Parents / elders know better
- Age and experience favour accurate judgment
- Less likely to be swayed by peer pressure, fashion, trends etc.
- Interest of child will be close to heart
- Pressure / stress will be rightly handled

Q2. Jack wishes to help his wife but certain prejudice comes in the way of actually doing so. Analyse how preconceived notions about other people will often come in the way of evolving ourselves into better people.

Value points:

- Help from others will not be forthcoming.
- Bias / prejudice will make one intolerant
- Fanatic opinions / beliefs not conducive to overall growth
- Multifaceted society
- Ideals of harmony and peace will be curtailed
- Workplaces, neighborhoods' and society at large will suffer.

UNSOLVED QUESTIONS

Short Answer Questions

1. Why did Jack's head feel empty of stories?
2. What animal did Jo want Jack to talk about? Why?
3. What was Clare doing while Jack was telling Jo a story?
- 4 What did Roger Skunk do to get his problem solved?
- 5 Where did the Wizard live ? Describe his appearance.
- 6 Was Roger Skunk's mommy happy with the change in her child? Why?

7 Did Jo approve of the mother's action? What did she want the story to be like?

LONG ANSWER QUESTIONS

1. Why is an adult's perceptive on life different from that of a child?
2. Why did Jo disapprove of Jack's ending of the story of Roger Skunk? How did she want it to end?
3. What was the problem that Roger Skunk was involved in? How did he get it solved?
4. How is Jack caught in an ugly middle situation?

ON THE FACE OF IT

- Susan Hill

About the author:

Susan Hill(born in 1942) is a British author of fiction and non- fiction works. Her novels include *The Woman in Black*, *The Mist in the Mirror* and *I'm the king of the castle* for which she received the Somerset Maugham Award in 1971.

Theme: The play deals with two characters, Derry and Mr. Lamb. The two have something in common- they are physically different and deficient. While Mr. Lamb is lame, Derry has a half- burnt face. Both of them have been mistreated by the society. The attitude of the people towards Derry and Lamb reflects the callousness of society towards the physically impaired.

The title suggests that there are facts or situations that seem completely different than what they are presumed to be on the surface. Secondly, it also refers to the disfigured face of the protagonist.

Gist of The Play:

- The play depicts beautifully yet grimly the sad world of the physically impaired.
- It is not the actual pain or inconvenience caused by a physical impairment that troubles a disabled man but the attitude of the people around him.
- Two physically impaired people, Mr. Lamb with a tin leg and Derry with a burnt face, strike a bond of friendship.
- Derry is described as a young boy- shy, withdrawn and defiant.
- People tell him inspiring stories to console him, no one will ever kiss him except his mother that too on the other side of his face.
- Mentions about a woman telling that only a mother can love such a face.
- Mr. Lamb revives the almost dead feelings of Derry towards life.
- He motivates him to think positively about life, changes his mind set about people and things.
- How a man locked himself as he was scared-a picture fell off the wall and got killed.
- Everything appears to be the same but is different- Ex. of bees. and weeds.
- The gate of the garden is always open.

- Derry is inspired and promises to come back.
- Derry's mother stops him but he is adamant saying if he does not go now it would be never.
- When he comes back he sees Lamb lying on the ground.
- It is ironical that when he searches a new foothold to live happily, he finds Mr. Lamb dead.
- In this way the play depicts the heart rendering life of physically disabled people with their loneliness, aloofness and alienation.
- But at the same time it is almost a true account of the people who don't let a person live happily.

SOLVED QUESTIONS:

Short Answer Questions

Q.1 Who is Derry? What self-opinion does he hold?

Derek, also called Derry was a young boy of 14. He was a quiet, shy and defiant boy. One side of his face was totally burnt by acid. He was a victim of inferiority complex.

Q.2 How does Lamb try to remove the baseless fears of Derry?

Mr. Lamb influences Derry by his optimistic philosophy. He advises him not to give attention on other's comments, try to be internally pure and strong and eliminate the negativity of life.

Q.3 What did Derry's mothers think of Mr. Lamb?

OR

Q.4 Why did Derry's mother stop him, going to Mr. Lamb?

Derry's mother does not hold a good opinion about Mr. Lamb. She has heard many things about the old man, therefore stops Derry to visit Mr. Lamb.

Q.5 Why does Derry go back to Mr. Lamb in the end?

Actually Mr. Lamb has taught Derry, the most important lesson of life. He advised him not to care about the comments made by others. He now no longer cares about his burned face or looks. He is more concerned with what

he thinks and feels and is sure of what he wants to hear and see. He knows if does not go back, he will never go back. Therefore he returns back.

Q.6 Comment on the moral value of the play?

The moral of the play is very loud and clear. The physically disabled should focus on the brighter side of life and not to brood over the shortcomings. The society should accept them as they are and expand their social interactions. In this way they can fight out the loneliness, depression and disappointment.

LONG ANSWER QUESTIONS

Q.1 The actual pain or inconvenience caused by a physical impairment is often much less than the sense of alienation felt by the person with disabilities. What is the kind of behaviour that the person expects from others?

Suggested Value Points-

- Actual pain or inconvenience caused by physical impairment is often less than the sense of alienation felt by the person with disabilities
- Physical disabilities
- Caused pain once in life time
- But this physical disability - set chain for other actions - caused mental agony-
- Called Lamely lamb, mothers were afraid of sending their children because of his tin leg.
- Derry - burnt face - everyone pities him-only a mother could love that face.
- Both Mr. Lamb and Derry have been the victims of verbal atrocities.
- Mr. Lamb takes comments lightly.
- But Derry does not have the attitude like Mr. Lamb.
- Attitude of the people needs to be changed.
- They do not want sympathy but we need to accept them as they are.
- Wounds get healed - but bitter comments are never forgotten.It leaves an indelible scar.

QUESTIONS FOR PRACTICE:

Value Based Question:

Derry: You think... 'Here's a boy'. You look at me...and then you see my face and you think 'that's bad, that's a terrible thing. That's the ugliest thing I have ever seen. You think, poor thing. But I am not. Not poor. Underneath, you are afraid. Anybody would be. I am. When I look in the mirror and see it, I'm afraid of me...

Though this is a lament of a teen who has a disfigured face due to acid that fell on his face, many teenagers go through a phase where they have a complex about their appearance and they do not like to be underestimated or pitied. How could society help such children become confident?

SHORT ANSWER QUESTION

1. What is the theme of the play? How has it been worked out?
2. Compare and contrast the characters of Mr. Lamb and Derry.
3. What is the bond that unites old Mr. Lamb and Derry?
How does the old man inspire the small boy?
4. What is the attitude of Mr. Lamb to the small boy who comes to the garden?
5. 'I'm not afraid. People are afraid of me,' says Derry. What do people think on seeing his face? How do they react then?
6. Why does Mr. Lamb's argument fail to console Derry?
7. What makes Derry think that the old man is always alone and miserable? What does he tell the old man?
8. What argument does Derry give to convince his mother why he wants to go to the old man's garden?
9. Comment on the ending of the play.
10. Comment on the appropriateness of the title.

LONG ANSWER QUESTIONS

1. "Acid...ate my face up. It ate me up." Describe the miseries suffered by Derry after the unfortunate incident he refers to.

2. Mr Lamb also displays signs of loneliness and disappointments. What are these? What are the ways in which Mr. Lamb tries to overcome these feelings?
3. What is it that draws Derry towards Mr. Lamb despite himself?
4. How were Derry's and Mr. Lamb's views different?
5. A positive attitude helps to tackle all difficulties in life. Elaborate with reference to Mr. Lamb in on the face of it.

EVANS TRIES AN O-LEVEL

N.COLIN DEXTER

About the author:

Norman Colin Dexter (born in 1930) is an English crime writer, known for his Inspector Morse novels. He has won many awards for his novels including the CWA Gold Dagger Award for his outstanding contribution to crime literature.

Summary:

- Evans a kleptomaniac was imprisoned thrice and all the time escaped from the prison. Now he was in the prison for the 4th time and all of a sudden developed curiosity to appear in O-level German Examination which also was an effort to break the prison.
- The Governor takes utmost care to see that he would not be fooled every care was taken to make Evans prepare for the exam.
- He was tutored by a German tutor for 6 months. The day before the exam the tutor wishes good luck but makes it clear that he had hardly any 'chance of getting through'. But Evans gives an ironical twist to the tutor's observation by saying "I may surprise everybody".
- On the day of the exam Jackson and Stephens visited Evans cell and took away everything that may help him injure himself. Evans was insisted to take away the hat but he refused saying that it was lucky charm.
- Evans cell was bugged so that the Governor could himself listen to each and every conversation in the cell. The invigilator Rev. S. McLeery too was searched to ensure that he was not conniving with Evans to smuggle something objectionable. Stephen, sitting outside the cell, every now and then peeped into the cell.

- The exam went on smoothly. Stephen escorted the invigilator to the main gate and took a look into Evans cell and found the invigilator (actually Evans) wounded and informed the Governor. The latter was to be hospitalized but informed that he was alright and asked them to follow Evans. Thus he escaped the prison.
- When the invigilator was not found in the hospital they went to the residence of Rev. S. McLeery only to find him 'bound and gagged in his study in Broad Street'. He has been there, since 8.15 a.m. Now everything was clear to the Governor.
- Evan escaped the prison the 4th time. But by taking the hint from the question paper the Governor reached the hotel where Evans was and captured him and came to know how he planned his escape and said that his game was over. Evans surrenders himself to the Governor.
- The Governor tells Evans that they would meet soon.
- The moment they are rid of the Governor, the so called prison officer-a friend of Evans-unlocks the handcuffs and asks the driver to move fast and Evans tells him to turn to Newbury. Evans, thus, has the last laugh.

SOLVED QUESTIONS

SHORT ANSWER QUESTIONS

1. What kind of a person was Evans?

Evans was a 'Kleptomaniac' and had broken jail thrice. He was a master planner and was very sociable. He knew how to keep intimate contacts with people. In the words of the Governor, he was a pleasant sort of chap with no record of violence.

2. Do you think Evans statement, 'I may surprise everybody,' has some special significance?

Evans seems to be telling his teacher that he may surprise everybody by doing well in the exam. But in reality it is a forewarning that he is going to jolt everybody by his master-minded perfect escape-plan.

3. Who were the two visitors Evans received in the morning of the day of his exam?

The two visitors were Mr. Jackson, the senior prison officer of the prison's D Wing and a man called Stephens, who was recruited recently.

4. What made Evans clip his hair short?

Evans' escape plan was to look like a duplicate McLeery (invigilator during the O-level German exam) who had short hair. In order to give a practical shape to their plan Evans' hair had to look like McLeery's. Hence Evans clipped them short.

5. Why did the Governor instruct Jackson to search McLeery?

The Governor asked Jackson to search McLeery, the invigilator, just in case he has brought something unwittingly which might prove to be a weapon which Evans could use and try escaping from prison.

6. Why did Evans drape a blanket round his shoulder? What did Stephens think about it?

In between intervals of Stephens' peeping into the cell, Evans was changing into the Parson's dress to look like McLeery. So, in order to conceal his effort to keep them in place, Evans draped a blanket round his shoulder. Stephens was misled into believing the Evans was feeling cold.

7. In spite of strict vigilance, how did Evan's friend manage to give the material for disguise in the cell?

Despite all vigilance, Evans's friend disguised as McLeery, the invigilator, managed to smuggle the disguised material into the cell. He came wearing two parson's dresses with black fronts and collars. Apart from it he also brought an extra pair of spectacles. All this was passed on to Evans when Stephens's vigilant eyes were away from the peep-hole.

LONG ANSWER QUESTION

1. What were the precautions taken for the smooth conduct of the examination?

Suggested value points

- All security arrangements were personally monitored by the Governor.
- The Recreation Block was heavily guarded.
- Senior prison officer, Mr. Jackson, thoroughly checked Evans' cell and removed all incriminating material which may hamper the smooth conduct of the exam (nail cutter/ nail file/ scissors)
- The cell was bugged and the Governor could hear all conversations.
- McLerry, the invigilator, was also frisked.

- Stephen was posted to keep a constant vigil on the activities inside the cell.

QUESTIONS FOR PRACTICE:

Value based question:

“Men of genius excel in any profession because of the labour involved in it...”

‘ Evans the break’ was able to hoodwink the jail authorities including the Governor. It clearly shows that necessity is the mother of all inventions. What qualities are necessary to tackle difficult situations in life.

SHORT ANSWER QUESTIONS

1. What different queries do the Secretary of the Examinations Board make from the Governor before conducting the examination for Evans and why?
2. Who do you think made a call regarding a correction in the question paper? What did it really want to convey?
3. Who is Carter? Where does the Governor want him to go and why?
4. How did the Governor manage to reach Evans in the hotel?
5. What did the Detective Superintendent inform the Governor about Evans?
6. What were the contents of the brown suitcase that McLerry carried?
7. How did the question paper and the correction slip help Evans?
8. Why did Evans not take off his hat when Jackson ordered him to do so?
9. What clues did the answer sheet of Evans provide to the Governor?
10. What request did the Secretary of the Examination board receive from the Governor of Oxford prison?

LONG ANSWER QUESTIONS

1. What impression do you form of ‘Evans the Break’?
2. Comment on the ending of the play ‘Evan Tries An O-Level
3. How far do you agree with the observation: “He was just another good-for-a-giggle, gullible governor that was all”?
4. Do you think the title ‘Evans Tries an O-Level’ is appropriate? Give reasons in support of your answer.
5. “Appearances can be deceptive”. How does this prove to be true in Evan’s case?

6. Consider the story as “a cat and mouse game”, who wins it and how?
7. How was Evans able to devise a foolproof plan for his escape from the prison as well as procure items for his disguise in spite of severe restrictions and strict observations?
8. What blunders were committed by the prison authorities which helped Evans to escape from the prison?

MEMORIES OF CHILDHOOD

ZITKALA-SA & BAMA

About the authors:

Born in 1876, Zitkila-Sa is the pen name of Gertude Simmons Bonnins who was an educated Native American

woman .She struggled and triumphed in a time when severe prejudice prevailed towards Native American culture and women. She was prominent in the Pan-Indian movement of the 1920s and 1930s. She devoted her life to lobbying for the rights of Native Americans.

Bama is the pen name of a Tamil Dalit woman from a Roman Catholic family. She has published three main works : an autobiography, *Karukku*; a novel, *Sangati*; and a short story collection, *Kisumbukkaaran*.

GIST OF THE LESSON

PART-I

- The first part deals with the account of Simmons, an American Indian, who fought against the prejudices of society against American Indians.
- She describes her experiences on her first day at the Carlisle Indian School.
- The customs and rules of the place were strange and new to her.
- She was forced to wear clothes that were considered undignified in her culture.

- At breakfast, she was embarrassed as she did not know the routine of the place.
- When she came to know that they were planning to cut her hair, she protested by hiding under the bed, even though she knew it was futile. In her culture, it was the cowards whose hair was shingled.
- She felt like an animal driven by a herder.

PART-II

- The second part is an excerpt from the autobiography 'Karukku' by Bame -a Tamil Dalit.
- She was in her third grade when she became aware of the indignities that the lower caste people face.
- She happened to see an elderly person from her community abase himself in front of a higher caste person as he was not supposed to touch the food that he was ordered to fetch for the landlord.
- Later, her brother explained to her that the incident was not at all funny as she had initially thought, but very pathetic. The people from the lower caste were treated as untouchables.
- She was deeply saddened and decided to study hard to overcome discrimination.

SOLVED QUESTIONS

Short Answer Questions

1. What were the indignities that the new girls were subjected to at Carlisle Indian School?

The girls were scrutinized thoroughly and supervised by a grey-haired woman. They were made to wear tight fitting immodest clothes and stiff shoes. During breakfast a systematic and regimental discipline was observed. The girls with long hair had to get them shingled and they had to submit to the authorities who were strong, unfeeling and cruel.

2. On learning that her long hair would be cut the author decide to struggle first. What does this tell us about the author?

The author knows that she could never prevail against the authorities, yet she struggles against the injustice. Her mother had told her that only cowards had their hair shingled and she firmly believed that she was not one. To prove her point as well as raise her voice against the indignity, she struggles.

3. Why did Bama take half hour to an hour to cover the distance to her home that would normally take only ten minutes?

Bama would dawdle alone, watching all the entertaining novelties and oddities in the streets. She would gaze at the shops and the bazaar enjoying the street scenes and so she would take at least an hour to reach home.

4. What was the incident that made Bama laugh as well as feel so provoked and angry?

Bama saw an elderly man of her street carrying a packet of 'Vadai' by the strings and walking gingerly, holding the parcel away from his body. Bama found his manner of carrying the parcel very funny. But her brother explains to her the higher caste people believed that if the lower caste people touched the parcel it would be polluted. That's why the elderly man was carrying it in that manner. This provokes and angers Bama.

Long Answer Questions:

1. Had Bama not been guided by her elder brother regarding untouchability she would have grown up into a complex-torn woman. Do you agree? Justify.

Suggested Value Points:

- Annan an understanding and considerate elder brother-guides her properly
- explains the social stigma of untouchability
- Elder carrying Vadai is not comical but pathetic-victim of social prejudice
- Bama angry and provoked-Frustration might have lead to open and futile revolt
- Timely advice of Annan guides her in right direction
- He believes that people of their community should study and outshine others to earn respect of society.
- Bama follows his timely advice and grows up to be a balanced and well respected individual of the society.

QUESTIONS FOR PRACTICE:

Value Based Question:

Article 17(of Indian Constitution) abolishes untouchability but even then it has managed to survive for more than half a century.

Harijan- Hari Jan (children of God) is what Gandhiji called the Dalits. Great stalwarts like Gandhi and B.R. Ambedkar worked relentlessly for the upliftment of the Dalits. But, unfortunately the caste bias still rears its ugly head in many parts of the country. What values need to be instilled in individuals for the betterment and upliftment of the marginalized communities?

SHORT ANSWER QUESTIONS

1. What does Zitkala-sa remember about her first day in the land of apples?
2. 'Eating by formula was the hardest trial on the first day', says Zitkala-sa. What does she mean by 'eating by formula'?
3. What did the writer's friend, Judewin, tell her from what she had overheard and what was her feeling about it?
4. Zitkala-Sa's friend Judewin tells her that it is better to submit to authority. What kind of a person do you think Judewin was?
5. Why did Zitkala-Sa start crying in the dining hall?
6. Why does the author feel 'Spirit tore itself in struggling for its lost freedom, all was useless'?
7. 'Now I was only one of many little animals driven by a herder!' Explain.
8. What was it that Bama found funny about the village elder walking with the food packet?
9. When and how did Bama come to know of the discrimination faced by the marginalized people?
10. What was the advice given by Bama's brother to her?

LONG ANSWER QUESTIONS

1. Bama's brother's right advice at the right time helped her progress in academics thereby throwing away the chain of untouchability of which dalits like her are victims of. Justify with reference to 'Memories of Childhood'
2. Both Bama and Zitkala-Sa are victims of discrimination that is practiced in the society. What kind of experience did both of them go through?
3. What are the similarities in the lives of Bama and Zitkal though they belong to different countries?
4. Describe how Zitkala tried in vain to save her hair from being cut. Why did she want to save her hair?

5. Memories of Early Childhood stay on forever. Justify this in the context of Zitkala Sa and Bama's experiences?
6. Discrimination is a world-wide phenomenon. Elaborate in the context of the two stories?

**THE INVISIBLE MAN
BY H.G.WELLS
(CHAPTERWISE GIST)**

Chapter-1

The Strange Man's Arrival

- The book starts with a stranger arriving in a snowstorm at the Coach and Horses, an inn/bar in Iping.
- The stranger is totally covered, with only his shiny nose showing. He's also wearing spectacles with sidelights, which basically look like goggles.
- The stranger looks, well, strange, but he's got money, so Mrs. Hall, the innkeeper, gives him a room.
- Still, Mrs. Hall is surprised by his appearance when she sees him in his room without his hat:
- Luckily, he's covered the lower part of his face with a serviette (a napkin), so she doesn't have to deal with what's there.
- Mrs. Hall assumes that this guy was in an accident. She tries to get him to talk about what happened (nosy much?), but he doesn't want to talk about his "accident" with a gossipy innkeeper.
- Instead, he asks her about getting his luggage from the railroad station. Not quite as good for gossip.

Chapter 2

Mr. Teddy Henfrey's First Impressions

- Now we're introduced to Teddy Henfrey. He's a villager and a clockjobber, which might sound awesome, but it just means that he fixes clocks. Still awesome, we guess. At any rate, Henfrey makes his way to the Coach and Horses that afternoon.
- Mrs. Hall wants Henfrey to fix a clock in the stranger's room. They enter his room without knocking, which is a bad idea whether your guest is a mad scientist or not. For a moment, Mrs. Hall thinks the stranger has a giant mouth, but he covers his face again.
- The stranger tells Mrs. Hall that he would like to be left alone. See, he's an "experimental investigator" – which means scientist – and he's got some research that could be messed up by people entering whenever they want.
- Also, he was in an accident, and his eyes are sensitive, which is why he's always covered and wearing his dark glasses. Wow, sounds like the stranger's got an answer for everything.
- Mrs. Hall leaves Henfrey to fix the clock. Henfrey takes a long time with the clock on purpose, so that he can see more of the stranger. Looks like Henfrey could use a hobby. The stranger catches him wasting time, though, and tells him to finish up and get out.
- Henfrey wonders what the man's secret is – maybe he's wanted by the police? On his way through the village, Henfrey runs into Mr. Hall and tells him, "You got a rum un up home!" (2.36). Translation: "there's a weird guy staying at your place."
- This gets Mr. Hall a little suspicious. But he's also a little drunk (that's *his* hobby), so his wife tells him to mind his own business. Although, truth be told, Mrs. Hall is a little suspicious of the stranger herself.

Chapter 3

The Thousand and One Bottles

- We learn here that the stranger came to Iping on February 29th. (So maybe this is 1896, since that was a leap year. Although, we should note that the first chapter says he arrived early in February [1.1]. So let's all agree that it's hard to keep track of time.)
- The next day, the stranger's luggage is brought from the station by a man named Fearenside, who has a dog, which makes Fearenside our favorite character so far.
- The stranger has lots of luggage, including boxes of glass bottles cushioned by straw.
- He would probably love to yell at people to be careful with his boxes, but Fearenside's dog attacks him and rips his glove and pants.
- The stranger runs back to his room to change his clothes.
- Mr. Hall, nice guy that he is, checks on the stranger to make sure he wasn't hurt. But when he enters the room without knocking (will they ever learn?), he sees something strange. Unfortunately for the reader, Hall gets pushed out of the room before he can figure out what he saw.
- The villagers are now hanging around the luggage, gossiping and saying what they would do if a dog bit them. These people clearly don't have TVs.
- When the unhurt stranger gets the boxes, he starts unpacking all of his bottles and gets to work immediately.
 - Mrs. Hall brings him dinner, but – surprise, surprise! – enters without knocking. So, of course, two things happen: (1) she catches a glimpse of something strange (he has very hollow eye sockets, but then he puts on his glasses); and (2) he complains about being interrupted.
 - Mrs. Hall fusses over the mess that he's making, but the stranger just tells her to bill him.
 - Down at a local bar, Fearenside and Henfrey gossip about the stranger. Fearenside says the stranger has black legs – he apparently saw the leg when his dog ripped his pants. Since the stranger has a pink nose, says Fearenside, maybe he's colored like a piebald horse.

Chapter 4

Mr. Cuss Interviews the Stranger

- The narrator tells us that, after the dog incident, not much happens in Iping until the club festival (which is around the Christian holiday of Whit Monday). Instead, the village settles into something of a routine.
- This is the routine: when Mrs. Hall complains about his messes, the stranger tells her to bill him extra, which works fine until April, when he starts to run out of money.
- No one in Iping really likes the stranger and everyone has a theory about why he's so weird. (How strange is he? He doesn't go to church on Sundays and he goes for walks at night. Clearly there's something wrong with this guy. Where are the police when you need them?)
- Some people think he's a criminal or an anarchist or a lunatic or simply a freak who could make a fortune charging people at county fairs to check him out.
- Whatever his deal is, everyone seems to agree that the stranger is too irritable for a village, "though [his irritability] might have been comprehensible to an urban brain-worker" (4.8).
- One villager who does want to talk to him is the town doctor, Cuss. On Whit Sunday, Cuss goes to talk to the stranger – partly because he's curious, partly because he's jealous of all his bottles. After the talk (which we don't see), Cuss runs out to see Bunting, the vicar.
- (In case it's an unfamiliar term, a "vicar" is a parish priest in the Anglican Church. So, he's kind of a big deal in the town.)
- Cuss wanted gossip, but this is apparently what happened instead: while the stranger was telling him a story about why his research was taking so long (a scientific formula got burned in a fireplace), the stranger revealed that his sleeve was empty. Then he seemed to use an invisible hand to tweak Cuss' nose. To be clear, if you're trying to hide the fact that you're invisible, tweaking people's noses with your invisible hand is not a good strategy.

Chapter 5

The Burglary at the Vicarage

- That night, the vicar's house is robbed. The vicar and his wife wake up when they hear a sneeze and some fumbling in his office.
- Of course, the couple can't see a robber and are they're incredibly confused.
- Yep, that's it for the chapter.

Chapter 6

The Furniture That Went Mad

- Back at the Coach and Horses inn, the Halls head down to the cellar to water down their beer. Yum.
- Mr. Hall has to go back upstairs to get some sarsaparilla to cover the taste of the watered-down beer (and also because Wells knows that everyone has trouble spelling "sarsaparilla" and he likes to torture us). On his way, he notices some strange things: the front door is unlocked and the stranger isn't in his room.
- The lady of the house, Mrs. Hall, comes to check on the situation in the stranger's room.
- She peeks in and, after a few sneezes, the blankets and pillows start flying around the room, and the furniture starts banging around.
- Mrs. Hall immediately assumes that the stranger has put ghosts into her furniture. (There's a joke here about "spirits," which can mean both ghosts and alcohol. Since alcohol goes into bottles, maybe ghosts could also, and maybe that's what the stranger has in all of his bottles. At least, that seems to be what Mrs. Hall thinks.)
- Some of the villagers – including Sandy Wadgers, the blacksmith, and Mr. Huxter, the general shop owner – get involved in the mystery of the stranger's disappearance and the haunted furniture. With so many people, not much gets done: "The Anglo-Saxon genius for parliamentary government asserted itself; there was a great deal of talk and no decisive action". Zing! Take that, parliamentary government.
- Finally, the stranger comes out of his room and demands to be left alone. Huh?

Chapter 7

The Unveiling of the Stranger

- When this chapter opens, the Halls hear rumors about the burglary the night before.
- Everyone at the bar is interested in the strange behavior of the stranger, who strangely stranges the strange.
- Okay, we get it. He's strange and the villagers don't like him.
- Mrs. Hall and the stranger start arguing about money because he hasn't paid his bill recently. But he says he found some more money recently (hmmm) and would be happy to pay.
- This, of course, makes everyone think that he was behind the burglary at the vicar's house.
- Finally, the stranger gets so fed up that he reveals himself to the people at the bar:
- *"You don't understand," he said, "who I am or what I am. I'll show you. By Heaven! I'll show you." Then he put his open palm over his face and withdrew it. The centre of his face became a black cavity.*
- Gasp!
- The village people freak out, naturally. They were prepared for scars and ugliness, but what on earth is this?
- All the villagers who aren't in the Coach and Horses come running in to see what all the screaming is about. (Good idea, run *toward* the screaming...) There are a bunch of people out in the town, since this is a festival day (Whit Monday).
- Eventually, Constable Jaffers comes to arrest the stranger. But when he (and some other brave people) go to the inn, they find a headless figure eating some bread and cheese.
- The stranger explains that he's the Invisible Man. This isn't much of an explanation, but it's the first time "Invisible Man" has been used in the text. So from now on, that's what we'll call him.
- The stranger – ahem, the Invisible Man – fights with the crowd and seems to be losing. Finally, he says he'll surrender, but instead, he just takes off all his

clothes. Of course, this makes him totally invisible and he starts winning the fight like whoa.

- The Invisible Man starts to beat down on crowd and they all panic. Constable Jaffers falls pretty hard on his head, and it's not clear whether he's dead or just unconscious.

Chapter 8

In Transit

- A villager named Gibbins (or Gibbons, depending on your copy) is napping out on a field. He hears a voice and a sneeze, but can't see anyone. This totally ruins his nap. (We at Shmoop love napping, but seriously, doesn't anybody have a hobby in 1890s England?)

Chapter 9

Mr. Thomas Marvel

- Now we're introduced to the guy whose last name we wish we had: Mr. Marvel. You might think he's a superhero, but really he's just a tramp – a homeless, jobless guy who wanders around. Marvel wears a shabby high hat, and we first meet him considering two pairs of boots, both probably given to him as charity.
- As he ponders the boots, Marvel hears a voice, but he can't see who's talking. So, of course, he wonders if he's drunk or crazy.
- To prove that he's real and just invisible, the voice starts throwing rocks at Marvel. Nice strategy.
- When Marvel is finally convinced that there might actually be someone there, he is able to make out some bread and cheese in front of him. Aha!
- The Invisible Man explains that he needs Marvel's help. He knows Marvel is also an outcast, plus he promises to reward the homeless man for helping him. He explains, "An invisible man is a man of power." Then he sneezes.

Chapter 10 & 11

- At first, the village people of Iping panicked after the Invisible Man showed himself, or, uh, didn't show himself.

- But after a while, people relaxed and went back to the festival. As the narrator notes, "Great and strange ideas transcending experience often have less effect upon men and women than smaller, more tangible considerations" (10.1). Basically: parties trump all.
- Soon, though, another stranger comes to Iping. Stranger to the villagers, at least: we can recognize him as Marvel thanks to his shabby high hat. This new guy acts suspiciously around the Coach and Horses.
- For instance, Huxter, the shop owner, sees this guy waiting outside a window of the inn, holding a bag. A bag! Well, hey, this town hasn't had a great track record with strangers recently.
- So Huxter runs after the guy, yelling "Thief!" But, before he can catch the man, something trips Huxter and knocks him out.
- The doctor Cuss and the vicar Bunting are going through the Invisible Man's papers, including his diaries. But they can't understand the diaries and, honestly, they're not even sure that they're written in English.
- Marvel lets the Invisible Man into the room with Cuss and Bunting. They obviously don't see the IM, but they ask Marvel to leave.
- Once he does, Cuss and Bunting lock the door so no one will interrupt them. Unfortunately for them, this also means that no one will interrupt the Invisible Man when he starts to beat the living daylights out of them.
- The Invisible Man wants to know where his stuff is, including his clothes. He threatens to kill the two men. Dun dun dun...

CHAPTER 12.

The Invisible Man Loses His Temper

- Talk about a cliffhanger! Instead of telling us what happens inside the Invisible Man's room, the narrator shifts his focus to the rest of the bar.
- From the bar, Teddy Henfrey and Mr. Hall hear some weird goings-on in the room where the Invisible Man was staying.
- They start to investigate, but Mrs. Hall interrupts them, thinking that Mr. Hall and Henfrey are just spying on Cuss and Bunting for fun. And as we know, that's *her* job.

- At that moment, Huxter yells out about a thief and goes running off after the man in the shabby high hat. (Now we're back to where we were in Chapter 10.)
- The people in the inn come out to see what Huxter is yelling about. They see Marvel running off and (for some reason) think that he's the Invisible Man (except, you know, visible). They all go running after Marvel, but just like Huxter, they all get tripped. Kind of a hilarious image (villager pile-up?) if you ask us.
- At this point, Cuss comes out of the stranger's room in the inn, revealing that the Invisible Man stole his and Bunting's clothes. Bunting is actually trying to cover himself in a newspaper, which a hilarious little detail that we love to picture.
- Once again, the Invisible Man starts beating people up and breaking things: "his temper, at no time very good, seems to have gone completely at some chance blow, and forthwith he set to smiting and overthrowing, for the mere satisfaction of hurting" (12.48). Everyone else, including Marvel, runs away.
- Naturally, the Invisible Man breaks every window at the inn, cuts the telegraph cable, and does some other damage just for fun. Yikes.

Chapter 13

Mr. Marvel Discusses His Resignation

- Next time we see them, the Invisible Man is threatening Marvel. Apparently, Marvel tried to run away (though he claims he didn't). That would not have been cool, since Marvel is carrying all of the Invisible Man's stuff, including his research notes.
- The Invisible Man is also upset that the news of all this hub-bub will be in the paper. It's too bad he didn't think of that when he was beating the heck out of people.
- Even though Marvel points out that he's a bad sidekick, the Invisible Man won't leave.

Chapter 14

At Port Stowe

- The next day, in Port Stowe, Marvel nervously waits on a bench, and ends up chatting with an elderly mariner (that is, a sailor). (This is the 1890s, so we're not sure how old "elderly" is.)

- The sailor thinks he hears coins jingling in Marvel's pockets, though Marvel is clearly a moneyless tramp.
- The old man tells Marvel all about this amazing Invisible Man that he read about in the newspaper.
- The sailor thinks the story is believable because it comes equipped with names and details. (This is a lesson in how to lie to people: make sure you have some details. See our section on ".")
- He also thinks that an invisible man would make a great thief since no one could see or stop him.
- Marvel takes the opportunity to prove that he's kind of a dud: right before he tells the sailor that he knows the Invisible Man, he looks around. Does he expect to *see* the Invisible Man?
- In any case, the Invisible Man is there and starts hurting Marvel (secretly). Marvel quickly covers his tracks, saying that the Invisible Man is just a hoax. Then he gets out of there quickly (or maybe he's pulled by the Invisible Man).
- The sailor is annoyed at Marvel for letting him go on about this Invisible Man. But later, the sailor hears stories about a bunch of robberies and how people saw money just floating away.
- After that, he realizes what had gone down on the bench in Port Stowe, and just how close he had been to the Invisible Man.

Chapter 15

The Man Who Was Running

- Next new character on the docket: Dr. Kemp.
- Dr. Kemp is in his study overlooking the town of Burdock. Kemp's study is full of science stuff, which explains why he's looking out the window: who wants to look at all that science stuff?
- So, looking out his window, Kemp sees a man with a shabby high hat running down into town. Kemp thinks this might just be another fool who is afraid of the Invisible Man. Kemp, of course, is too scientific to believe in an Invisible Man.
- But outside, the running man looks terrified. Everyone around freaks out, and for good reason: the Invisible Man is chasing after the running man.

Chapter 16

The Jolly Cricketers

- In the town of Burdock, at a pub called The Jolly Cricketers, a bunch of people are chatting.
- Suddenly, Marvel bursts in to the pub, yelling for people to save him from the Invisible Man. The Invisible Man is definitely there, because someone is breaking windows (the IM's favorite pastime.) The bartender hides Marvel in a backroom and an American with a gun gets ready to shoot the Invisible Man when he comes in the front door. (Thank you, America.)
- The Invisible Man, suddenly sneaky, goes in through the back door. He begins to attack Marvel, but the other men in the pub rescue him in time.
- The guy with the gun fires it carefully and is sure he hit the Invisible Man. He tells everyone to go feel for his invisible body.

Chapter 17

Doctor Kemp's Visitor

- Back at Kemp's house, Kemp is busying himself with some works of speculative philosophy (which sounds a lot like stuff that Wells himself wrote; more on that in Kemp's "<http://stage-web.shmoop.com/invisible-man-wells/dr-kemp.html>).
- Kemp gets interrupted by the shots and looks out to see a crowd at the Jolly Cricketers. Shortly after, he's interrupted again when someone rings his doorbell. But his housemaid tells him that there was no one at the door. You know where this is going, right?
- On his way to bed, after a long day of speculative philosophy, Kemp notices some blood on the floor and on the handle of his bedroom door. When he opens the bedroom door, he sees some floating, bloody bandages, which makes him feel "eerie" (17.14). That's the understatement of the century.
- The Invisible Man calls Kemp by his name and tells him not to panic. Of course, when an invisible man tells someone not to panic, that person panics.
- So the Invisible Man wrestles Kemp down (which, in our experience, usually doesn't help stop people from panicking). The IM tells Kemp that he knows him from school: he's really a guy named Griffin. He then gives us a

little more 4-1-1: he's almost an albino, he's a little younger than Kemp, and he won a medal for chemistry at University College.

- Kemp calms down enough to give Griffin some whiskey, clothes, and a cigar. This is where we'd get a series of really fun special effects if this were a movie. Griffin takes a glass of whiskey, which looks like it's just suspended in mid-air. Then he puts on clothes, which look like they're floating. And finally, he smokes a cigar, so the smoke outlines his mouth and throat. (That last one is our favorite.)
- It was just a coincidence that Griffin broke into Kemp's house to recover, but now he needs Kemp's help. (Luckily, the bullet that got him just scratched his wrist, so he's not going to die.) Griffin needs help because his partner stole his (stolen) money.
- He tells Kemp that he's too tired to tell the full story now and he needs to sleep. He also adds that he doesn't want people to capture him, which we'd say is an odd request for a guest. But that's the kind of guy Griffin is: strange.

Chapter 18

The Invisible Man Sleeps

- After Griffin makes sure the bedroom is secure and after Kemp promises not to turn him in, Griffin goes to sleep.
- Kemp can't sleep right now. For one thing, he's worried briefly about his sanity (was that really an invisible Griffin?). For another thing, Griffin took his bedroom.
- Instead, Kemp spends some time reading the newspapers from that day. The top news story is about a dangerous invisible man. Kemp remembers all the way back to Chapter 16 and he wonders why Griffin was chasing that tramp. That didn't look like innocent fun.
- Kemp worries that Griffin may become more unstable and dangerous. He hesitates, but eventually decides to write a note to Colonel Adye. (Perhaps it's a love letter? We won't find out until later.)
- Then he hears Griffin wake up. As usual, Griffin starts his day off by tossing some furniture around. It's good exercise – like yoga for mad scientists.

Chapter 19

Certain First Principles

- Actually, Griffin threw some stuff around because he's just kind of an angry guy, as Kemp notes.
- Kemp tells Griffin that he wants to help, but first, he needs to know his story. So strap yourself in for Griffin's story. (This is really the only time that we get a story from Griffin's point-of-view, so it's worth re-reading to see how he defends his violence and how he thinks about himself.)
- Griffin was a medical student at the same time as Kemp, but Griffin switched to physics because he was interested in light. He came up with a loose theory for how to make objects invisible, but needed to figure out a method to actually do it.
- (There's some pretty hilarious dialogue here, too. After Griffin gives a long comment on reflection, refraction, and absorption of light, Kemp remarks: "that is pretty plain sailing" [19.25]. If it's not plain sailing for you, you can always read up a little more on the concepts.)
- Griffin left London (and University College) six years ago and went to Chesilstowe, where he was a teacher and a student. What he really wanted to do, though, was continue his research into invisibility.
- Still – and this is his big problem – his professor (Oliver) was "a scientific bounder, a journalist by instinct, a thief of ideas—he was always prying!" (19.33). Griffin didn't want to publish his research because then Oliver would get a lot of credit for it.
- Griffin had done all this work himself. As he notes, "In all my great moments I have been alone" (19.37).
- One night, alone, Griffin figured out how to make a human invisible. Pretty soon he was thinking about making himself invisible, since it would get him out of his life as "a shabby, poverty-struck, hemmed-in demonstrator, teaching fools in a provincial college" (19.38). Harsh!
- After three years of teaching and research, he didn't have the money he needed to complete his research. So he did the obvious thing: he robbed his dad.
- Unfortunately, the money he stole was not actually his dad's, and so his dad shot himself.

- (This is a slightly confusing part of the plot. Whose money was it originally? Why does Daddy Griffin kill himself? The story gives no answers.)

Chapter 20

At the House in Great Portland Street

- Back at Kemp's house, Kemp offers his chair to Griffin, mostly to get Griffin away from the window.
- Griffin continues his story: after his dad died, he moved into a cheap boardinghouse in London to continue his research.
- He did go to his dad's funeral (which is awfully nice of him), but he didn't really feel sorry for him. You may gather this if you're a very careful reader and read the following sentence: "I did not feel a bit sorry for my father".
- In fact, except for his research, the whole world seemed distant and unimportant to Griffin.
- His research, Griffin adds, is all written down in a code in his books, except for a few parts that he chose to remember himself. Just in case the code wasn't enough.
- Back at the boardinghouse, Griffin continued his experiments. He made some wool invisible and then he made a neighborhood cat invisible. That cat experiment took a few tries, and the cat didn't seem to like it so much.
- Unfortunately for Griffin, the cat's noise attracted an old woman who lived in the boardinghouse and who had always suspected Griffin of vivisectioning animals. (Around this time, England was making some anti-vivisection laws. Eventually, though, Griffin got annoyed by the cat and let it out.
- Then, as usually happens when one gives away his only friend, Griffin had a little breakdown. He started to have nightmares and was no longer interested in his work. But he took some strychnine (a drug) and felt energized. He is really a terrible role model.
- At one point, the old woman and the landlord came up to make sure that Griffin wasn't experimenting on animals. They got into a little bit of a fight, which ended with Griffin pushing the landlord out of his room.
- Realizing that this would lead to trouble, Griffin decided to disappear.
- He sent his books off by mail to some place where he could pick them up. Then he started the process of turning himself invisible, which really hurt. (It almost makes him feel bad for that cat that he experimented on.) During the

process, the landlord tried to give Griffin an eviction notice, but Griffin already looked so strange that the landlord kind of ran away.

- At some point, Griffin became almost totally invisible, except that "an attenuated pigment still remained behind the retina of my eyes, fainter than mist" .
- The landlord and his stepsons tried to break in, which angered Griffin so much that he planned to burn down the house. But he couldn't find any matches. Darn.
- When the landlord and company finally broke down the door, they couldn't find Griffin. Turns out he was hiding outside the window, "quivering with anger" .
- Griffin destroyed his equipment, found some matches, and set his room on fire because "[i]t was the only way to cover my trail—and no doubt it was insured" (20.55).
- Now that he was invisible, he started thinking about "the wild and wonderful" things he could do as an Invisible Man

Chapter 21

In Oxford Street

- Griffin continues his story:
- While he was still pretty excited to be invisible, he realized that invisibility had some drawbacks. For one thing, he couldn't see his feet, which made walking down stairs a little strange.
- The fact that people couldn't see him had advantages and disadvantages.
- Advantage: he got to pretend that a man's bucket was crazy.
- Disadvantage: a man running to catch the bucket jammed his fingers into Griffin's neck.
- Also, Griffin was always cold and started to get the sniffles. Oh, and a dog could totally find him.
- Wandering around London, Griffin came across a Salvation Army march, which drew a crowd. Crowds are dangerous to Griffin, since he can't slip through them – people can feel him even if they don't see him.
- He tried to get out of the way, but he had stepped in some mud and left muddy footprints. Some street urchins started to follow him, which is never good.

- Then it started to snow and Griffin got tired of his adventure. Of course, he couldn't go home since he had set his apartment on fire (he probably should have thought of that before).
- Back in Kemp's study, listening to this story, Kemp looks out the window. What is he looking for? What does he see? Kemp asks Griffin to go on.

Chapter 22

In the Emporium

- Griffin continues his story. This is one invisible man who needs to get some stuff off his chest, apparently.
- With a January snowstorm blowing in to London, Griffin needed to find a place to stay. He couldn't get into a house, so he decided to do the next best thing: go shopping.
- Seriously, he went to a giant department store named Omniums. (Omniums isn't a real place, but there were department stores in England in the 1890s, though they were pretty new.)
- Griffin waited until the place closed, then he started searching around for things he could use. He stole some food and clothes. Over by toys, he saw some fake noses, which started him thinking about wigs and other costume stuff that could help him pretend to be normal. Like Halloween all year.
- He slept in the department store, living out every child's dream. Unfortunately, it wasn't as fun as you'd think: he had nightmares about being forced into his father's grave and buried because no one could see him.
- Griffin woke up when the workers came back the next morning, and he almost got caught. The workers chased him around the store (they could see him because he was wearing clothes); but once again, Griffin took off his clothes to become invisible.
- Since he couldn't steal clothes, Griffin had to leave the store with nothing – the sort of sad experience we all can empathize with.

Chapter 23

In Drury Lane

- Griffin continues his story. Oh, when will it end?
- Griffin was getting more and more upset about the whole invisible situation.
- He made his way to a costume shop to find wigs, noses, and other stuff, so that he might appear "a grotesque but still a credible figure" .

- When Griffin found his way to a store, the very alert shop owner almost caught him. The shop owner had a revolver, and he kept locking doors behind him.
- This made Griffin angry, which seems to be his only emotion. So he knocked out the shop owner and tied him up. (And that's the last we hear of that guy. Kind of sad for him.)
- Kemp interrupts Griffin's story to tell him that he isn't following "[t]he common conventions of humanity" when he knocks people out in their own homes . Griffin points out, though, that he's not a common person.
- Back to the story: Griffin went ahead and stole money and clothes. At least now people will be able to see him.
- Griffin stops his story for a minute in order to give Kemp a long speech about how being invisible isn't so great. For one thing, he can't eat in public because he can't reveal his mouth. (This explains why he never ate in front of people at the Coach and Horses in the earlier chapters.)
- Kemp wants to keep him talking, so he asks what happened after he got all dressed up.
- Griffin continues his story:
- He got his books and ordered the equipment he would need. All he wanted was to figure out how to reverse the invisibility treatment. Unfortunately, those gossipy people of Iping interfered with this plan. He asks, "Why couldn't they leave me alone?"
- Now that everyone has gotten in his way – especially Marvel – Griffin is even angrier than before and plans on killing people. We would be worried about that, but when was the last time one of Griffin's plans went well?

Chapter 24

The Plan that Failed

- Kemp sees some people coming up the hill to his house, so he tries to keep Griffin talking.
- Griffin says he had planned to go someplace warm, like South America, where he wouldn't have to wear clothes (at least not during spring break).
- But since he met Kemp, he's changed his plans. Griffin now realizes how little one person can do on his own.

- Invisibility is especially useful for killing people, so Griffin plans to establish a new Reign of Terror – with Kemp's help, of course.
- First, though, he needs to get his books back from Marvel, who is locked up at the jail for his own safety.
- Suddenly, Griffin hears some people sneaking up in the house, and he realizes that Kemp has betrayed him.
- Sad and angry, Griffin takes off his clothes. (What? Is that not what you do when you're sad and angry?)
- Kemp tries to capture Griffin with the help of the three men, including Colonel Adye, the police captain who got Kemp's letter in Chapter 18. (So it wasn't a love letter after all.)
- Griffin pushes past them (with as much violence as he can) and escapes.

Chapter 25

The Hunting of the Invisible Man

- Kemp explains to Adye that they have to take measures against Griffin because he's insane, a person of "pure selfishness" .
- They have some advantages, though. For one thing, they know that Griffin wants to get to Marvel and his stolen books.
- Also, Griffin basically told Kemp his life story, so they have all that information. Kemp knows that they can keep him unstable by making sure he doesn't get a moment to eat or sleep. And of course, he knows that they can use dogs against Griffin.
- Kemp even suggests that they put powdered glass on the roads, but Adye objects that "[i]t's unsportsmanlike". At least someone's worried about that.
- Kemp counters that Griffin is inhuman, that "[h]e has cut himself off from his kind. His blood be upon his own head"). Man, we wish we could think of a joke to put here, but this is dark.

Chapter 26

The Wicksteed Murder

- After Griffin runs out of Kemp's house, the narrator (and everyone else) loses track of him for a day: "No one knows where he went nor what he did" (26.1). So a lot of this chapter is speculation (meaning guess-work).
- The narrator also has a brief moment of sympathy for Griffin. After all, Griffin was betrayed by a friend.

- But no one else is going to be nice to Griffin: everyone else seems to be out hunting him with guns and dogs. To make things worse, Kemp spreads the news that people need to keep the Invisible Man from eating or sleeping.
- Unfortunately, that doesn't keep Griffin from killing an old man named Wicksteed. Since no one was there but Griffin (and Wicksteed, we guess), we'll never know what happened, only that Wicksteed was beaten to death with an iron rod. This is getting intense.
- Although there were no witnesses, some men around there heard a voice "wailing and laughing, sobbing and groaning" (26.11). The narrator thinks that maybe Griffin was upset after killing Wicksteed (of course, not as upset as Wicksteed probably was about being killed).
- Griffin has trouble finding shelter. All the houses are locked and everyone is on guard against him. What's worse is that everyone seems to know the secrets he told to Kemp. Some friend he was.
- Sometime in that day, Griffin found the time to rest and eat, since the next day he was "himself again, active, powerful, angry, and malignant, prepared for his last great struggle against the world"). One Invisible Man versus the world – we wonder who will win.

Chapter 27

The Siege of Kemp's House

- In the worst letter ever, Griffin tells Kemp that he is taking charge: "Port Burdock is no longer under the Queen, tell your Colonel of Police, and the rest of them; it is under me—the Terror! This is day one of year one of the new epoch—the Epoch of the Invisible Man. I am Invisible Man the First" .
- The letter also says that Griffin will kill Kemp that day. No big deal.
- What's even better is that Griffin sent that letter without a stamp, so Kemp had to pay for it upon delivery. As we said, worst letter ever.
- Kemp has his housekeeper lock up all the windows and gets his revolver ready. He writes a note for Adye, saying that Kemp will act as bait to catch Griffin.
- Adye shows up later, saying that Griffin grabbed the note from Kemp's servant. So now Griffin knows that Kemp wants to set a trap. Bummer.
- Then Griffin does what he does best: he breaks some windows. But there's no way for him to get into Kemp's house because they've anticipated his

arrival. This is the siege of Kemp's house. (A "siege" is an old term for when one army surrounds a castle or fort. The army inside can't get out, but the army outside can't get in. Eventually everyone gets bored and hungry.)

- Adye borrows Kemp's gun and tries to go for help, but Griffin trips him up and grabs the gun.
- At first, Adye refuses to help Griffin, but he changes his mind when he realizes "that life was very sweet".
- The narrator switches point-of-view here, and goes from Adye to Kemp, who is watching all this from an upstairs window. Suddenly, he sees Adye attack Griffin and get shot. It sure looks like Adye is dead, but we're not sure.
- Kemp's housemaid is coming up the hill with two policemen. At the same time, Griffin has found an axe and is using it to break through the shutters over a window. This is what we call suspense.
- Luckily for Kemp, the police get there in time, and he gives them some fireplace pokers to use as clubs. So it's pokers vs. axe-and-revolver, though Griffin isn't a great shot.
- Griffin knocks out one of the cops, but the other cop hurts Griffin (by aiming near the axe). There's a snapping sound, so maybe his arm gets broken. Griffin drops his weapons and runs away.
- But when the cops look around, they find that Kemp and his housemaid have also run away. That probably doesn't make them feel too great about the guy they just saved.

Chapter 28

The Hunter Hunted

- Before now, Kemp's neighbor, Heelas, didn't believe in the Invisible Man. But when he wakes up from a nap and sees Kemp's house broken into and Kemp running toward him, Heelas does the only sensible thing: he locks himself inside his house and refuses to help his neighbor.
- From Heelas's point-of-view, we see Kemp run through the garden followed closely by the Invisible Man. (Or the traces left by the IM, at least.)
- Kemp continues running towards Burdock . It sounds something like a nightmare: the road is long and empty, and no one in the nearby houses will help him.

- Still, when Kemp arrives in Burdock, he finds a couple of workmen (navvies) on the road. When he yells about the Invisible Man, everyone nearby tries to find and hit the IM – shovels and all.
- When the Invisible Man grabs Kemp, the navvies knock the Invisible Man down. So maybe these guys are the real heroes of the book?
- The narrator notes that the next scene might have looked like a game of rugby, but it was actually a big fight between the crowd and the Invisible Man.
- Spoiler alert: the Invisible Man loses. "There was, I am afraid, some savage kicking. Then suddenly a wild scream of 'Mercy! Mercy!' that died down swiftly to a sound like choking" (28.17).
- Kemp tries to get people off of Griffin, but the IM is already not breathing and possibly dead.
- Everyone crowds around to see what happened, and slowly, the Invisible Man starts to become visible (but still naked):
- Cool.
- And horrible.
- That's how Griffin's experiment in invisibility ends, with people covering up his "naked and pitiful" body

EPILOGUE

Mr. Marvel, formerly the tramp, has become the landlord of the little inn near Port Stowe and the “owner” of all the information about Griffin. He has been able to keep all the money Griffin stole because lawyers could not identify the sources accurately. The books seem to have disappeared entirely; at least whenever anyone asks Marvel about them, he denies knowing anything. However, when the inn is closed and he is alone, he takes the books out of their hiding place and tries to study the “wonderful secrets.”

LONG ANSWER QUESTIONS BASED ON CHARACTER INTERPRETATION & APPRECIATION :

Q1. Do you consider Marvel to be a smart turncoat? Why/ Why not?

Or

Assess the character of Marvel, the tramp.

Answer: Thomas Marvel was a short, fat tramp who sported a shabby hat and thrived on charity. He was lazy and did not show any intention to work hard for improving his life. Griffin did not have a very high opinion about Marvel's abilities, still he made him his accomplice because Marvel was an obvious weakling who could be easily intimidated. His cowardice did not let him defy Griffin's commands. Surprisingly, this apparently good- for- nothing fellow managed to cheat a wicked and dangerously evil man like Griffin. But this act does not make him a turncoat in any way because he assisted Griffin much against his own wish. He was a simple person, ill equipped in every sense, as compared to the all powerful Invisible Man. He had no choice but to obey each order coming from his self – proclaimed master. Marvel was more of a slave than an accomplice in crime. When he succeeded in sneaking away, it was actually to save his life rather than cheat upon Griffin.

Of course, towards the end he does show smartness by hiding the entire money and the three books of Griffin. However, he exhibits his keen business acumen by wisely investing this money to open an inn. His decision to name this venture after the Invisible Man again shows that Marvel knew how to turn circumstances in his favour. He never revealed to anyone that the three books of Griffin were in his possession. He pondered over them in private trying to figure out the coded message. But once again this was done for survival than for treachery. Thus , it would not be fair to consider Marvel as a 'turncoat'.

Q2. Give an estimate of Mrs. Hall as courteous woman with a strong mind.

Answer: Mrs. Janny Hall was the warm- hearted hostess and the owner of the inn “Coach and Horses”. The first impression that she creates, presents her in an unpleasant light. She rents the inn- parlour to a stranger without bothering to confirm his identity simply because he projects himself to be a richer customer. At this point Mrs. Hall appears to be an opportunist and a money- minded woman. However, the manner in which she puts up with Griffin's rude behaviour shows that she was actually a very polite hostess who took her duty seriously. She goes out of her way to make her guest's stay comfortable. Her courteous nature and her hospitality win the appreciation of the reader. But her polite temperament does not

make her weak in any way. When the Invisible Man crosses all limits of etiquettes, Mrs. Hall firmly puts her foot down refusing to oblige him any further. She denies continuing with the assured services till he cleared all the pending bills. She stands up courageously against an arrogant man like Griffin. She charts her way without letting even her husband to influence her. Mrs. Hall can thus be considered as an independent businesswoman who is capable of taking her decisions without any support or assistance from others.

Q3. Write short notes on:

(i) Vicar Bunting (ii) Bobby Jaffers (iii) Mr. George Hall (iv) Dr. Cuss

(i) Mr. Bunting was the esteemed vicar of Iping village. His religious position was revered by everyone. He was sincerely involved in the well-being of his congregation. When Mr. Cuss narrated his strange encounter with the Invisible Man, Bunting did not brush him aside even though he found it to be an implausible story. He listened to Cuss very carefully and calmed him down.

Bunting was also a brave man. At the time of burglary in the vicarage he exhibited courage in place of panic. He tried his best to locate and capture the trespasser which was in fact an impossible task owing to the invisible status of Griffin. He keenly involved himself in the investigations to arrest Griffin. He accompanied Cuss to the inn-parlour pondering over the coded books of Griffin. The simplicity of Bunting can be seen when he sheepishly tried to hide the fact that he had forgotten the knowledge of Greek. Although a man of religious nature, Bunting comes out as a responsible member of society.

(ii) Mr. Bobby Jaffers was the constable of the Iping village. He emerges as a man with serious intent. The devotion, commitment and sincerity with which he comes forth to arrest the headless Griffin, place Jaffers in the league of good men. He had absolute confidence in his ability to arrest any criminal man, however powerful, visible or not visible, as he may be. His sharp and quick reaction when the Invisible Man tried to escape once again showed Jaffers as a dutiful policeman. On his failure to capture Griffin he sinks in gloom which shows that he was upset at

having failed to fulfill his duty. The simple man stands as a desired example of professional commitment.

(iii) Mr. George Hall was the husband of the owner of the inn “Coach and Horses”. He used to assist his wife but only when she allowed him to. He was a drunkard who could not be entrusted with responsibilities. However, he was not careless or casual. He rushed to the inn at once when Teddy Henfrey told him about the strange guest that his wife had taken in. Similarly, he rushed to check the well-being of the Invisible Man when the latter was bit by Fearenside’s dog. However, he was a henpecked husband because he obeyed Mrs Hall’s orders without raising any doubts or questions.

(iv) Dr. Cuss was the medical practitioner at Iping. He was both a curious and a jealous man. When he heard about the arrival of a strange guest at the inn who possessed more vials and bottles than him, he sought excuse to explore this man. He tried to probe Griffin to make him reveal his purpose. However, when he was scared off by the Invisible Man, he tried to think rationally regarding the strange phenomenon. He did not give up his curiosity and shared his quaint experience with Bunting. Later he explored the belongings of Griffin to clarify his doubts which shows that he was not scared by his earlier experience and was determined to satisfy his curiosity. Therefore, Cuss and curiosity appear almost synonymous.

Q4. Enumerate the different traits of the character of Mr. Heelas.

Answer: Mr. Heelas was Dr. Kemp’s next door neighbor. He declared that he could not believe what he could not see. Thus he, rubbished all the reports and rumours about the Invisible Man. To prove his stance on the existence of an Invisible being, he purposely ventured outdoors thereby defying the proclaimed threat from the Invisible Man.

However, after he was convinced about the presence of the Invisible Man, Heelas behaved in the most cowardly way. He, who had always announced his boldness and bravery, was the first to run for his life. He dashed as fast as his legs could carry him into the safety of his house. To keep out all danger, he closed all the doors and windows as securely as he could. At the same time, he exhibited his

moral weakness when he denied help to Kemp by refusing to let him in the house to escape the terribly infuriated Griffin.

Heelas slammed the doors in the face of Kemp and refused to render help in any way only to reveal his true character. He was a mean, thoughtless and selfish man as opposed to his projection as a person who believed only what he saw.

Heelas had no principles and ethical values; hence the reader develops a strong dislike for him. He comes out as the kind of man who just focused on saving his own skin and was devoid of any human obligations.

Q5. What impressions do you form about Colonel Adye after reading the novel “The Invisible Man”?

Answer: Colonel Adye was the Chief of Police in Burdock. He was a dutiful officer who worked conscientiously and according to the demands of the situation. He responded promptly and fearlessly to Dr. Kemp’s call to arrest the Invisible Man.

Adye also had the will to take quick and wise decisions. He knew that it would not be an easy task to capture Griffin single-handedly, so he decided to get hounds that could sniff and locate the Invisible Man. This venture was indeed an act of bravery because he knew very well that Griffin was present in the compound of the house and could harm him. But a fearless person like Adye could not be intimidated by any threat. He turned around with alacrity to overpower the Invisible Man when the latter tried to move him back into Kemp’s house.

Another impressive quality of Adye was his simple and trusting nature which is revealed when he follows all the instructions given by Kemp to arrest the Invisible Man. At the same time, his moral uprightness does surface when he opposes Kemp’s suggestion to spread powdered glass along the path that was expected to be followed by the Invisible Man. Adye believed that his idea to injure, by treachery, was ‘unsportsmanlike’. He was a courageous man and he had immense faith in his ability to capture the culprit solely by his power, thus he did not wish to resort to any other ways. Towards the end, the shooting down of Adye by the Invisible Man, evokes both sympathy and admiration for this sincere, committed and brave officer.

Q6. Griffin was a brilliant scientist but a depraved human. In the light of this statement, draw a pen-portrait of Griffin.

Answer: Griffin was a very intelligent and hard working scientist who put in all heart and soul into his research. He worked with a focused mind and stopped at nothing short in pursuit of his scientific goal to achieve invisibility. Unfortunately, his passion warped into an obsession and he stooped to pits of depravity.

Griffin was a student of medicine at the University College where he won a medal for excellence in chemistry. He was almost an albino, six feet high, and broad with a pink and white face and red eyes. His keen interest in light drew him to physics. Fascinated by optical density, he moved to Chesilstowe after leaving London. At that time he was twenty two years old and full of enthusiasm. He worked as a demonstrator in a provincial college while carrying out his research on making things invisible. Instead of sharing his knowledge with his superiors and his peers, he worked stealthily so that he wouldn't have to share the credit of his work with anybody. He cut himself off from normal social life and withdrew into the dark interiors of selfishness.

His depraved existence coaxed him to the extent of robbing his own father, creating such situation that the old man had to commit suicide in order to escape humiliation. The lack of remorse at the death of his father was a firm point when this otherwise brilliant scientist turned into a self-centered, selfish and callous man. Throwing to winds all ethics and morality, Griffin grew short-tempered, intolerant and vindictive. He finally succeeded in his ambition but the unforeseen problems that were generated because of his invisible condition compelled him to move to Iping, a remote village.

Embittered by his pseudo success Griffin continued to fall morally. He made life miserable for the people of Iping, especially that of the Hall couple. He resorted to theft, robbery and terror to proclaim a false sense of superiority. The absence of human sensitivity in Griffin became clear when he forced a vulnerable Marvel to be his accomplice. The brutal manner in which he killed Wicksteed and chased Kemp to avenge treachery marked the eventual destruction of goodness, mercy and kindness that are the trademark of an intelligent scientist.

Therefore, Griffin's character comes out more as a wicked, crazy and heinous criminal than a responsible scientist.

LONG ANSWER QUESTIONS BASED ON THEME PLOT AND INCIDENTS :

Q7. After his arrival in the “Coach and Horses,” why did the stranger stick to his room without giving the inn keeper an excuse for intrusion? Why did Mrs. Hall find it to be odd?

Ans. The stranger stuck to his room until four o’clock after his arrival in the inn. He neither encouraged anyone’s entry nor did he leave the rented parlour. Perhaps, he didn’t wish to attract any one’s attention towards his odd appearance and prefer to stay all by himself.

He remained quite still most of the time and seemed to take a brief nap in the growing darkness. Earlier he had pulled down the blind that had shaded the lower part of panes leaving the room into twilight. During his confinement in the parlour he also appeared that he was talking to himself for a while. But the creaking of armchair indicated that he had sat down again.

Thus, he waited for it to be dark before leaving the room. Mrs. Hall, who must have been getting guests of all types in her inn, found his behavior very odd. It was very unusual for a guest to confine himself to his room all the time. She was quite intrigued because so far she had not come across any guest wishing to guard his privacy with such great vehemence. Hence, she found this very odd.

Q8. What did people in the town think about the identity of the stranger?

Ans. The stranger’s identity became the topic of speculation in the town. Mrs. Hall defended him, repeating his own words that he was an ‘experimental investigator.’ Several other people of the town were of the view that he was a criminal trying to escape justice. Mr. Gould, the probationary assistant, imagined that the man must be an ‘anarchist’ who was preparing explosives. Another group of people believed that he was a pie- bald and could make a lot of money if he chose to show himself at the fairs. There was another view that explained the entire matter by regarding the stranger as a harmless lunatic. Between these main groups were weavers and compromisers. The village folk had few superstitions and the thought of the supernatural was whispered in the village. But it was only credited among the

women folk. But whatever they thought of him, people in Iping on the whole, agreed in disliking him. The youngman called him a 'Bogey Man'.

Q9 Describe the burglary at vicar's house.

Ans. The burglary took place at the vicar's house. It occurred in the small hours of Whit- Monday, the day devoted in Iping to the club festivities. Mrs. Bunting, the vicar's wife, woke up suddenly in the stillness that came before the dawn. She heard the sounds of bare-feet walking through the house. She aroused her husband quickly who did not strike light, but putting on his spectacles, went out on the landing to listen. When Mrs. And Mr. Bunting heard the clink of money, they realized that the robber had found the housekeeping reserve of gold-two pounds ten the half sovereign altogether. Mrs. And Mr. Bunting rushed into the room, but the room was empty. Their money had disappeared. Mrs. Bunting went hastily to the doorway. They heard a violent sneeze in the passage. They rushed out and the kitchen door slammed. They both heard a sound of bolts being hastily shot back. They entered the kitchen but the place was empty.

Q10. How did the stranger become an invisible man?

Ans. The stranger remained locked in the parlour all morning. He sent for Mrs. Hall and asked her why his meals had not been sent to him. She told him that his bill had not been paid. He gave her some money, but she refused to accept it, saying that she first wanted to know why he didn't enter by doorways and move about like normal people. For his answer, the stranger removed all his head wrappings, including his nose and moustache. He thus looked like a person with a missing head. At the sound of screams a crowd of people ran towards the inn. 'Eye-witness' suddenly babble hysterical stories of the man attacking the servant girl, and brandishing a knife. Bobby Jaffers, the village constable, appeared with a warrant. The stranger slapped Jaffers with his glove but then said he would surrender. As they watched, the stranger removed the rest of his clothes, becoming invisible before them. He told them that he was invisible.

Q11. Give an account of the panic and confusion that prevailed in Iping when the Invisible Man lost his temper.

Ans. Hall and Teddy were involved in a discussion behind the hotel bar when they heard a thump on the parlour door. They heard strange sounds as of things being thrown against the door and some loud conversation. Doors opened and shut and they saw Marvel taking off with Huxtar following him. There was confusion and

panic. Suddenly Huxter made a leap in air. Seconds later, Hall landed on the ground as if he had been attacked Bunting to rush and save himself as the Invisible Man was returning to 'Coach and Horses' inn. It appeared that the Invisible Man's intention was simply to cover Marvel's retreat with clothes and books. But in the process several other individuals were shoved aside. Marvel took the advantage of the prevailing confusion and chaos and ran off with the Invisible Man's books and belongings. After breaking all the windows in the 'Coach and Horses' inn the Invisible Man disappeared.

Q12. Describe an encounter between Marvel and the elderly mariner.

Ans. Marvel arrived in Port Stowe and was resting on the bench outside of the town. He was sitting with the books beside him. As he sat there, an elderly mariner, carrying a newspaper sat down beside him. Citing the paper, the mariner brought up the topic of the Invisible Man. The newspaper revealed that the Invisible Man had inflicted injuries on the constable at Iping. Certain evidence indicated that he took the road to Port Stowe. The mariner pondered the strange things that the Invisible Man might do. He could trespass or rob the people. Marvel began to confide in the mariner, saying that he knew some things about the Invisible Man. Suddenly Marvel was interrupted by an attack of some kind of pain. It was inflicted by the Invisible Man. Marvel made an excuse that it was a toothache and added that the Invisible Man was hoax. Then Marvel began to move off walking sideways with violent forward jerks. The mariner got angry over his behavior. He blamed him for playing silly games with him.

Q13. Describe the Invisible Man's visit to Dr. Kemp's house.

Ans. Dr. Kemp was working in his study when he heard the shots fired in the Jolly Cricketers. He opened his window and watched the crowd at the bottom of the hill and then returned to his writing desk. A few minutes later he heard his door bell ring, but his housekeeper said that it was a 'runaway' ring. Dr. Kemp was at his work till 2 a.m. when he decided to go downstairs for a drink. On the way he noticed a spot of drying blood on his linoleum floor. Then he found more blood on the doorknob of his own bedroom. In his room, his bedspread was smeared with blood, his sheet was torn, and bedclothes were depressed as if someone had been sitting there. In fact the Invisible Man had already entered his house. He introduced himself to Kemp as Griffin, of University College. He explained that he made

himself invisible, but was wounded and desperately in need of shelter, clothes and food.

Q14. What did the letter from Griffin convey to Dr. Kemp? How did Dr. Kemp reach to it?

Ans. Griffin wrote a letter to Kemp and conveyed that the reign of terror was beginning and that Kemp himself would be the first execution for the sake of example. Port Burdock was no longer under the Queen and it was under him. This was day one of year one of new epoch – the epoch of the Invisible Man. He was Invisible Man the First. He might lock himself away, hide himself away, get guards about him, put on armour if he liked- Death, the unseen Death was coming. He might take precautions, but nothing would save him. Death would start from the pillar-box by midday. The letter would fall in as the postman came along. The game had begun. Death had started.

Dr. Kemp got up slowly and closed the shutters of his study. He took a revolver and put it in his pocket and a note to colonel Adye. Finally he said, “We’ll have him!”

Q15. How did Griffin meet his tragic end?

Ans. Kemp’s neighbor, Heelas, did not believe in the Invisible Man, but when he saw Kemp’s house broken, and Kemp running for shelter, he began to believe in him. He refused to help Griffin. Soon Kemp ran into the hill-road. When he realised that the hill-road was desolate and there was no one to help him, he ran towards Burdock. The Invisible Man was chasing him. Kemp saw several workmen and cried for help. People began to join in the chase. When Kemp realised that the people were chasing the Invisible Man, he stopped running which allowed the Invisible Man to catch him. A fight between the crowd including Kemp and the Invisible Man ensued. There was pushing and shuffling. In the meantime people were able to catch hold of him and keep him down. Griffin had been injured and had lost a lot of blood. The town people watched that the effect of invisibility was reversed and Griffin, now dead, was visible.

Q16. How does the Epilogue reveal the true character of Marvel?

Ans. The Epilogue reveals several traits of Marvel’s character. Formerly Marvel was a tramp and now has become the landlord of the little inn near Port Stowe. He

has been able to keep all the money Griffin stole because lawyers could not identify the sources accurately. He is a bachelor and conducts his house with eminent decoration. His movements are slow but he is a great thinker. Whenever someone asks about the Griffin's books, he denies knowing anything about them. However when the inn is closed and he is alone, he unlocks the cupboard and produces three volumes bound in brown leather and places them on the table. Then he pulls one towards him and begins to study it. He admires Griffin's intellect. He tries to know the 'wonderful secrets' contained in the books. He has been arranging a one-man show and narrating his experiences with the Invisible Man. He hopes that one day these books will change his fortune.

17. The story 'The Invisible man' shows that absence of social restrictions leads to moral corruption. Elaborate

Griffin is invisible- free to do as he pleases- no one can see him when he commits crimes- the law cannot punish an invisible man- difficult to catch- difficult to prove his crime. Throughout the story Griffin is secretive and aloof- he does not want to be part of the community around him. When he is in trouble- he simply peels away the bandages and easily escapes- when invisible his crimes become more serious and he poses a great threat to those around him. With his clothes he is still subject to some laws but without them he is free to blackmail, steal etc. Invisibility represents freedom from social restrictions- and when invisible we notice an increasing criminal tendency in him.

18. Science without boundaries is destructive. Do you agree?

Griffin is a scientist on the verge of a great discovery- he has succeeded in rendering humans invisible. But with great power comes great responsibility- Griffin goes mad with the intoxication of power- he steals, blackmails and punishes anyone who displeases him- in Kemp the author gives us a scientist guided by moral responsibility- he plays a pivotal role in bringing to justice the criminal Griffin- he overlooks the lure of power and wealth that Griffin offers him- imagine a country where citizens are free to do as they please like Griffin- it would lead to total chaos- hence science without moral boundaries can be destructive.

19. Is the ending of the story justified according to you?

The story shows the increasing moral decay of a man because of too much power at his disposal-he does many things to torment the people around him without suffering any consequence- in the end he is brought to justice by a morally responsible character like Kemp with the help of the towns people- the people of this small town work together in unity to fight against an evil power- hence the story shows the triumph of good over evil.

QUESTIONS FOR PRACTICE

Q1. There are many humorous, even slapstick, sequences in *The Invisible Man*. Discuss which one you feel is the most humorous and explain why.

Q2. Write a short essay about the character of Thomas Marvel, which discusses how much better he is able to function in society than is Griffin, even though Marvel is a tramp.

Q3. Write a short essay about the differences between the material conveniences of the 1800's as seen in this novel and the material conveniences we have today.

Q4. Discuss whether the murder of Griffin by the townspeople is an act of perceived self-defence, an act of revenge by them, or an example of mob hysteria.

Q5. The big question here: How do you feel about Griffin? Is he a criminal mad scientist who should be killed? Or is he a guy who is trying to work things out, but other people and society keep getting in his way?

Q6. Is the ending of this book happy and just? Are you glad when Griffin is killed and Marvel gets to keep all the stolen money? Are you glad that the invisibility formula is hidden from Kemp, who could recreate it? If you don't think this is all rainbows, what would a happy ending to this story look like?

Q7. How do you feel about the chapters where Griffin tells his own story to Kemp? Do they make you sympathize with Griffin? Or does he seem like more of a monster when he casually talks about attacking people and stealing from his father? Would it change how you understood the Invisible Man if we heard his story from another source?

Q8. In *The Invisible Man*, it seems like Griffin starts out as a dangerous person even before he uses his invisibility formula. But in the famous 1933 movie version (and in many others), he only goes insane because of the formula. Why do you think the movie made this change? Does it change your opinion of Griffin?

Q9. Why did Kemp turn out differently than Griffin? After all, they're both scientists. Is Kemp less isolated than Griffin? Is it simply because Kemp has more money?

Q10. What does this story make you think about science? Is it as dangerous as Wells makes it seem

Q11. What did you think of Griffin's long explanation of how he made himself invisible? Would it change how you read this book if Griffin were made invisible by magic?

Q12. How do the shifts in point of view affect your understanding of the story?

Q13. How would you react to an invisible man or woman? Do you think the townsfolk in Iping react realistically?

Q14. How does the Invisible Man compare to other invisible figures in literature? Is invisibility more often used for good or for evil in these stories?

Q15. Analyze the motivation of the Invisible Man throughout the book. What are the different theories that the townspeople have formulated in order to explain Griffin's physical appearance?

QUESTION BANK

SECTION C-LITERATURE

Question Bank

FLAMINGO

Lesson 1- The Last Lesson

Short Questions

1. Give 2 reasons why Franz thought of running away and spending the day out of doors?
2. What was more tempting than the rule of participles?
3. What was the bulletin board famous for?
4. Describe the usual scene and how was it different that day?
5. Describe the appearance of the master M. Hamel that day?
6. What surprised Franz on entering the classroom?
7. What was the news that came as a thunderclap to Franz?
8. Do you think Franz was upset for not learning his French lessons during the whole year?
9. Give 3 reasons for the presence of villagers in the classroom on the day of the last lesson?
10. What role did the parents and teachers play for the children's neglect of French language?
11. What was the opinion of M. Hamel regarding French language?

12. Mention a characteristic each required of both from the teacher and the student for effective learning as portrayed in the text.
13. How does M. Hamel evoke feelings of patriotism in the class towards the end of the lesson?
14. Do you think the group of children in the classroom belonged to a heterogeneous age group? If yes substantiate with evidence from the text?

Long Answer Questions

1. Political enslavement leads to an identity crisis. Discuss with reference to the Last Lesson.
2. Do you think either the students or the teacher were sincere in their task till the day of the last lesson? Substantiate with evidence from the text?
3. When you have sight you never realize the value of your eyes' how far is this true with the story 'The Last Lesson'?

Lesson 2- Lost Spring

Short Questions

1. Where does the author meet Saheb every morning?
2. What reason did Saheb give for not going to school?
3. Bring out the contrast drawn between his life in reality and the meaning of his name?
4. What reason does a person give for walking barefoot? What is the author's personal opinion regarding this reasoning?

5. Bring out the difference in the standard of living of the priests of the past and the present?
6. How does rag picking differ for an adult and for a child?
7. Why does the hole in the shoe not bother Saheb?
8. Was Saheb happy with the newfound job? If not, why?
9. Bring out the horrible condition within the glass blowing industry?
10. Describe the living condition in Firozabad?
11. Why does Mukesh's grandmother feel it a futile exercise for Mukesh to fight taking up the job in glass blowing industry?
12. Why are they reluctant to form into cooperatives?
13. What all things comprise the vicious circle from where there is no escape?
14. Why is daring a difficult task? What cheers the narrator while talking to Mukesh?
15. Why is Mukesh content to dream only of cars and not of planes?
16. Why are promises to the poor rarely kept?

Long Answer Question

1. Do you think the child labour law should be enforced? If the child labour law is enforced approximately how many rag pickers and how many bangle makers would be freed from Seemapuri and Firozabad? Envisage the life Saheb and Mukesh would enjoy if they were freed? How would it be different from the present condition?

2. Bring out from the lesson the pathetic condition of children working in inhuman conditions?
3. Saheb has lost all the joy and freedom by working in the tea stall where he is no longer his own master. Do you think his decision was wise or could he have made a better choice? Or was it still better to leave him at rag picking where he was his own master?
4. Draw the similarities between the life of the rag pickers and the bangle makers as portrayed in Lost Spring

Lesson 3-Deep Water

Short Questions

1. Why the YMCA pool was considered safer when compared to Yakima River?
2. When did his aversion to water begin?
3. What was the misadventure that happened one day?
4. What strategy did he remember as he went down the water?
5. What effect did the drowning in the YMCA pool have on Douglas?
6. Why did he decide to have an instructor to teach him swimming?
7. What method did he adopt to overcome terror?
8. Bring out the significance of the 'yellow water' though he has specifically mentioned that the water was as clean and clear as the bathtub before experiencing.

Long answer Questions

1. The childhood fear and the way he overcomes it brings about a deeper meaning to the readers. Bring out how the negative traits can be changed into positive traits with reference to the techniques used by Douglas?
2. The tenacity and determination on the part of Douglas helped him to shirk away the fear factor. Discuss.

Lesson 4-The Rattrap

Short Questions

1. Why does the peddler feel that the whole world is a rattrap?
2. How did people usually treat the peddler and what made the crofter different?
3. Breach of trust is the worst crime one can commit? How is it true in the case of peddler?
4. How does the writer bring out the allegory in the lesson when the peddler is trapped in the forest?
5. What made the peddler respond to the name Nils Olof?
6. What made the ironmaster send his daughter to persuade the peddler?
7. What shows that Edla was very observant, quick and sharp by nature?
8. Why does Edla stop the peddler from going away though she knew that he was not the captain?
9. What trait of the daughter is brought out when her father talks about her being worse than a parson?
10. Safety and security is a distant dream even in one's own home. What makes the peddler safe and secure in the house of ironmaster?
11. What was Edla's X'mas gift to the peddler?
12. What was the peddler's gift to Edla?
13. Why does he sign in as the captain?

Long answer Questions

1. How were the two hosts' –the crofter and the ironmaster different from one another?
2. In what way does humour help us to sympathize with the peddler?
3. Is the reader relieved by the way the story ended. Justify your answer.
4. The story Rattrap is highly philosophical. Discuss.
5. The metaphor of Rattrap highlights human nature. Discuss.

Lesson 5 – Indigo

Short Questions

1. What was the positive quality about Rajkumar Shukla? How did he benefit from this quality?
2. What proves that Gandhiji was an unknown figure in Patna?
3. Why were the government servants scared to be acquainted with a person like Gandhiji?
4. What was the first instance of achieving freedom from fear by the peasant community?
5. What made the lawyers shamefaced before Gandhiji?
6. Narrate how the civil disobedience became a triumph for the first time?
7. Why did Gandhiji agree to 25% refund when the actual demand was for 50%?
8. What qualities was he able to make in the Indians by the Champaran episode?
9. Why did he feel that help from the foreigner Mr. Andrews was unnecessary?
10. Why does he entrust teachers rather than politicians to make changes in the society?

Long answer Questions

1. To think differently is a challenging job but ultimate victory comes to those who are not the usual run of the mill. In what way is this true of Gandhiji in the lesson Indigo?
2. "Freedom from fear is more important than legal justice for the poor" how does he bring home this point in this lesson? State whether Indians have attained freedom from fear even in this post independence era-justify your answer?

3. What are the qualities of a good leader as portrayed by Gandhiji in the lesson Indigo?

Lesson 8-Going Places

Short Questions

1. Sophie flits from one dream to another. What trait of hers is brought out by this action?
2. What made her dissatisfied with her life?
3. The unknown things are always a fascination for human beings. How is it true in the case of Sophie?
4. When Geoff queried whether she told their father about meeting Danny Casey, why was she chastened?
5. Does father believe his daughter's encounter with Danny Casey? If not, why?
6. What made her heave a sigh of relief when she knew that Geoff had not divulged all what she said?
7. How has Geoff helped in developing her fantasy about Danny Casey?

Long answer Questions

1. Fantasy is a pleasant relief at times but at times it can take a serious turn, which may prove detrimental to mental growth. Elucidate with reference to the text focusing on the negative impact of fantasizing?

2. Sophie aspires for a romantic touch in her relationship with Danny Casey. What is the root cause of her imagination running wild?
3. What in your opinion is the reason behind her weaving a fantasy, is it a crush for an ace footballer or is it the love for glamour of a celebrity, if not at least the glamour of a person associated with a celebrity. Elucidate.

POETRY

1- My Mother At Sixty Six

1. What did the mother look like? What made the poet feel so?
2. What did she realize with pain?
3. How did she take her mind off the thought?
4. What does 'sprinting of trees' and 'spilling of children' refer to'?
5. Bring out the contrast portrayed by the scene outside with the state of the poet's mother.
6. Why is the mother compared to 'a late winter's moon'?
7. What is the childhood fear of the poet
8. Though filled with negative thoughts in her mind, outwardly what did the poet reflect? Substantiate your point from the words/phrases from the poem.

2. An Elementary School Classroom in A Slum.

1. The poem begins on a very potent simile about the children's faces. Explain.
2. Bring out the powerful imagery presented in the first stanza depicting despair and disease.

3. Why does the poet use 'rat's eye' for the 'paper seeming boy'?
4. Describe the powerfully telescopic image drawn by the picturisation of a sick boy.
5. Why is the class described referred to as 'dim'?
6. Do you agree that the poet has dealt with a universal theme? How far has he succeeded in depicting the role of every individual towards development of the underprivileged?
7. Where does the sweet and young boys' mind wander? What does it show?
8. What are the things that adorn the walls of the classroom? Why does it have no significance to the children?
9. Why is the 'window' depicted as the world of the children?
10. Why is their world far from river capes and star of words?
11. Why is Shakespeare wicked and maps a bad example?
12. What picture comes to your mind with the phrases 'slag heap' and skin peeped through by bones'?
13. Why is the mended glass referred to as 'bottle bits of stones'?
14. Explain: "so blot their map with slums"
15. Why is the slum referred to as 'catacombs'?
16. What is the significance of the white and green leaves?

17. What can create history?
18. Bring out the various poetic devices used by the poet to drive home the point.
19. How far does he succeed in presenting an allegorical representation of haves and have-nots?

3. A Thing of Beauty

1. In what way is a thing of beauty a joy forever?
2. Even though life is filled with sufferings what gives us the urge to go on and how?
3. What are the different sufferings drawn by out by the poet?
4. Name the objects of beauty.
5. How does art and Literature inspire man?
6. What is picturised as an immortal drink? What makes it outstanding?
7. Nature acts as a buffer against all the pain and sufferings. In what manner has God provided it to man?

4. Keeping Quiet

1. What does the poet mean by keeping still?
2. In order to achieve stillness what are we to do?
3. The period of stillness would provide a peaceful world. Explain with reference to the text?

4. Why does the poet not want any 'truck with death'? How is inactivity and death different from stillness he is advocating?
5. Why do we threaten ourselves with death and what is the solution for this threat?
6. Nature is a great teacher. Discuss.

5. Aunt Jennifer's Tigers

1. Justify the title 'Aunt Jennifer's Tigers'
2. Why is uncle's wedding band heavy on Jennifer's hand?
3. What are the characteristics of the tiger depicted in the poem?
4. How does the poet imply the point that art survives the artist?
5. Though aunt Jennifer is a representative of women fighting against masculine authority and power what is the implication of creating a tiger that is extremely masculine and authoritative?

Supplementary Text-Vistas

Chapter 1. The Tiger King

1. What do you understand by 'threat of a Stuka bomber'?
2. What was the secret the astrologers had to reveal? How did they behave when compelled to speak the truth?
3. When did everyone stand transfixed in stupefaction'?

4. What incredible matter took place in the court? Why has this been compared to bulletins issued by the war office?
5. How was the tiger king brought up? Does the author suggest anything through this?
6. What justification did the tiger king give before he started out on tiger hunt?
7. Why did the astrologer say that he would cut off his hair?
8. Why does he mention of becoming an insurance agent in particular?
9. Did the maharaja relent to the demands of the English officer? What did he do?
10. Why did tiger population become extinct in his kingdom?
11. Why did the king decide to get married? How far was the marriage successful?
12. What was the important factor that was considered for his marriage?
13. Once the maharaja decided to exempt a village from paying taxes, which he changed later on, and levied double tax on the village. What does this speak about the king?
14. “I have killed the hundredth tiger. My vow have been fulfilled”-was the Tiger King’s vow really fulfilled? What happened on that day?
15. Why was the Maharaja not in a position to gift a real tiger to his son?
16. How did the craftsman fool the king?
17. How did the death of the Tiger King take place?

18. Why does the author say the hundredth tiger took its final revenge?

Long Answer Questions

1. The story 'Tiger King' reflects 'the whims and fancies of people in power' Elucidate.
2. Tiger King shows the general behavior of people towards animals. People like the tiger king are responsible for making some of creatures' endangered species. Express your views.
3. A person like the Tiger King does not believe that in this universe there is equal place for all living creatures. It is a world created by the rich and the powerful to live the way they want. The author brings out this simple truth through this political satire "Tiger King" Elucidate.

Chapter 2-The Enemy

1. What did Dr. Sadao's father tell him showing the islands visible from seashore?
2. What was his father's chief concern?
3. Why was Sadao not sent abroad with the troops?
4. Why didn't Dr. Sadao show his interest in Hanna before knowing that she was a Japanese?
5. Why did Dr. Sadao hesitate to go to the American professor's house?
6. Why did Dr. Sadao & his wife discover on the seashore.
7. Though, a doctor why did Dr. Sadao & his wife hesitate a moment to help the bleeding & seriously injured man?

8. What did they think would be the best and the kindest thing to do for the injured man?
9. What made the doctor concerned that he was an American soldier?
10. What was the final decision taken by the doctor?
11. Why did they think of handing over the man to the police?
12. Why did Hanna hesitate to put the injured soldier on his deceased father in law's bed?
13. What made Dr. Sadao attend to the injured soldier.
14. Why did Dr. Sadao decide to operate on the prisoner of war?
15. "What was the reaction of the servants? Can it be justified?
16. What thoughts came to Hanna's mind when she was washing the wounds of the soldier?
17. This man" he thought there is no reason under heaven why he should live." What prompted Dr. Sadao to say this? What does he do after this?
18. What impression do you form of General Takima?
19. What happened on the seventh day, after the doctor and his wife saved the wounded man?
20. What did General Takima tell Dr. Sadao when he heard about the prisoner war?
21. Why did the General assure Dr. Sadao that he would not be arrested?

22. What did General decide to do with enemy?
23. Why do you think Sadao could not sleep properly after his meeting with the General?
24. Why did Sadao stop Hanna from going to the prisoner's room?
25. How did Sadao help the prisoner to escape?
26. What did Sadao reply when the prisoner thanked him for saving his life?
27. Why do you think Dr. Sadao was unable to kill the American?
28. General Takima forgot what he had assured Dr. Sadao. What does it say about his character?
29. What impression do you form of the prisoner?
30. What are the twomoral implications on which the whole story is built upon?

Long Answer Questions

1. Dr. Sadao proves himself to be a good human being. He rises above the demarcation made by man. Elucidate.
2. The enemy brings out that human qualities are more important in lives than our social obligations. It is in fact the victory of humanity in the moment of crisis. Discuss.
3. Dr. Sadao was a true patriot –discuss.
4. Hanna proved to be a real support to Dr. Sadao –explain

5. Justify the title The Enemy.'

Chapter 3. Should Wizard Hit Mommy

1. What was the regular routine of Jack in the evening and for Saturdays?
2. What were the special features of the stories created by Jack?
3. Why did the 'rite' seem futile?
4. Why didn't other animals play with Roger Skunk?
5. Is there any autobiographical element in the story created by Jack?
6. What was the observation made by Jo about God? What does it speak about her?
7. Why didn't Jack like to be interrupted by Jo?
8. What did the wizard tell Roger Skunk to do?
9. Why did Roger Skunk's mother dislike the new smell? What does it reveal about mothers' in general?
10. What did Roger's mother ask him to do?
11. How did Jo want the story to end?
12. There is difference in opinion about the ending of the story of Roger Skunk. What does John Updike want to say through this story?
13. Why did Jack feel trapped?
14. What picture of Jack do you form from this story?

Long Answer Questions

1. The story “Should wizard hit mommy?” deals with a problem, which is very relevant today. Elucidate.
2. Jack though gave time to his children does not prove himself to be an ideal father. –Discuss.
3. Jo though very young voices her own opinion. What impression do you form of the children of today?
4. Justify the significance of the title Should wizard hit mommy

Chapter 4. On The Face Of It

Short Answer Questions

1. What impression did Derry have when he entered Mr. Lamb’s garden?
2. Why does Derry say, “People are afraid of me?”
3. What did Derry have bitter feelings about other people?
4. What does Derry tell Mr. Lamb when he asked him about his face?
5. What opinion do you form of Mr. Lamb when he says “why is one green growing plant called a weed and another a flower”?
6. What similarity does Mr. Lamb find between him and Derry?
7. Why Mr. Lamb is called ‘lamey lamb?’

8. “It’s not what you look like it’s what you are inside” – what do you understand from this statement?
9. “It was so cruel”. What does Derry refer to?
10. Why does Mr. Lamb tell Derry that if he went back he would never return?
11. How did Mr. Lamb lose his leg?
12. What does Mr. Lamb tell Derry when he says that he does not like being with other people?
13. Why does Derry say “if I don’t go back there I’ll never go anywhere in this world”?
14. What did Derry find when he returns to Mr. Lamb?

Long Answer Questions

1. “It’s not what you look like that matters but it’s what you are inside” how does the author bring out the truth of this statement through the play On The Face Of It?
2. ‘On the face of it’ highlights the pains and conflicts on one hand and on the other it also shows that physically challenged people can cope with their disability. Elucidate.
3. Mr. Lamb is successful in changing Derry’s mindset. How did it become possible?
4. Society is indifferent to the needs of the physically challenged; rather people are cruel to them. Express your views with reference to “On the face of it”.
5. Justify the significance of the title ‘On the face of it.’

Chapter 5. Memories of Childhood

1. What gave no peace to Zitkala Sa?
2. What does the writer mean by ‘my spirit tore itself in struggling for its freedom’?
3. How were the Indian girls dressed?
4. Why did the author feel embarrassed in the dining room?
5. Why did the author start to cry when the others were busy eating in the dining room?
6. What was the warning given to the author by her friend?
7. Why did the author object to get her hair cropped?
8. What did Zikala do to avoid cutting her hair short?
9. How did the author feel when her hair was cut short?

Long Answer Questions

1. “No, I will not submit! I will struggle first! I answered” what does the author want to say through these words?
2. Zitkala Sa indeed fought before falling a prey to exploitation. How did she put up a brave fight?
3. “For now I was only one of many little animals driven by a herder” when did Zitkala Sa say this and why?

We Too Are Human Beings

Short Questions

1. What does Bama say about untouchability at the onset of the story?
2. What are the things, which did not allow Bama to reach home early?
3. When Bama saw the old man carrying a parcel in a peculiar manner she found it comical. Was it really something comical?
4. How did Bama feel when her brother told her the actual reason for the old man to carry the parcel in a special manner?
5. Which thought infuriated Bama?
6. What did Bama feel would be the right thing for them to do?
7. What had a deep impression on Bama?
8. What did she do when she came to know the reality of casteism?

Long Questions

1. How did Bama come to know that casteism existed in society?
2. When Bama understood and realized that being born into a particular caste could bring with it untouchability, how did she react and what did she resolve to do?

Chapter 6. Evans Tries an O Level

Short Questions

1. What was the unusual request received from the Oxford prison by the secretary of the examination?
2. Why they decide to help Evans?
3. What kind of track record did Evans have?
4. Why did Mr. Jackson call Evans 'scruffy and what did that remind them to do?
5. Why did Evans want to keep his hat?
6. How was Reverend Stuart Mcleery dressed when he came to the jail to invigilate? What did Mcleery carry with him?
7. Why did the governor bug Evans's cell?
8. Which object in Mcleery's suitcase puzzled Jackson?
9. How does the coyness of Evans help the governor remove the guards from the room?
10. What had actually happened to the real Mcleery?
11. Why does the governor say that Evans would not be with them the next September?
12. Who has the last laugh in the lesson? Justify.
13. According to you who all might have helped Evans in his escape?

Long Questions

1. The whole government machinery is used by Evans to escape. Discuss the corrupt system used by Evans to succeed in his mission.

Or

How did Evans manage to take the whole machinery for a ride?

2. Justify the title “Evans tries an O` level”
3. The governor, who looked into the intrinsic details and went to the extent of bugging the exam room, is literally taken for a ride what could be the reason and how could he have stopped this escape?
4. In spite of Evans being a prisoner the readers have their sympathy with him rather than with the governor. Discuss.

THE INVISIBLE MAN

Q1. The big question here: How do you feel about Griffin? Is he a criminal mad scientist who should be killed? Or is he a guy who is trying to work things out, but other people and society keep getting in his way?

Q2. Is the ending of this book happy and just? Are you glad when Griffin is killed and Marvel gets to keep all the stolen money? Are you glad that the invisibility formula is hidden from Kemp, who could recreate it? If you don't think this is all rainbows, what would a happy ending to this story look like?

Q3. How do you feel about the chapters where Griffin tells his own story to Kemp? Do they make you sympathize with Griffin? Or does he seem like more of a monster when he casually talks about attacking people and stealing from his father? Would it change how you understood the Invisible Man if we heard his story from another source?

Q4. In The Invisible Man, it seems like Griffin starts out as a dangerous person even before he uses his invisibility formula. But in the famous 1933 movie version (and in many others), he only goes insane because of the formula. Why do you think the movie made this change? Does it change your opinion of Griffin?

Q5. Why did Kemp turn out differently than Griffin? After all, they're both scientists. Is Kemp less isolated than Griffin? Is it simply because Kemp has more money?

Q6. What does this story make you think about science? Is it as dangerous as Wells makes it seem

Q7. What did you think of Griffin's long explanation of how he made himself invisible? Would it change how you read this book if Griffin were made invisible by magic?

Q8. How do the shifts in point of view affect your understanding of the story?

Q9. How would you react to an invisible man or woman? Do you think the townsfolk in Iping react realistically?

Q10. How does the Invisible Man compare to other invisible figures in literature? Is invisibility more often used for good or for evil in these stories?

SAMPLE QUESTION PAPERS

SAMPLE QUESTION PAPER-1
With Marking Scheme and Blue Print

Subject : English Core
Class : XII

M.M: 100
Time: 3 hrs

General Instructions:

1. The paper is divided into three sections- A, B, and C. All the sections are compulsory

Section A : Reading -30 marks

Section B : Writing -30 marks

Section C : Literature and Long Reading Text –40 marks

2. Separate instructions are given with each section and question, wherever necessary. Read these instructions very carefully and follow them faithfully.

3. Do not exceed the prescribed word limit while answering the questions.

4. Please write down the serial number of the question in the answer sheet before attempting it.

Section A (Reading) 30 marks

1. Read the passage given below and answer the questions that follow: 12 marks

If you are faced with choosing a career you are certainly not alone. Although ‘career confusion’ is a common phenomenon it is no longer difficult to make effective career decisions. To select the right career path it’s important to first assess one’s skills and interests, keeping in mind what you enjoy, what you are good at, what kind of personality you are and the values you hold. After taking a good look at yourself it becomes easier for you to decide on the direction you wish to take. Finding out what kinds of occupations are there would be the natural next step. The world offers a plethora of opportunities. Once the decision is made regarding one’s choice of career, it is important to develop a career plan. Information about the kind of training, education and skills needed to achieve the

career goal can be easily gathered with some assistance. Speaking to career advisors and recruitment specialists and employers are all ways to find out job market information. It would also do well to check out resources on the Internet and in career centres. There are plenty of books that can provide useful information on choosing a career. These often help to get one thinking about the issues one needs to consider.

For those who are unsure about the kind of career they want, and yet want a qualification, it is best to learn skills that will be useful for the job. Obtaining marketable skills like computer skills (ex – programming, word processing, spreadsheets, data base management, e-mail, internet); quantitative skills (ex- accounting, statistics, economics); communication skills (ex- written and oral); marketing/ selling skills (ex- sales publicity, fundraising); scientific skills (ex- lab skills, scientific research); foreign language skills(ex-especially Spanish, Japanese or Chinese); leadership skills(ex- supervisory, extracurricular, leadership roles, teamwork/ team leader) can be considered in this category.

Parents play a vital role in preparing their child to make a sound career decision. Several studies indicate that parents are ranked as the number one influence over their child's career choices.

1.1 Answer the following questions:

- a) What should a student do to choose an appropriate career for himself?
- b) Which sources can provide useful information on choosing a career?
- c) What role is played by parents in the life of child?
- d) Give examples of marketable skills.
- e) What is important after making a decision regarding choice of career?
- f) For whom it is best to learn skills? (1x6= 6 marks)

1.2 Pick out words from the passage which mean the same as each of the following

- a) Course of action for livelihood
- b) Good number of
- c) Point

3 marks

1.3 Read the following MCQs and choose the best alternative as your answer:

a. Who is facing the problem of choosing a career?

- i) Few people
- ii) People seeking career
- iii) a number of people
- iv) All the people

b. The direction which one wants to take should depend on his:

- i) Financial status
- ii) Social status
- iii) a number of people
- iv) All the people

c. The world offers a plethora of opportunities. Here plethora of opportunities means:

- i) Shortage of opportunities
- ii) Plenty of opportunities
- iii) few good opportunities
- iv) a and c

1x 3= 3 marks

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

10 marks

The tree was young and strong and it took a long time to kill. It took two workmen with axes, two days, including tea breaks. Which without conscious irony, they took in the shade of the leafy branches of the tree they were chopping down. It was a Gulmohar I had planted 13 years ago, along with several other saplings, when Bunny and I moved into the National media centre. The NMC is built on a little over 22 acres and many hundreds of the local babul trees that used to cloak that part of the Haryana countryside like smoke from evening chullas must have been cut down to make way for the brick and cement of our colony. I'm not a tree hugger but still felt that some restitution was due. So Bunny and I planted several saplings.

The two gulmohars at the rear were foot high saplings when we put them in the soil. In a few years their branches aflame with scarlet flowers in summer, rose above the first floor window, flooding the room with afterglow and screening from view the ugly scars of new construction in what had once been open fields behind our house. I felt the smugness of satisfaction, of having done the right thing. I'd given back, in however small a way, a little bit of what we take away from the earth everyday, everywhere.

Righteousness invites its own revenge. The roots of one of the trees had spread, crushing the sewage system. The handyman gave us the choice of either cutting down the tree or its roots would endanger the foundations of the house.

2.1 Answer the following questions:

- a) What proves that the tree was strong?
- b) What choice was given by handyman?
- c) What had crushed the sewage system?
- d) About which tree is the writer talking about?

2.2 Pick out word from the passage which means the same as

- a) 'A mark on the skin or surface'
- b) Not beautiful
- c) Contentment 1x3 =3 marks

2.3 Answer the following questions by selecting the most appropriate option from the ones given below:

- 1) The irony in the first para is that the
 - a) The tree was planted by the author but cut by the workmen
 - b) The workmen chopped the tree that gave them shade.
 - c) It took 13 years for the tree to grow
 - d) The author was not passionate about trees yet he planted them
- 2) When the colony was settled, the author decided to
 - a) make the outskirts greener
 - b) plant a few saplings around the house
 - c) sulk in depression

d) start a movement

3) The feeling the newly grown gulmohar trees evoked in the author was of

a) remorse

b) pride

c) self - satisfaction

d) regret

1x3= 3

marks

3. Read the passage given below and answer the questions that follow: 8 marks

India has stood for freedom. Even before Independence we viewed our own struggle and difficulties on the larger canvas of global problems. If democracy is basically tolerance for others opinions, the concept of coexistence is democracy on the international plane, for it embodies tolerance of other nations and systems. Similarly non-alignment gives depth to our independence and self- reliance for it enables us to retain our freedom of judgement and action on international issues in the light of our interests. We avoid involvement in the conflicts and disputes of others and this helps to blunt conflict between power blocs. I should like to think that it has also helped world stability.

A country is an extended family. When income and resources are limited, one must budget to ensure that waste is avoided, resources husbanded, priorities established, education and other social needs catered to, special provision made for those who are weaker or smaller. Industry has to be balanced with agriculture; technology with culture; state ventures with private initiative; economic growth with social justice; the large with the small. Every section of society must be stimulated to creative activity.

That is our planning. In no way is it totalitarian or coercive. Industrializing, modernizing and transforming an ancient society of immense size, population and diversity is a daunting venture and inevitably, a gradual one. Otherwise there will be resentment. Transformation should not cause too much too much dislocation or suffering for the people nor should it jettison the basic spiritual and cultural values of our civilization.

India's planning experience sums up the successes and problems of our democratic development. The magnitude and significance of democracy's operation in India are not well understood, for it is often treated as an adventitious or borrowed

growth. Why has democracy worked in India? Our national leadership was dedicated to it and we wanted it to work, but, also, because in our society there were elements and traditions which supported the growth of democracy.

In our democratic system, there may be differences in many spheres but we rise above them. To achieve the objective of keeping the country united, we have to transcend political and party-based differences, which create dissensions. If we cannot remain united and the country does not remain strong, with whom shall we have differences? Against whom shall we fight? With whom shall we be friends, brothers and sisters? If the country falls nobody survives. When we were fighting for the freedom of our country, it did not mean only political freedom. It also meant social justice, equality and economic justice. Only one phase is over and another one is under way. We have to cover a long and difficult path. Whereas the enemies were visible during those days, now they are in disguise. Some of them are openly our enemies, but many become unintentional pawns of others.

(a) On the basis of your reading make notes using headings and sub headings. Use recognizable abbreviations wherever necessary.

5 marks

(b) Write a summary in not more than 80 words using your notes.

3 marks

Section B (Advanced Writing Skills) 40 marks

4) Janvi Info Com, Civil Lines, Ludhiana, needs two Front Office Assistants for their office. Draft a suitable advertisement for the 'Situation Vacant' column of a national daily. (50 words)

OR

'Times India Bank' wishes to increase awareness among youth about blindness and the importance of donating one's eyes. Draft a suitable poster.

4 marks

5) You are Bharat/ Bharti of 119, Church Rd, Kanpur. You are interested in doing a short-term course in Public Speaking for your personality enrichment during your

summer vacation. Write a letter to the Director, Personal Care, University Road, Kanpur, enquiring about the duration of such a course and the terms and conditions for Admission.

OR

You are Ram/ Rama of 70, Safdarjung Enclave, New Delhi. Write a letter to the Police Commissioner about the unauthorized construction of a block of 3 shops in the adjacent public park. (120-150 words)

06 marks

6) You are Vinod/ Vimla. You are worried about the hike in the prices of essential commodities like gas, pulses, vegetables etc. Write an article in about 150-200 words about the price hike and suggesting certain steps to curb the price hike.

OR

Elections are very important for the survival of democracy in a state. Write an article on 'Elections are the backbone of democracy' in about 150-200 words.

10 marks

7) You are Amita of Nehru Public School, Calcutta. You have been asked to deliver a speech on 'Say no to fast food' in the morning assembly of your school. Draft the speech in about 150-200 words.

OR

You are Naman of Nehru Public School, Calcutta. You have been asked to speak in favour of a debate competition on the topic 'Homework should be banned in schools' Draft the debate in about 150-200 words.

10 marks

Section C (Literature & Long Reading texts) 40 marks

8) Read the extract given below and answer the questions that follow:

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. The stunted, unlucky heir

Of twisted bones, reciting a father's gnarled disease,

His lesson, from his desk.

- a. What are the children compared to?
- b. Mention two phrases which tell us that the children are under-nourished?
- c. Why is the boy referred to as 'unlucky heir'?
- d. Explain the phrase 'paper seeming boy'

OR

A thing of beauty is a joy forever
 Its loveliness increases, it will never
 Pass into nothingness; but will keep
 A bower quiet for us, and a sleep
 Full of sweet dreams, and health, and quiet breathing
 Therefore, on every morrow, are we wreathing?
 A flowery band to bind us to the earth

- a. What is the special virtue of a beautiful thing?
- b. How does a thing of beauty bless us?
- c. Explain the expression "A bower quiet for us"
- d. What do we do every day?

1x4=4 marks

9) Answer any four of the following questions briefly (30-40 words):

- a) What is the significance of uncle's wedding band? Why does Aunt Jennifer find it heavy?
- b) Why has Kamala Das compared her mother to the 'late winter's moon'?
- c) Why has RajkumarShukla been described as illiterate but resolute?
- d) What advice did Anna give to Bama to get honour and dignity for their community?
- e) How did Jo want the story to end and why?
- f) Why was Dr Sadao not sent abroad with the troops?

3x4= 12

marks

10) Saheb and Mukesh are brothers in penury and suffering. Discuss

OR

Discuss the theme of 'Deep Water' (120-150 Words)
marks

6

11) The story 'The Tiger King' is a satire on the conceit of those in power.
Elucidate OR

Discuss the Values you have learnt from 'On the Face of it' (120-150 Words)
6 marks

12) Describe the meeting between 'Voice of stranger' and Thomas Marvel. (120-150 Words)
6 marks

13) Discuss the theme of fear and sadistic pleasure in the novel 'The Invisible Man'. (120-150 words)
6 marks

Marking Scheme and Answer Key

Section A (Reading)

1.1 Unseen passage for comprehension

- a) To select the right career path one should first assess one's skills and interests, keeping in mind what you enjoy, what you are good at, what kind of personality you are and the values you hold.
 - b) books, internet, career advisors etc
 - c) vital
 - d) computer skills, scientific skills etc
 - e) developing career plan
 - f) unsure people
- 1x6 = 6 marks

1.2 a) career

- b) plenty
- c) indicate

3 M

1.3

- a) people seeking career
- b) right assessment of personality

c) plenty of opportunities 3M

2.1

a) Two workers and two days taken to cut tree

b) either cutting down the tree or its roots would endanger the foundations of the house

c) roots of tree

d) the writer is talking about the Gulmohar tree

2.2 a) scar

b) satisfaction

c) ugly 1x3=3 M

2.3

a) The workmen chopped the tree that gave them shade.

b) plant a few saplings around the house

c) self – satisfaction 3 M

3.1 Unseen passage for note making

Title- 1 M

Content- 3 M

Abbreviations- 1 M

3.2 The summary should include all the points given in the notes

Content- 2 M

Expression- 1 M

Section B (Advanced Writing Skills)

4) Title: Situation Vacant 1 M

Content: Details 2 M

Expression: Coherence, relevance, spelling 1 mark

Or

Poster

Format -1 M, Content- 2 M, Expression-1 M

5) Letter Writing

Content: 2 M

Expression: Spelling, grammatical accuracy 2 M

Coherence, relevance 2 M

6) Article Writing

Title, Writer's name / address to the audience - 1 M

Content- 4 M

Expression – 5

Suggested value points: Rising prices of essential commodities- difficult for the ordinary man- income not enough to meet the needs of the family- hoarding and black marketing- the country need to unite to fight against this- role of youth

Or

People should have the right to elect their own leaders- the right to vote to be utilized- without election one party would consider the country their ancestral property- Fair elections must- produces competition among political parties- people- all powerful- the fate of the leaders – decided by the people- good leader to be elected- many factors to be considered while electing a leader.

7) Speech/ Debate Writing

Title, Writer's name / address to the audience - 1 M

Content- 4 M

Expression – 5 M

Section C (Literature and Long Reading texts)

8) Extract based on poetry

a) to rootless weeds 1 M

b) ' the paper- seeming boy' and 'the stunted unlucky heir' 1 M

c) he has inherited his father's gnarled disease 1 M

d) the boy was as thin as a paper/ the boy was so thin that he looked like a paper 1 M

OR

a) A beautiful thing is a joy forever 1 M

b) It will give us sleep, full of sweet dreams, health and quiet breathing 1 M

c) A shady peaceful place 1 M

d) We are binding ourselves to earth 1 M

9) Content- 1 M, Expression- 1 M

a) Uncle's wedding ring represents male authority and power exercised by the husband on the wife. Aunt Jennifer is trapped in gender oppression and feels herself burdened by her husband's authority.

b) The mother who is old has become pale and lustreless like the late winter moon.

c) Rajkumar Shukla was a poor sharecropper of Champaran. He followed Gandhiji everywhere till Gandhiji agreed to go with him to Champaran.

d) According to Anna, they had to work and study really hard. It would enable them to get honour and dignity for their community.

e) Jo wanted that the wizard should hit mommy and retain the smell of roses in Roger Skunk.

f) Dr Sadao was perfecting a discovery to render wounds completely clean. Also, the General who was in poor health would need his services any time

10) Answer any one : Content- 3 M, Expression- 3 M

Saheb, a rag picker, along with many others – came from Bangladesh to Delhi- to seek a living. Live in Seemapuri- no identity except ration card- looking for gold in the garbage dumps- takes up a job in a tea stall- canister, very heavy to carry- loses the spark of childhood.

Mukesh, belongs to family working in bangle industry- does not know that it is illegal- various health hazards- family weighed down with debts- exploited- lost the ability to dream- ray of hope- Mukesh wants to become a motor mechanic.

Author sensitizing the reader to the plight of these poor unfortunate children.

OR

One should never give up to fears- resoluteness, patience, practice, self confidence etc will make us conquer our fears and weaknesses like in case of Douglas.

11) Answer any one : Content- 3 M, Expression- 3 M

People having power and money think themselves as God or masters of their destiny like tiger king- Astrologers prediction- would die one day-when he came of age- embarked on a mission to kill tigers- neglected all his duties- plays with toy tiger bought for son's third birthday- splinter pierces right hand- infection- doctors not able to save his life-prediction comes true.

OR

One should live life as per one's personal feeling and perception and not by those of others- people must treat handicapped and those who have deformity of any type like Derry and Lamb very sympathetically but never should their sympathy bring inferiority complex among handicapped people.

12) Comic elements in meeting, throwing of flint by invisible voice, characters of Invisible Man and Thomas Marvel elaborated through this meeting

13) Fear present in the minds of all characters, atmosphere of fear, pleasure obtained by invisible man after inflicting pain and creating confusion in 'Coach and Horses'

SAMPLE PAPER-2

TIME ALLOWED: 3 HOURS

M.M. 100

General Instructions:

1. The paper is divided into three sections :A,B,C .All the sections are compulsory.
2. Don not exceed the prescribed word limit while answering the questions.

SECTION .A. READING -30

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

11

1. Today India looks like it is on course to join the league of the developed nations. It is beginning to establish a reputation not just as the technology nerve centre and back office to the world, but also as its production centre . India's secularism and democracy serve as a role model to other developing countries. There is great pride in an India that easily integrates with a global economy , yet maintain a unique cultural identity.
2. But what is breathtaking is India's youth. For despite being an ancient civilization that traces itself to the very dawn of human habitation , India is among the youngest countries in the world .More than half the country is under 25 years of age and more than a third is under fifteen years of the age.
3. Brought up in the shadow of the rise of India 's service industry boom ,this group feels it can be at least as good if not better than anyone else in the world .Even those who do not have enough to consume today feel that they have the capability and opportunity to do so .
4. The economic activity created by this combination for a growing labour pool and rising consumption demand enough to propel India to double digit economic growth for decades .. One just has to look at the impact that the baby boomers in the US had over decades of economic activity, as measured by equity and housing prices.. This opportunity also represents the greatest threat to India's future .If the youth of India are not properly educated and if there are not enough jobs created , India will have forever lost its opportunity .

5. 53 percent of students in primary schools drop out, one third of children in class V can not read , three quarters of schools do not have a functioning toilets , female literacy is only 66% and 80 million children in group of 6-14 even do not attend school.
6. India's IT and BPO industries are engines of job creation , but they still account for only 0.2 % of India's employment. The country has no choice but to dramatically industrialize and inflates its domestic economy.
7. India is stuck in a quagmire of labour law that hinder employment growth , particularly in the manufacturing sector. Inflexible labour laws inhibit entrepreneurship , so it is quite ironic that laws ostensibly designed to protect labour actually discourage employment.
8. Employment creation needs an abundant supply of capital . Controls on foreign investment have resulted in China getting five times the foreign direct investment . The growing interest in India by global private equity firms augurs well as they represent pools of patient and smart capital , but they too have many bureaucratic hurdles.
9. When it comes to domestic capital availability , budget deficits adding up to 10% of the national GDP impede capital availability for investment and infrastructure.
10. Raising infrastructure spending , couple with rapid privatization , may not only create employment but also address the growing gaps in infrastructure . China has eight times the highway miles and has increased roads while India has only inched along . Freight costs at Indian ports are almost double the worldwide average .
11. Moreover , like the Lilliputians that kept giant Gulliver tied down , there some 30000 statues in India , of which only a portion are even operational , and these keep the employment creation engine tied down .
12. IN the meantime , we as citizens of the world and descendents of India have to make difference . We have to ensure that India and its youth attain that potential , both through our business pursuits and support of educational charities , on the ground proponents of participative democracy as well as other deserving organizations and initiatives

13. I believe that hope can triumph and that this can be India's century –not one that will happen as surely as the sun will rise each day, but one that many willing hands need to create together.

1. Read the passage carefully and choose the most appropriate option from those which are given below: 3

1. India's secular and democratic, and its production centre give the author an impression that.

I. India is underdeveloped

II. India is on verge of joining the select band of developed countries.

III. India is a developed nation.

IV. India is amongst the youngest nations of the world.

2. Despite the fact that India is one of the oldest civilizations, the author says it is young as

I. Half the country is under 25 years of age.

II. More than a third is under 15 years of age

III. None has crossed 25 years.

IV. I and II

3. India would lose its opportunity

I. If the youth of India are not properly educated.

II. If no enough jobs are not created

III. Any of the above

V. I and II

II. Answer the following questions briefly: 6

1. What hinders employment growth? 2

2. What in the passage is referred to as the "Lilliputians"? 2

3. How is China more progressive than India? 1

4. What problems are highlighted in the current passage? 1

III. Find words in above passage which mean the same as: 2

I. a period of sudden growth.

II. another name for wealth.

Q2. Read the passage given below and answer the questions that follow: 11

1. In today's fiercely competitive business environment, companies need to communicate information pertaining to a whole range of issues in a lucid and precise manner to their customers

2. This is particularly so in the case of companies which do business in areas such as manufacturing , IT ,engineering products and services –companies whose products and services may not be understood by a customer not familiar with its technical aspects.
3. These communication materials are prepared in a company these days by technical writers – people who can effectively communicate to an intended audience.
4. The skills of a technical writer are being increasingly sought for preparing marketing documents such as brochures , case studies , web site content. Though technical writer in a company do a good portion of such work , the trend now is to outsource technical writing to free lancers.
5. Technical writing and writing text books are poles apart . The former is aimed at those who do not have an in depth knowledge about a product and hence should be direct and lucid.
6. The basic requirement for being a technical writer is near –total mastery over English language . A technical writer should be natural in creative writing and needs to be an expert in using Business English.
7. This simply means that those with a Bachelor ‘s degree in English Literature along with a diploma in Journalism and having a PG Diploma in Computer Applications are ideal candidates for being employed as technical writers.
8. According to Joe Winston , Chief Executive Officer of I manager , speaking ability is not imperative for technical writer .Many have inhibitions in speaking English but their writing skills would be very sharp.
9. Technical writing would be a good option for such people . If candidate is to be assigned the task of preparing high –end technical manuals ,he is required to have higher qualifications such as an M.Phil. in English Lit. and a degree such as M.C.A.
- 10.Companies look for such qualifications because technical writers first need to understand the technical information themselves , before trying to communicate it in de- jargonized language to the potential customers.
- 11.However ,it is also true that many companies provide rigorous on –the- job training to fresh technical writers before allowing them to graduate to high –end products

12. Though the demand for good technical writers has risen sharply over the years, the emphasis is never on numbers but on skills.
13. Merely having the right mix of writing and comprehension skills is not sufficient. A technical writer should keep his writing blades constantly sharpened. It means untold hours of reading up the latest in the technological trends and ceaseless honing of one's Business English and writings.
14. A career in technical writing is seen as a good choice for women mainly because it is widely held that women are more adept at creative writing than men and the job does not entail graveyard shifts or 'arduous travelling'.
15. A beginner can expect to be paid anywhere between Rs.8000 to Rs.15000 a month. Technical writers usually join as executive technical writers and then go on to become senior technical writers, team leaders and some even manage to make it to management job within a decade. As in most private sectors jobs, merit is the main criterion for rise in job and not necessarily the number of years one has put in.

2. Read the passage carefully and choose the most appropriate option from those which are given below: 3

1. The technical writing in Today's world is required for preparing
I) Marketing documents II) Web site content III) Media kits IV) I and II

2. A technical writer should -

i) have total mastery over English language ii) be natural creative writing iii) be an expert in using Business English iv) all of the above

3. According to Joe Winston, a technical writer should be-

i) have talent to write in a simple and effective manner

ii) be a eloquent speaker.

iii) have writing skills but speaking ones are not necessary

iv) have speaking skills though writing ones are not mandatory

II. Answer the following questions briefly: 6

1. What should be academic qualification of a technical writer?

2. What is the need of such qualification?

3. 'Merely having the right mix of writing and comprehensive skills is not sufficient' Explain

4. How can a beginner progress in career if he joins as a technical writer? 2

III. Find words in the above passage which mean the same as:

- i) Continuous / without stopping (para 1 3)
- ii) Difficult(para 14)

3. Read the passage given below and answer the questions that follow: 8

Research has shown that the human mind can process words at the rate of about 500 per minute, whereas a speaker at rate of about 150 words a minute. The difference between the two at 350 is quite large

So a speaker must make every effort to retain the attention of the audience and the listener should also be careful not to let his mind wander. Good communication calls for good listening skills

Listening starts with hearing but goes beyond. Hearing, in the words is necessary but is not a sufficient condition for listening. Listening involves hearing with attention. Listening is a process that calls for concentration. While listening one should also be observant. In other words, listening has to do with ears, as well as with eyes and the mind. Listening is to be understood as the total process that involves hearing with attention, being observant and making interpretations. Good communication is essentially an interactive process. It is necessary to be interested and also show or make it abundantly clear that one is interested in knowing what the other person has to say.

Good listening is an art that can be cultivated. It relates to skills that can be developed. A good listener knows the art of getting much more than what the speaker is trying to convey. He knows how to prompt, persuade but not to cut off or interrupt what the other person has to say. At times speakers may or may not be coherent, articulate and well organized in his thoughts and expressions. For listening to be effective, it is also necessary that barriers to listening are removed. Such barriers can be both physical and psychological. Physical barriers generally relate to hindrances to proper hearing whereas psychological barriers are more fundamental and relate to the interpretation and evaluation of the speaker and messages.

- A. On the basis of your reading of the above passage, make notes in points only, using abbreviations wherever necessary. Supply a suitable title (5)
- B. Write a summary of the passage in about 80 words. (3)

ADVANCED WRITING SECTION-30

Q3 Draft an advertisement in the local newspaper under classified columns that a 3 BHK flat is available for rent in posh location of Faridabad. Write all necessary details of advertisement. Words limit-50 words . 4

OR

Design an attractive Poster on 'Promote to Communal Harmony' issued by Lokahit Samiti, Gurgaon.

Q4. Write a letter to the Corporation Authorities of Faridabad to complain about the general unsustainable growth of building activities in Faridabad with poor parking and other civic amenities to support it . Urge them to plan with a long term view. (6)

OR

Write a letter to the librarian of the District Library in your town asking for details regarding membership .Also ask about the timings and rules and regulations of the library.

Q5 ' Each One Teach One 'is a national campaign for education promotion in India .A small effort of an individual can make a big difference. Write an article in not more than 200 words on the topic ' Education for All' (10)

OR

A birth of a girl child is not welcome in the many conservative communities in India. Can a country which does not give equal rights to all its citizens even dream of becoming great?

Write a speech in 150-200 words expressing your views to be delivered in the morning assembly in your school.

Q6 Computer and video games have become popular with children today. Outdoor games seem have no place in their life anymore .You are Satveer Singh . You enjoyed playing hide –n – seek with your cousin in a small town .You found it so refreshing that you decide to write an article on the joys of playing outdoor games for the school magazine. (10)

OR

You are Vineet ,a student of class XII, KV NO1 Faridabad. You are going to participate in a debate competition and express your views for the motion . The topic for the debate is 'Should genetic engineering be allowed in animals?'

SECTION 'C' LITERATURE

Q7 .Read the lines given below and answer the questions that follow:1*4=4

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.

QA. What is Aunt Jennifer's death symbolic of ?

Q B. Explain 'terrified hands'

Q C . What does ringed with ordeals ' imply'

Q D Name the poet and the poem of the above extract.

Q8. Answer any four of the following in 30-40 words each: 3*4 =12

A) What does Keats consider an endless fountain of immortal drink and why does he call its drink immortal?

B) Why did the Peddler sign himself as Captain von Stahle ?

C) What 'misadventure' does William Douglas speak about in Deep Water?

D) What moral issue does the story raise in 'Should Wizard Hit Mommy?'

E) What does Derry know about the fairy tale ?

F) Even though the Maharaja lost three lakhs ,he was still happy why?

Q9. Answer the following in about 125-150 words :

The Champaran episode was a turning point in Gandhiji's life. Elucidate. 6

OR

What impression do you form about Dr. Sadao as a man and as a surgeon on your reading the chapter, 'The Enemy'

Q10 In the lesson 'Indigo' Louis Fischer highlights certain are human qualities of the head and heart which Gandhi possessed in abundance . Describe those human traits of Gandhi and also the lesson that the future generations can learn from them.

6

Q11. Describe the plot and the story structure of The Invisible Man. 6

Q12. Pen -portrait of Griffin from the novel 'The Invisible Man' 6

SAMPLE PAPER-3

General Instructions:

1. The paper is divided into three sections- A, B, and C. All the sections are compulsory

Section A : Reading -30 marks

Section B : Writing -30 marks

Section C : Literature and Long Reading Text –40 marks

2. Separate instructions are given with each section and question, wherever necessary. Read these instructions very carefully and follow them faithfully.

3. Do not exceed the prescribed word limit while answering the questions.

4. Please write down the serial number of the question in the answer sheet before attempting it.

Q.1 Read the following passage carefully and answer the questions that follow: -

1. Today there is a lot of talk about the environment. All nations are coming to an agreement to save planet earth. Like we pollute the earth, we pollute the water. We also pollute the subtle environment through our negative feelings and emotions. We have become a victim of our environment .We are not in control of our mind. We hear a lot about other things in life but we spend very little time to hear about ourselves. . The most unfortunate thing is that we have not learnt: How to handle our mind? How to be in the present moment? How to be happy and grateful? Then, what is the solution. This is where we miss a very fundamental principle that governs our environment, our mind, our emotions and our life in general.

2. Our body has the capacity to sustain much longer the vibration of bliss and peace than it does negative emotions because positivity is in the centre of our existence. Just like, in the structure of an atom, protons and neutrons are in the centre of the atom and electrons are only the periphery, same is with our lives; the centre core of our existence is bliss, positivity and joy but it is surrounded by a cloud of negative ions. Through the help of the breath we can easily get over our negative emotions in a short period of time. Through

meditation and certain breathing techniques, we can clear this negative cloud.

3. This life has so much to offer to you. You can see this once you take some time off, rejuvenating the soul. Your soul is hungry for a smile from you. If you could give this, you feel energized the whole year and nothing whatsoever can take the smile from you.
 4. Everyone wants to be successful in life. But without knowing what success is, you want to be successful. What is the sign of success? Just having a lot of money, is that success? Why do you think money means success? Because money gives you freedoms so that you can do whatever you want. You may have a big bank balance, but, you have stomachaches, ulcers, you may have to go for bypass surgery; can't eat this, can't do this, can't do that. It is very bad mathematics. We spend half our health to gain wealth and spend half our wealth to gain back the health. Is this success?
 5. Look at all those who claim to be successful - are they successful? No, they are miserable. Then, what is the sign of success? It is confidence, compassion, generosity and a smile that none can snatch away, being really happy and being able to be more free. These are the signs of a successful person.
 6. Take some time off to look a little deep into yourself and calm the mind down. Thus erasing all the impressions that we are carrying in our minds and experience the presence, the divine that is the very core of our existence. This is feeling the presence!
- I. On the basis of your reading of the passage, answer the following questions: $6 \times 1 = 6m$
- a) How do we pollute our subtle environment?
 - b) What is the most unfortunate thing?
 - c) What comparison has the writer made between the atom and human body?
 - d) How can we get rid of our negative emotions?

- e) What is food for our soul?
f) What, according to the author, is 'bad mathematics'?
- II. Choose the most appropriate option from the ones given below:- 3 x 1
= 3m

- a) The signs of a successful person are_____
- i) having a lot of money.
 - ii) freedom that money gives you.
 - iii) confidence, compassion, generosity and a happy smile.
 - iv) wasting health to gain wealth and then wasting wealth to regain health.
- b) We can feel the 'Presence' _____
- i) if we have a big bank balance.
 - ii) if we are able to wipe out all the impressions we are carrying.
 - iii) if we are free.
 - iv) if we are successful.
- c) This passage is about :
- i) How to save planet earth
 - ii) Atomic structure
 - iii) Life's mathematics
 - iv) The real meaning of success

III Find words from the passage which mean the following: (2x1=2marks)

- a) prey (para 1)
- b) to make someone feel or look younger and more lively (para 3)

Q 2. Read the passage given below and then answer the questions which follow:11 marks

1. July, 18, 1980: A tiny pencil-shaped rocket lifts off from Andhra coast and heads to the heavens. India becomes only the sixth country in the world capable of launching satellites. A Hippie-haired scientist who headed the project team is felicitated.
2. February 25, 1988: A missile takes off from the coast of Orissa and India joins the select club of nations capable of making ballistic missiles. The scientist, the long hair now a trade mark, is triumphantly carried on the shoulders of his colleagues.

3. May 11, 1998: The same scientist; a Gorkha hat hiding his long hair in his disguise as an army officer in the Rajasthan desert, is lauded as the guiding spirit behind the nuclear weapons programme.
4. Dreams are important for the scientist whose name is as long as his achievements: Avul Pakir Jainulabdeen Abdul Kalam. He says simply, “Dream dreams because dreams lead to thought and thought leads to action.” In this case it has led to extraordinary action.
5. Many of his peers question both his scientific and intellectual acumen. But science is not all about formulas and test tubes. It is also about converting ideas into concrete realities that revolutionise the way we live or think about ourselves. However illogical this may seem, it is also about instinct, innovation and sheer perspiration.
6. Kalam is an inspirational figure not just because he demonstrates that merit can succeed and thrive amidst so much cynicism and nepotism. Or that among a people driven with religious strife, he could lead India’s most sensitive defence project. More important is Kalam’s achievement of an integrator of science who from an apparently mediocre team churned out awesome excellence. In short, he delivered.
7. His life and mission is a vindication of what a determined person can achieve against extraordinary odds. Born to a poor boat owner’s family in Ramnathpuram, Kalam sold newspapers to pay his fees and pawned his sister’s jewellery to complete a diploma in engineering. Early in life, he demonstrated a capacity for hard work and a will to succeed.
8. It is exhausting to track Kalam’s progress. In the 60’s and 70’s he was a trail blazer in the space department. In the 80’s he transformed the moribund Defence Research and Development Laboratory in Hyderabad into a highly motivated team. By the 90’s Kalam emerged as the Czar of Indian science and technology and was awarded the Bharat Ratna.
9. Now 68, his life style remains frugal. He is indefatigable and dreams of making India a technological power. More important, he is still capable of acting on it.

I. On the basis of your reading of the passage, answer the following questions:

6 x 1 = 6m

- a) Which instance shows that Kalam belonged to a poor family?
- b) What two qualities did Abdul Kalam possess?
- c) What is Kalam's life an inspirational one?
- d) Why is it exhausting to track Kalam's progress?
- e) Which highest civilian award was Kalam bestowed with?
- f) What is his dream for India?

II. Choose the most appropriate option from the ones given below:-

3 x 1 = 3m

- a) In which year did India enter into the world of satellites?
 - i) 1982
 - ii) 1980
 - iii) 1988
 - iv) 1976
- b) Which of the achievement given below does not hold true in the context of Abdul Kalam?
 - i) lifting of rocket from Andhra Coast and leading to heaven.
 - ii) a missile taking off the coast of Orissa.
 - iii) launching nuclear weapon programme in Rajasthan Desert.
 - v) launching nuclear weapon programme in Russia.
- d) Science is NOT about:
 - i) Instinct and innovation
 - ii) About converting ideas into concrete realities
 - iii) Formulas and test tubes
 - iv) sheer perspiration

III. Find a word from the passage which means the following: (2x1=2m)

- a) congratulated (para 1)
- b) in a near dying state (para 8)

Q3. Read the following passage carefully and answer the questions that follow:

Leadership is manifestation of strong love and compassion for people; a commitment to principles. In that sense, a certain degree of leadership is dormant in every individual. The challenge comes when one has to nurture it.

A true leader – political, religious or social- has many challenges to face. The capacity to express one's commitment varies from individual to individual. It is often clogged by one's likes and dislikes. Yet a leader has to view everyone with the same outlook, appraise everyone with the same yardstick. He has to find discrimination as well as the much needed wisdom to act at the right time.

The society he lives in and the groups he represents are not homogenous and one cannot satisfy everybody. Yet, a leader has to carry everyone along and do justice to everybody; withstand criticism and not react emotionally to situations. Often leaders are surrounded by sycophants who try to boost their egos for their own personal agenda; they have to be guarded against.

One of the most desired qualities of a true leader is the courage to listen to critics, taking failures with as much equanimity as successes. These days leaders are defensive all the time, explaining their shortcomings or justifying their wrong actions. A true leader will neither complain nor explain, and is open to learning all the time. Admitting past mistakes and creating space for others with completely diverse viewpoints can make a leader more acceptable, universal. A leader does not pass the buck.

A true leader balances ideology and practicality, long term goals with short term needs. Those who stick only to idealism cannot become leaders and those who think they are very practical and without any ideology also fail. A leader should be neither generic nor specific. He has to strike a balance between personal attention to people and the generic vision for the group, community or country he leads.

A leader should have the courage to accept his weak moments. He should understand that people are magnanimous. They would appreciate his straightforwardness and accept his shortcomings rather than him trying to hide them.

Some leaders are too diplomatic while others are too straightforward in their approach. While people do not trust those who are very diplomatic, they do not want anything to do with those who are very blunt and justify their rudeness in the garb of straightforwardness. [Times of India, 24 Dec. 2013]

- a) On the basis of your reading of the above passage make notes on it, in points only using headings and sub headings. Use recognizable abbreviations (wherever necessary- minimum 4) and a format you consider suitable. Also supply an appropriate title to it. (5)
- b) Summarize the above passage in about .(3)

Section- B(WRITING)

Q.4. You are Ashoka/ Ashita of Sitapur, Lucknow. You have got a foreign assignment and you are going abroad. You wish to dispose of your car which you purchased in 2010. Draft a suitable advertisement in not more than 50 words to be published in the classified column of THE HINDU. (4 marks)

OR

You are Vikram Awasthi, Cultural Secretary of your school. Inform the students of classes ix-xii about Cluster Level Social Science Exhibition to be held in the first week of August. Each class is required to prepare five projects on the topic Education Development, Adventure and Sports of Afghanistan and Chhatisgarh. Write a notice in not more than 50 words. (4 marks)

Q.5. You are Aditi Rao, a graduate from NIFT(Hyderabad). After graduation , you worked for three years with an export house . Recently you came across an advertisement in a newspaper that a famous designer is planning to open a traditional wear outlet at Haus Khas, Delhi. Write to J.J Vallaya Fashion Studio, Green Park, Delhi-32 applying for the post of Fashion Designer with complete bio-data. (6 marks)

OR

Write a letter to the Principal of your school requesting her to postpone class xii English Selection Test scheduled to be held on 2nd January as almost thirty students of your class are appearing for the Entrance Examination of the Five Year Integrated Management Programme of I.P University. You are Nistha Jain of Lancer Convent, Pitampura. (6 marks)

Q.6. Plastic, with its exclusive qualities of being light yet strong and economical, has invaded every aspect of our day-to-day life. It has many advantages: it is durable, light, easy to mould, and can be adapted to different user requirements. Once hailed as a ‘wonder material’, plastic now is a serious worldwide environmental and health concern due to its non- biodegradable nature. Write an

article about the growing plastic menace giving suggestions about dealing with plastic waste in not more than 150 words. You are Naren/ Nitisha. (10 marks)

OR

A series of recent news about marriage preparations on a lavish scale have left you disturbed and you wish to give your views on it. Write an article on the recent trend of making marriages a boastful affair so much so that it is turning into an upcoming industry. You are Isha/ Ishan.(150-200 words) (10 marks)

Q.7.You are going to participate in Inter – School Debate .The topic is “Is women empowerment actually taking place”. Write your speech in favour/ against the motion. You are Natasha Kulkarni of Raman House. (150-200 words)(10 marks)

OR

Write a speech on ‘Developed Countries and their apathy towards climate change and its consequences’. You are Sahil/ Sheela, the head boy/ girl of your school, i.e. New Era Public School, Sector-26, Noida.(150-200 words)(10 marks)

Section- C (LITERATURE)

Q.8. Read the following extract and answer the questions that follow: (1x4=4)

“ but after the airport’s
security check, standing a few yards
away, I looked again at her , wan , pale
as a late winter’s moon and felt that old familiar ache,
my childhood fear,
but all I said was, see you soon, Amma,
all I did was smile and smile and smile...”

- Why is the mother compared to ‘ a late winter’s moon?’(1)
- What is the ‘ old familiar ache, my childhood’s fear’ that the poet refers to?(1)
- What is the significance of the parting words and the smile? (1)
- Find a poetic device used in the aforementioned passage.(1)

OR

“Far far from gusty waves these children’s faces.
Like rootless weeds, their hair torn round their pallor:
The tall girl with her weighed- down head. The paper-
Seeming boy, with rat’s eyes.”

- Name the poem and the poet. (1)

- b. What is peculiar about the faces of these children?(1)
- c. Explain ‘ like rootless weeds’(1)
- d. What is the poetic device used in the expression ‘the paper seeming boy, with rat’s eyes?’(1)

Q.9. Answer the following questions in about 40 words. (3x 4=12 marks)

- a. Why was Franz scared to go to school? What was unusual about the school that day?
- b. What are obstacles faced by the bangle makers of Firozabad in organizing themselves into a cooperative society?
- c. “The Maharaja was whimsical and never heeded to the advice of his deewan. He was surrounded by people who were sychophants.” Comment.
- d. How do the servants react to the decision of Sadao to keep the American prisoner of war in their house?

Q.10. Answer the following questions in around 125-150 words. (6 marks)

The story, ‘ The Rattrap’, explores the idea that human beings possess the innate tendency to redeem themselves from their dishonest ways given the right motivation. Discuss.

OR

It is natural for teenagers to have unrealistic dreams. Discuss with reference to the the story, ‘Going Places’.

Q.11. Parents, teachers and the society are equally responsible for students’ indifference to study and defiance to school discipline .Justify this statement in perspective of Franz’s attitude in ‘ The Last Lesson’(125-150 words)

Q.12. *The Invisible Man* expresses the need to share the knowledge gained with our fellow beings, only then can the human development be possible. Prove the idea by referring to Griffin’s decline due to his misusing his knowledge. (125-150 words)

Q.13. ‘Unbridled ambition’ can drive a man to the brink of disaster and make him lose his reasoning. How is Griffin a manifestation of this statement? (125-150 words)

SAMPLE PAPER-4

Time- 3hours

M.M. 100

General Instructions:

1. The paper is divided into three sections- A, B, and C. All the sections are compulsory

Section A : Reading -30 marks

Section B : Writing -30 marks

Section C : Literature and Long Reading Text –40 marks

2. Separate instructions are given with each section and question, wherever necessary. Read these instructions very carefully and follow them faithfully.

3. Do not exceed the prescribed word limit while answering the questions.

4. Please write down the serial number of the question in the answer sheet before attempting it.

SECTION- A (READING) 30 Marks

1. Read the following poem and answer the questions that follow: 11 marks

Just now the lilac is in bloom'
All before my little room;
And in my flower-beds, I think,
Smile the carnation and the pink;
And down the borders, well I know,
The poppy and the pansy blow....
Oh! There the chestnuts, summer through,
Besides the river make for you
A tunnel of green gloom, and sleep
Deeply above; and green and deep
The stream mysterious glides beneath,
Green as a dream and deep as death.
.... Oh, damn! I know it! And I know
How the May fields all golden show,

And when the day is young and sweet,
 Glid gloriously the bare feet
 That run to bathe.....
 Du lieber got! (oh my God)
 Here am I, sweating, sick and hot,
 And there the shadowed waters fresh
 Lean up to embrace the naked flesh.
 Temperamentvoll German Jews (spirited)
 Drink beer around;- and there the dews
 Are soft beneath a morn of gold.
 Here tulips bloom as they are told;
 Unkempt about those hedges blows
 An English unofficial rose;
 And there the unregulated sun
 Slopes down to rest when day is done,
 And wakes a vague unpunctual star,
 Meads towards Haslingfields and cotton
 Where das Betreten's not verboten. (entering is not forbidden)
 (if only I could be)
 In Grantchester, in Grantchester! –

1.1 On the basis of your reading of the passage, answer the following questions by choosing the best of the given choices 3

- a) The poet is recalling the scene at
- | | |
|----------------------------------|--|
| i) his native village in England | ii) his life among the Jews |
| iii) the poppy and the pansy | iv) the smile of the carnation and the pink flower |
- b) The chestnut trees are growing
- | | |
|------------------------|--|
| i) on the mountaintops | ii) besides the stream flowing through the village |
|------------------------|--|

iii) in the waters of the stream iv) beneath the cornfields

c) the poet contrasts the planted rows of tulips with

i) the stray rose blooming in a hedge ii) a field of ripe corn

iii) the green waters of the shaded stream iv) a summer's day

1.2 Answer the following questions; 6

a) What are the varieties of flowers blooming in his home in the summer?

b) Why does the stream look dreamy and green?

c) How does the poet contrast his present location with that of his home?

d) Find out how the poet uses satire to heighten the humour of the poem.

e) Why is the poet missing chestnut trees, cornfields....?

f) Where is the poet at present probably in the poem?

1.3 Find out words from the passage which means the same; 2

a) happy (lines 12-16)

b) hug (lines 20-24)

2. Read the passage carefully.

11 Marks

1. The discovery that language can be a barrier to communication is quickly made by all who travel, study, govern or sell. Whether the activity is tourism, research, government, policing, business, or data dissemination, the lack of a common language can severely impede progress or can halt it altogether. 'Common language' here usually means a foreign language, but the same point applied in principle to any encounter with unfamiliar dialects or styles within a single language. "They don't talk the same language" has a major metaphorical meaning alongside its literal one.

2. Although communication problems of this kind must happen thousands of times each day, very few such as strikes, lost orders, legal problems, or fatal accidents – even, at times, war. One reported instance of communication failure took place in 1970, when several Americans ate a species of poisonous mushrooms. No remedy was known, and two of the people died within days. A radio report of the case was heard by a chemist who knew of treatment that had been successfully used in 1959 and published in 1963. Why had the American doctors not heard of it seven years later? Presumably because the report of the treatment had been published only in journal written in European languages other than English.

1. Several comparable cases have been reported. But isolated examples do not give an impression of the size of the problem. In the English speaking scientific world, for example, surveys of books and documents consulted in libraries and other information agencies have shown that very little foreign language material is ever consulted. Library requests in the field of science and technology showed that only 13 per cent were for foreign language periodicals.
2. The language barrier presents itself in stark form to firms who wish to market their products in other countries. British industry, in particular, has in recent decades often been criticized for its linguistic insularity – for its assumption that foreign buyers will be happy to communicate in English, and that awareness of other language is not therefore a priority. In the 1960s, over two-thirds of British firms dealing with non-English speaking customers were using English for outgoing correspondence; many had their sales literature only in English and as many as 40 per cent employed no one able to communicate in the customers' languages.
3. The criticism and publicity given to this problem since 1960s seems to have greatly improved the situation. Industrial training schemes have promoted an increase in linguistic and cultural awareness. Many firms now have their own translation services; to take just one example in Britain, Rowntree Mackintosh now publish their documents in six languages (English, French, German, Dutch, Italian and Xhosa). Some firms run part-time language courses in the languages of the countries with which they are most involved; some produce their own technical glossaries to ensure consistency when

material is being translated. It is now much more readily appreciated that marketing efforts can be delayed, damaged, or disrupted by a failure to take account of the linguistic needs of the customer.

4. The changes in awareness have been most marked in English speaking countries, where the realization has gradually dawned that by no means everyone in the world knows English well enough to negotiate in it.

2.1 On the basis of your reading of the passage, answer the following questions by choosing the best of the given choices.

3

- a) What are the major effects of the language barrier on the progress of a nation?
- i) It can slow down or stop progress
 - ii) It can affect tourism
 - iii) It can affect the foreign exchange situation
 - iv) It can affect health services
- b) What is communication failure publicized and why?
- i) When the country revenues fall
 - ii) When a war breaks out
 - iii) When major consequences occur
 - iv) All the above
- c) What makes linguistic programme successful
- i) Industrial training schemes
 - ii) Popularity of English courses
 - iii) Lack of induction courses
 - iv) Promotes linguistic chauvinism

1.1 Answer questions (d) to (i) briefly

6

- d) What is the meaning for 'Linguistic insularity'?1
- e) What evidence has been collected from the survey of libraries in the English speaking scientific world? 1
- f) How have British companies tried to solve the problems of language barrier since the 1960s?1
- g) How are some company trying to satisfy linguistic needs of customers? Mention any two steps taken?1

- h) Why are some companies provide their glossary?1
- i) What steps were taken by the companies to avoid deaths due to deadly diseases? 1

1.2 Find words in the passage which means the same as the following.

2

- a) Hinder (para 1)
- b) Spread (para 1)

3 Read the passage and answer the questions that follow:
8Marks

I remember my childhood as being generally happy and can recall experiencing some of the most carefree times of my life. But I can also remember, even more vividly, moments of being deeply frightened. As a child, I was truly terrified of the dark and getting lost. These fears were very real and caused me some extremely uncomfortable moments.

Maybe it was the strange way things looked and sounded in my familiar room at night that scared me so much. There was never total darkness, but a street light or passing car lights made clothes hung over a chair take on the shape of an unknown beast. Out of the corner of my eye, I saw curtains move when there was no breeze. A tiny creak in the floor would sound a hundred times louder than in the daylight and my imagination would take over, creating burglars and monsters. Darkness always made me feel helpless. My heart would pound and I would lie very still so that 'the enemy' wouldn't discover me.

Another childhood fear of mine was that I would get lost, especially on the way home from school. Every morning, I got on the school bus right near my home – that was no problem. After school, though, when all the buses were lined up along the curve, I was terrified that I would get on the wrong one and be taken to some unfamiliar neighbourhood. I would scan the bus for the faces of my friends, make sure that the bus driver was the same one that had been there in the morning, and even then ask the others over and over again to be sure I was in the right bus. On school or family trips to an amusement park or a museum, I wouldn't let the leaders out of my sight. And of course, I was never very

adventurous when it came to taking walks or hikes because I would go only where I was sure I would never get lost.

Perhaps, one of the worst fears I had as a child was that of not being liked or accepted by others. First of all, I was quite shy. Secondly, I worried constantly about my looks, thinking people wouldn't like me because I was too fat or wore braces. I tried to wear 'the right clothes' and had intense arguments with my mother over the importance of wearing flats instead of saddled shoes to school. Being popular was very important to me then and the fear of not being liked was a powerful one.

One of the processes of evolving from a child to an adult is being able to recognise and overcome our fears. I have learnt that darkness does not have to take on a life of its own, that others can help me when I am lost and that friendliness and sincerity will encourage people to like me. Understanding the things that scared us as children helps to cope with our lives as adults.

(a) On the basis of your reading of the above passage, make notes using headings and subheadings. Use recognizable abbreviations wherever necessary. (5)

(b) Make a summary of the passage in not more than 80 words using the notes made and also suggest a suitable title. (3)

SECTION- B (WRITING) (30 MARKS)

4. You want to sell off your car as you are leaving the country. Draft a suitable advertisement to be inserted in '*The Hindu*'. Write the advertisement in not more than 50 words. 4

OR

Public taps are always faulty and a lot of water is wasted. Design a poster in not more than 50 words to make people aware of the need for saving water. You are Rohan/Rohini.

Q5. You are awaiting your class 12th results. Meanwhile, you would like to do a short term course on personality development. Write a letter to the Director, Personal Care, Hyderabad, enquiring about the course details. You are

Kailash/Kusum of 148, Model Town, Delhi. (125 – 150 words)

6

OR

You are Sudhir/Sita, the head boy/girl of ABC Public School, Jayanagar, Bangalore. An excursion has been planned from your school to Mysore. Write a letter to the Secretary, Ace Youth Hostel, Mysore requesting him to provide accommodation for 15 girls and 20 boys for three days. (125 – 150 words) _ 6

Q6. India is a country which has always respected women. Write an article in 150–200 words on 'Status of Women in Free India'. You are Ravi/Reena. 10

OR

Mahatma Gandhi once said, "I regard the English language as an open window for peeping into western thought and science." Write an article in 150 – 200 words on 'The Usefulness of the English Language in India'. You are Navin/Naina. _ 10

7. A Village pradhan is going to host a debate on “honour killing”. All men, women and old people in the village including officers will come to attend the same. Write your speech on the same. You are Manoj/Mani 10

SECTION- C (LITERATURE) (40 MARKS)

8. Read the following extract from the poem and answer the questions that follow :
4 Marks

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

- (c) What is the difference between her and the tigers?
- (d) What are the tigers symbolic of?

OR

I looked again at her, wan, pale
as a late winter's moon and felt that old
familiar ache, my childhood's fear,
but all I said was see you soon Amma
all I did was smile and smile and smile

- (a) What was the poet's childhood fear?
- (b) Why were the poet's parting words?
- (c) What is the poetic device used in these lines?
- (d) Why is the mother compared to the late winter's moon?

Q9. Answer any four of the following question in 30 – 40 words each: 3x4= 12

- (a) What change does the poet hope for in the lives of the slum children?
- (b) How do beautiful things help us to live a happy life?
- (c) Why did Gandhiji oppose when his friend Andrews offered to stay in Champaran and help the peasants?
- (d) Why had the rag pickers come to live in Seemapuri?
- (e) Why was Evans called 'Evans the Break'?
- (g) What made Bama want to double up with laughter at the sight of the strange man?

Q10. Answer any *one* of the following in 100–125 words:
Douglas fully realized the truth of Roosevelt's statement 'All we have to fear is fear itself'. How did this realization help him brush aside his fear and become an expert swimmer?

6

OR

How did the negligence of the prison officers prove to be a boon for Evans?

Q11. Answer the question in about 100 words.
Sophie was a dreamer. The lesson 'Going Places' reminds us that mere dreams will

not help us to accomplish anything. What qualities, do you think, would help Sophie to realize her dreams?6

OR

How does humanity dominate patriotism as per the message given in The Enemy?

Q12. Compare and contrast Griffin and Kemp. Why did Kemp turn out differently than Griffin? After all, they are scientists. Is Kemp less isolated than Griffin?

6

OR

Dr. Griffin is a character that possesses common sense and decency. Prove with suitable examples that Kemp is attentive and cautious in contrast to the impulsive Griffin.

Q13. The story of the invisible man, to a great extent, takes place in the rural village of Iping and rustic parts of England. But in Griffin's flash back account of how he became invisible, the view shifts to the urban metropolis of London. Elucidate how the invisible man focuses on the contrast between the life in a village and life in a big city.

6

OR

Discuss the characteristics of rural as well as urban community as exposed in The Invisible Man. What differences do you come across between the both through your reading of the novel?

QUESTION PAPER
CBSE AISSCE
(2014-15)

Series SSO

SET-3

Code No. 1/3

Roll No.

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Candidates must write the Code on the title page of the answer-book.

- Please check that this question paper contains **16** printed pages.
- Code number given on the right hand side of the question paper should be written on the title page of the answer-book by the candidate.
- Please check that this question paper contains **13** questions.
- **Please write down the Serial Number of the question before attempting it.**
- 15 minute time has been allotted to read this question paper. The question paper will be distributed at 10.15 a.m. From 10.15 a.m. to 10.30 a.m., the students will read the question paper only and will not write any answer on the answer-book during this period.

ENGLISH (Core)

Time allowed : 3 hours

Maximum Marks : 100

General Instructions :

- This paper is divided into three Sections : A, B and C. All the sections are compulsory.*
- Separate instructions are given with each section and question, wherever necessary. Read these instructions very carefully and follow them faithfully.*
- Do not exceed the prescribed word limit while answering the questions.*

1/3

1

P.T.O.

SECTION A — (Reading)

30

1. Read the passage carefully.

12

- 1 For four days, I walked through the narrow lanes of the old city, enjoying the romance of being in a city where history still lives — in its cobblestone streets and in its people riding asses, carrying vine leaves and palm as they once did during the time of Christ.
- 2 This is Jerusalem, home to the sacred sites of Christianity, Islam and Judaism. This is the place that houses the church of the Holy Sepulchre, the place where Jesus was finally laid to rest. This is also the site of Christ's crucifixion, burial and resurrection.
- 3 Built by the Roman Emperor Constantine at the site of an earlier temple to Aphrodite, it is the most venerated Christian shrine in the world. And justifiably so. Here, within the church, are the last five stations of the cross, the 10th station where Jesus was stripped of his clothes, the 11th where he was nailed to the cross, the 12th where he died on the cross, the 13th where the body was removed from the cross, and the 14th, his tomb.
- 4 For all this weighty tradition, the approach and entrance to the church is nondescript. You have to ask for directions. Even to the devout Christian pilgrims walking along the Via Dolorosa — the Way of Sorrows — first nine stations look clueless. Then a courtyard appears, hemmed in by other buildings and a doorway to one side. This leads to a vast area of huge stone architecture.

1/3

2

- 5 Immediately inside the entrance is your first stop. It's the stone of anointing: this is the place, according to Greek tradition, where Christ was removed from the cross. The Roman Catholics, however, believe it to be the spot where Jesus' body was prepared for burial by Joseph.
- 6 What happened next ? Jesus was buried. He was taken to a place outside the city of Jerusalem where other graves existed and there, he was buried in a cave. However, all that is long gone, destroyed by continued attacks and rebuilding; what remains is the massive — and impressive — Rotunda (a round building with a dome) that Emperor Constantine built. Under this, and right in the centre of the Rotunda, is the structure that contains the Holy Sepulchre.
- 7 "How do you know that this is Jesus' tomb ?" I asked one of the pilgrims standing next to me. He was clueless, more interested, like the rest of them, in the novelty of it all and in photographing it, than in its history or tradition.
- 8 At the start of the first century, the place was a disused quarry outside the city walls. According to the gospels, Jesus' crucifixion occurred 'at a place outside the city walls with graves nearby'. Archaeologists have discovered tombs from that era, so the site is compatible with the biblical period.

9 The structure at the site is a marble tomb built over the original burial chamber. It has two rooms, and you enter four at a time into the first of these, the Chapel of the Angel. Here the angel is supposed to have sat on a stone to recount Christ's resurrection. A low door made of white marble, partly worn away by pilgrims' hands, leads to a smaller chamber inside. This is the 'room of the tomb', the place where Jesus was buried.

10 We entered in a single file. On my right was a large marble slab that covered the original rock bench on which the body of Jesus was laid. A woman knelt and prayed. Her eyes were wet with tears. She pressed her face against the slab to hide them, but it only made it worse.

On the basis of your understanding of this passage answer the following questions with the help of the given options :

1×4=4

(a) How does Jerusalem still retain the charm of the ancient era ?

- (i) There are narrow lanes.
- (ii) Roads are paved with cobblestones.
- (iii) People can be seen riding asses.
- (iv) All of the above

(b) Holy Sepulchre is sacred to

- (i) Christianity
- (ii) Islam
- (iii) Judaism
- (iv) Both (i) and (iii)

(c) Why does one have to constantly ask for directions to the church ?

- (i) Its lanes are narrow.
- (ii) Entrance to the church is nondescript.
- (iii) People are not tourist-friendly.
- (iv) Everyone is lost in enjoying the romance of the place.

(d) Where was Jesus buried ?

- (i) In a cave
- (ii) At a place outside the city
- (iii) In the Holy Sepulchre
- (iv) Both (i) and (ii)

Answer the following questions briefly :

1×6=6

- (e) What is the Greek belief about the 'stone of anointing' ?
- (f) Why did Emperor Constantine build the Rotunda ?
- (g) What is the general attitude of the pilgrims ?
- (h) How is the site compatible with the biblical period ?
- (i) Why did the pilgrims enter the 'room of the tomb' in a single file ?
- (j) Why did 'a woman' try to hide her tears ?

(k) Find words from the passage which mean the same as:

1×2=2

- (i) A large grave (para 3)
- (ii) Having no interesting features/dull (para 4)

2. Read the passage carefully.

10

1 We often make all things around us the way we want them. Even during our pilgrimages we have begun to look for whatever makes our heart happy, gives comfort to our body and peace to the mind. It is as if external solutions will fulfil our needs, and we do not want to make any special efforts even in our spiritual search. Our mind is resourceful — it works to find shortcuts in simple and easy ways.

2 Even pilgrimages have been converted into tourism opportunities. Instead, we must awaken our conscience and souls and understand the truth. Let us not tamper with either our own nature or that of the Supreme.

3 All our cleverness is rendered ineffective when nature does a dance of destruction. Its fury can and will wash away all imperfections. Indian culture, based on Vedic treatises, assists in human evolution, but we are now using our entire energy in distorting these traditions according to our convenience instead of making efforts to make ourselves worthy of them.

4 The irony is that humans are not even aware of the complacent attitude they have allowed themselves to sink to. Nature is everyone's Amma and her fierce blows will sooner or later corner us and force us to understand this truth. Earlier, pilgrimages to places of spiritual significance were rituals that were undertaken when people became free from their worldly duties. Even now some

1/3

6

seekers take up this pious religious journey as a path to peace and knowledge. Anyone travelling with this attitude feels and travels with only a few essential items that his body can carry. Pilgrims traditionally travelled light, on foot, eating light, dried chickpeas and fruits, or whatever was available. Pilgrims of olden days did not feel the need to stay in special AC bedrooms, or travel by luxury cars or indulge themselves with delicious food and savouries.

- 5 Pilgrims traditionally moved ahead, creating a feeling of belonging towards all, conveying a message of brotherhood among all they came across whether in small caves, ashrams or local settlements. They received the blessings and congregations of yogis and mahatmas in return while conducting the dharma of their pilgrimage. A pilgrimage is like penance or sadhana to stay near nature and to experience a feeling of oneness with it, to keep the body healthy and fulfilled with the amount of food, while seeking freedom from attachments and yet remaining happy while staying away from relatives and associates.
- 6 This is how a pilgrimage should be rather than making it like a picnic by taking a large group along and living in comfort, packing in entertainment, and tampering with environment. What is worse is giving a boost to the ego of having had a special darshan. Now alms are distributed, charity done while they brag about their spiritual experiences!

7 We must embark on our spiritual journey by first understanding the grace and significance of a pilgrimage and following it up with the prescribed rules and rituals — this is what translates into the ultimate and beautiful medium of spiritual evolution. There is no justification for tampering with nature.

8 A pilgrimage is symbolic of contemplation and meditation and acceptance, and is a metaphor for the constant growth or movement and love for nature that we should hold in our hearts.

9 This is the truth!

On the basis of your understanding of the above passage answer the questions that follow with the help of the given options : 1×2=

(a) How can a pilgrim keep his body healthy ?

- (i) By travelling light
- (ii) By eating small amount of food
- (iii) By keeping free from attachments
- (iv) Both (i) and (ii)

(b) How do we satisfy our ego ?

- (i) By having a special darshan
- (ii) By distributing alms
- (iii) By treating it like a picnic
- (iv) Both (i) and (ii)

Answer the following as briefly as possible :

1×6=6

- (c) What change has taken place in our attitude towards pilgrimages ?
- (d) What happens when pilgrimages are turned into picnics ?
- (e) Why are we complacent in our spiritual efforts ?
- (f) How does nature respond when we try to be clever with it ?
- (g) In olden days with what attitude did people go on a pilgrimage ?
- (h) What message does the passage convey to the pilgrims ?
- (i) Find words from the passage which mean the same as the following :

1×2=2

(i) made/turned (para 3)

(ii) very satisfied (para 4)

3. Read the passage given below :

8

It is surprising that sometimes we don't listen to what people say to us. We hear them, but we don't listen to them. I was curious to know how hearing is different from listening. I had thought both were synonyms, but gradually, I realised there is a big difference between the two words.

Hearing is a physical phenomenon. Whenever somebody speaks, the sound waves generated reach you, and you definitely hear whatever is said to you. However, even if you hear something, it doesn't always mean that you actually understand whatever is being said. Paying attention to whatever you hear means you are really listening. Consciously using your mind to understand whatever is being said is listening.

Diving deeper, I found that listening is not only hearing with attention, but is much more than that. Listening is hearing with full attention, and applying our mind. Most of the time, we listen to someone, but our minds are full of needless chatter and there doesn't seem to be enough space to accommodate what is being spoken.

1/3

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P.T.O.

We come with a lot of prejudices and preconceived notions about the speaker or the subject on which he is talking. We pretend to listen to the speaker, but deep inside, we sit in judgement and are dying to pronounce right or wrong, true or false, yes or no. Sometimes, we even come prepared with a negative mindset of proving the speaker wrong. Even if the speaker says nothing harmful, we are ready to pounce on him with our own version of things.

What we should ideally do is listen first with full awareness. Once we have done that, we can decide whether we want to make a judgement or not. Once we do that, communication will be perfect and our interpersonal relationship will become so much better. Listening well doesn't mean one has to say the right thing at the right moment. In fact, sometimes if words are left unspoken, there is a feeling of tension and negativity. Therefore, it is better to speak out your mind, but do so with awareness after listening to the speaker with full concentration.

Let's look at this in another way. When you really listen, you imbibe not only what is being spoken, but you also understand what is not spoken as well. Most of the time we don't really listen even to people who really matter to us. That's how misunderstandings grow among families, husbands and wives, brothers and sisters.

- (a) On the basis of your reading of the above passage make notes on it, using headings and sub-headings. Use recognizable abbreviations (wherever necessary – minimum four) and a format you consider suitable. Also supply an appropriate title to it.
- (b) Write a summary of the passage in about 80 words.

SECTION B — (Writing Skills)

30

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

4

OR

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

5. You are Navtej/Navita, Secretary, Environment Club, Akash Public School, Agra. You, along with a group of students, went on a 3-day tour through Corbett National Park. You found how the tourists abuse the available facilities and thus endanger the environment. Write a letter in 120 – 150 words to the editor of a national daily highlighting the situation. Suggest ways through which the environment of the Park can be saved.

6

OR

On Teacher's Day, you read in a newspaper that privately owned and managed schools in small towns or even in the suburbs of metropolitan cities exploit their teachers by paying them just a fraction of their authorised salaries. This affects their performance in the classroom and thus the lives of their students. Write a letter in 120 – 150 words to the editor of a national daily raising your voice against such exploitation. Suggest ways to solve this problem. You are Navtej/Navita, 112 Taj Road, Agra.

1/3

11

P.T.O.

6. Consumerism is increasing day by day. Luxuries of yesterday have become necessities of today. The result is that the more we want the more miserable we become. Write a debate in 150 – 200 words on 'The only way to minimise human suffering and pain is to control our needs.' You are Navtej/Navita.

OR

Migration from villages to cities has led to the spread of urban slums. People living in these slums lead a miserable life. Economic disparity leads to the problems of law and order. Write a debate in 150 – 200 words on 'Solution to the problem of misery in the urban slums lies in creating jobs in the villages'. You are Navtej/Navita.

7. Ragging has raised its ugly head again. A recent incident at a prestigious school has shown that this evil has not yet come to an end. Write an article in 150 – 200 words on 'Ragging, an Evil'. You are Navtej/Navita.

- * a practice from the British era
- * original aim, respect for hierarchy
- * enforcing traditions, discipline
- * Prefect – a teacher substitute
- * misuse of authority
- * vulgar aspect
- * fatalities
- * solution

OR

1/3

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India is a tourist's dream destination. Give your views on the tourism potential of India in an article in 150 – 200 words. You are Navtej/Navita.

- * places of worship – religious tourism
- * foreigners – places of historical interest
- * the rich – hill stations during summers
 - the sun-kissed beaches in winters
 - leisure tourism
- * medical tourism – world class hospitals

SECTION C — (Literature, Text Books and Long Reading Text) 40

8. Read the extract given below and answer the questions that follow :

and
looked out at young
trees sprinting, the merry children spilling
out of their homes, but after the airport's
security check, standing a few yards
away, I looked again at her, wan,
pale
as a late winter's moon and felt that
old
familiar ache,

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P.T.O.

- (a) How can the trees sprint ? 1
- (b) Why did the poet look at her mother again ? 1
- (c) What did she observe ? 1
- (d) Identify the figure of speech used in these lines. 1

OR

On their slag heap, these children

Wear skins peeped through by bones and spectacles of steel

With mended glass, like bottle bits on stones.

- (a) Who are these children ? 1
- (b) What is their slag heap ? 1
- (c) Why are their bones peeping through their skins ? 1
- (d) What does 'with mended glass' mean ? 1

9. Answer any **four** of the following in 30 – 40 words each : 3×4=12

- (a) "It is his *karam*, his destiny." What is Mukesh's family's attitude towards their situation ?
- (b) What were the terms of the indigo contract between the British landlords and the Indian peasants ?
- (c) How will 'keeping quiet' protect our environment ?
- (d) Which objects of nature does Keats mention as sources of joy in his poem, 'A Thing of Beauty' ?
- (e) Why did the Tiger King decide to get married ?
- (f) What was Sadao's father's dream for him ? How did Sadao realise it ?

10. Answer the following question in 120 – 150 words : 6

Even today so many among us believe in superstitions. An astrologer predicted about 'the Tiger King' that he would be killed by a tiger. He 'killed' one hundred tigers yet was himself 'killed' by a tiger. How did the superstitious belief 'prevail' ?

OR

Dr. Sadao faced a dilemma. Should he use his surgical skills to save the life of a wounded person or hand an escaped American P.O.W. over to the Japanese police ? How did he resolve this clash of values ?

11. Answer the following question in 120 – 150 words : 6

How did the order from Berlin change the situation in the school ?
(The Last Lesson)

OR

It is not unusual for a lower middle class girl to dream big. How unrealistic were Sophie's dreams ?

12. Answer the following question in 120 – 150 words : 6

Describe how Silas Marner is betrayed by his friend, William Dane.

OR

Why and how did Griffin rob the Vicar's house ?

1/3

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P.T.O.

13. Answer the following question in 120 – 150 words :

6

'Evil begets evil.' In the light of this remark, describe the character of Dunstan Cass.

OR

Attempt a character sketch of Mrs. Hall.

1/3

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