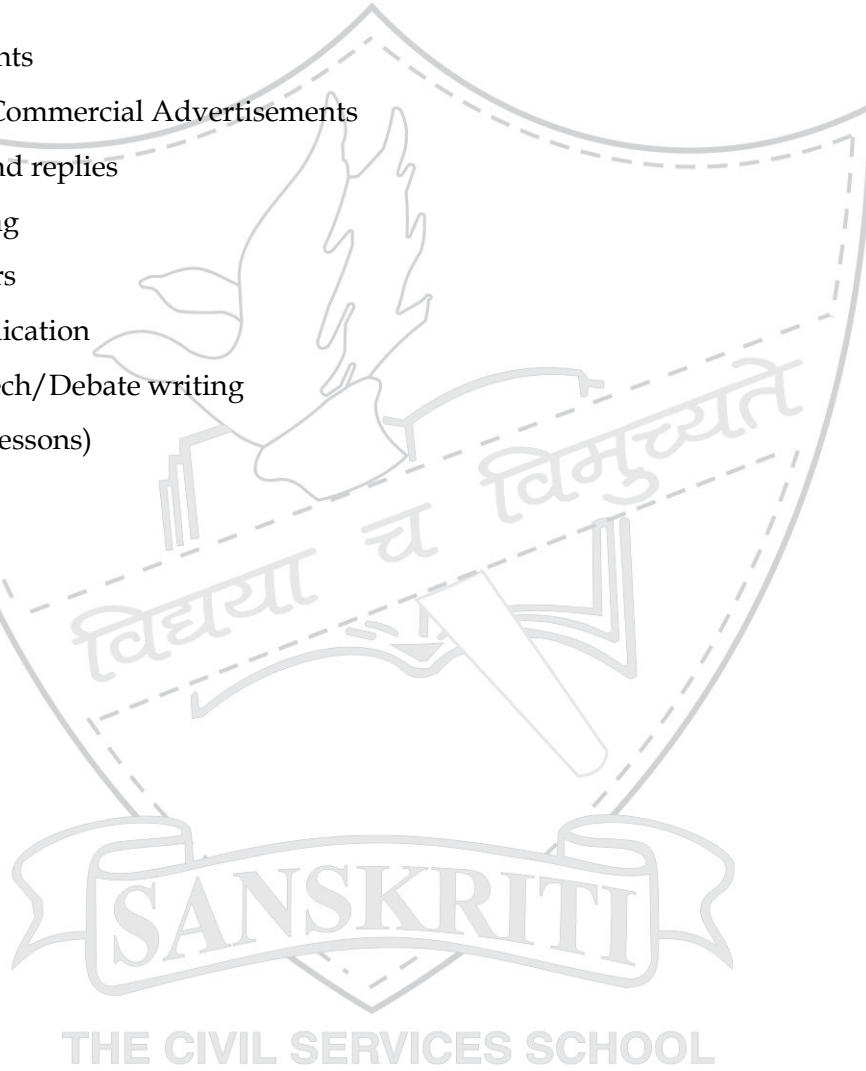


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  - Notices
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SYLLABUS

2020-21**MARCH-APRIL****READING**

- Comprehension Passage ( Smart Skills)

**WRITING**

- Article
- Report Writing- Magazine and Newspaper
- Advertisements
- Speech, Debate (Revision)
- Notice (Revision)
- Posters (Revision)

**LITERATURE**

- My Mother at Sixty-Six
- Keeping Quiet
- Last lesson
- The Third Level

**MAY****WRITING**

- Invitations and Replies

**LITERATURE**

- The Rattrap
- The Enemy
- Deep Water
- Thing of Beauty

**JULY****READING**

- Comprehension Passage (Smart Skills)
- Note Making (Revision)

**WRITING**

- Letter to the Editor
- Letter of Application with Bio Data

**LITERATURE**

- Lost Spring
- An Elementary School Classroom in a Slum
- On the Face of It
- Evans Tries an O - Level

**AUGUST****WRITING**

- Letter of Complaint (Revision)
- Letter for Placing Order (Revision)
- Letter of Enquiry (Revision)

**LITERATURE**

- Aunt Jennifer's Tigers
- Indigo
- Should Wizard Hit Mommy

**SEPTEMBER**

## LITERATURE

- Going Places
- Journey to the End of the Earth

## OCTOBER

## READING

- Comprehension Passage (Smart Skills)

## LITERATURE

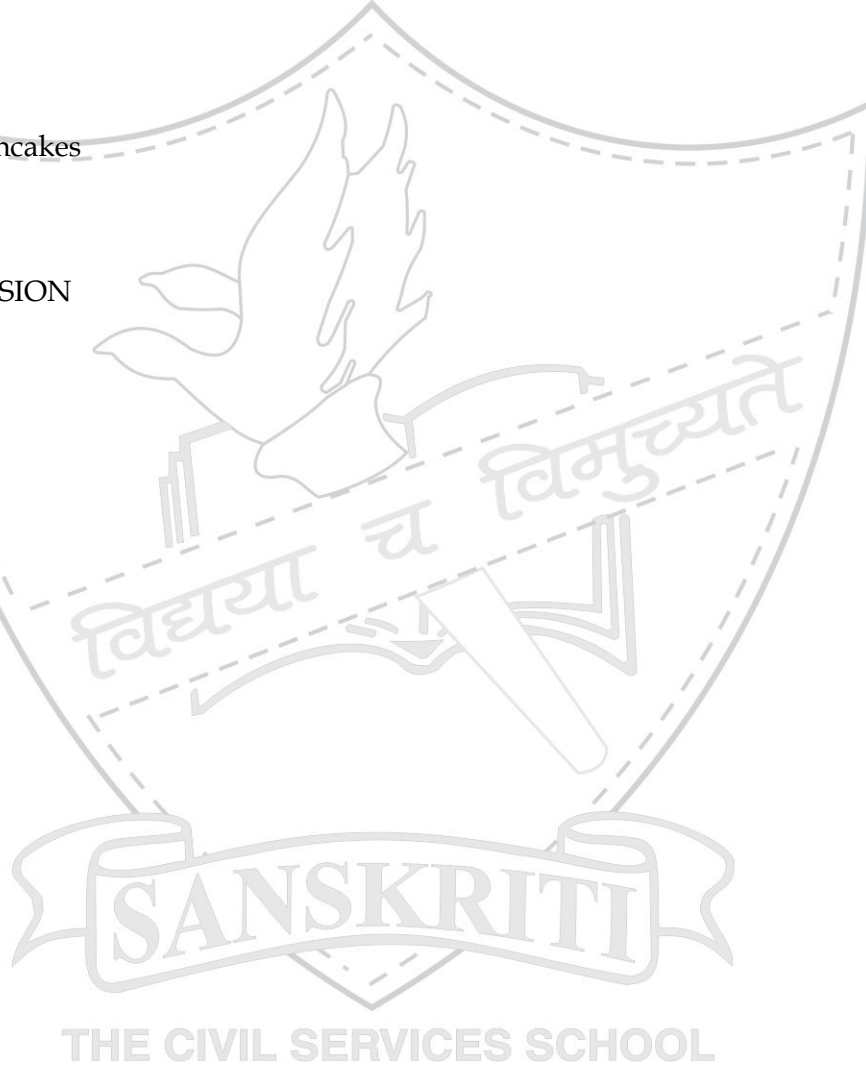
- Memories of Childhood
- A Roadside Stand
- The Interview

## NOVEMBER

## LITERATURE

- Poets and Pancakes
- Tiger King

## DECEMBER REVISION



SECTION A (READING)**READING PASSAGES FOR COMPREHENSION****I. Read the following passage carefully and answer the questions that follow:**

1. Cinema has truly played a major role in changing our society. patriotic movies make us remember to love our nation. Good comedy movies have treated many patients through laughter therapy. Adventure movies have given us a sense of adventure to explore new possibilities. There are many more!

2. In our society, there are many practices and traditions which are based on ignorance and have posed hurdles in the progress of our society. Rigidity of caste system, untouchability, dowry system and purdah system have done enormous harm to our society. Cinema can do a lot to eradicate these evils. They can be used for promoting national integration, inter-caste marriages, family planning, eradication of illiteracy etc. Such themes can help in the transformation of our society. Cinema can be used as an instrument to help people get rid of obscurantism and also to guide them along the right path. It can help in removing ignorance from our society. Not only this, several much needed social reforms can be introduced and brought about with the help of cinema.

3. Cinema exercises a great influence on the minds of the people. It has great educational value. It can achieve splendid results in the field of expansion of education. There are certain subjects such as Science and Geography which can be more effectively taught with the help of talkies. Lessons on road sense, rules of hygiene and civic sense can be taught to the students and the public as well in a very effective manner with the help of cinema. Many successful experiments have been made in various countries on the utility of films as a means of education. Feature films have been produced for school and college students and they have greatly benefited from them.

4. Cinema has the power to influence the thinking of people. They have changed the society and social trends. they have introduced new fashions in society. They may be described as pace-setters. They can create a direct impact on our social life. Films can go a long way towards arousing national consciousness and also in utilising the energy of the youth in social reconstruction and nation building by a skilful adaptation of good moral, social and educational themes, and by the introduction of popular sentiment. Films can to a great extent formulate and guide public opinion. Because of their audio-visual appeal, films are the most powerful means of publicity and advertisement. Small publicity pictures or skits when shown on the screen easily catch the imagination of spectators. Cinema has so far remained unchanged as the most popular audio-visual mass medium but now with the arrival of television and its impressive pace of advancement, cinema can no longer afford the luxury of complacency. It has, therefore, to improve its performance and maintain a high standard.

5. In our country, cinematography has been developed as an art and the film industry is an organised industry. It's an industry that earns foreign exchange for our country. Many Indian films have won international awards. Like the other side of the coin, this gift of science has some disadvantages too. It is a force that has the power to influence society. So a film which depicts scenes of moral degradation or which violates our moral standards does immense harm to our society. We know many young people have gone astray under the misleading influence of indecent films. Filthy, immoral and crime films very easily catch the imagination of the impressionable youth. Such films can be accused of encouraging delinquency. The films produced on western trends or films which try to preach western moral standards are having a bad effect on our younger generation. So the producers of films and the film censors owe a great responsibility to society. The film producers should try to resist the temptation of minting money by producing formula pictures; they should rather produce good pictures of educational and reformatory value. A good film is higher than any education and a bad film is more injurious than poison.

On the basis of your understanding of the above passage, answer the questions given below by choosing the most appropriate option:

**a) Many practices in our society are due to**

- (i) untouchability
- (ii) caste system
- (iii) ignorance
- (iv) dowry system

**b) Films are a powerful means of publicity and advertisement because**

- (i) of actors and actresses
- (ii) of a good story line
- (iii) of their educational value
- (iv) audio-visual appeal

**c) Formula pictures**

- (i) do not depict crime
- (ii) do not mint money
- (iii) do not depict immoral scenes
- (iv) do not show decent pictures

**d) Cinematography in para 5 refers to**

- (i) art of creating sets in cinema
- (ii) studying the location of shooting for the film
- (iii) art of photography in films
- (iv) study of cinema

**e) Which statement is false?**

- (i) Producers owe a responsibility to society.
- (ii) Film censors are not responsible to society.
- (iii) A bad picture is more injurious than poison.
- (iv) A good picture is higher than any education.

**f) Films which promote western trends**

- (i) are a good influence on the youth
- (ii) are a bad influence on the youth
- (iii) do not have any impact on the younger generation
- (iv) mint a lot of money for the producer

**g) Film producers have a big responsibility as**

- (i) the film industry is a foreign exchange earner
- (ii) the film industry is an entertainment industry
- (iii) they have to produce formula pictures
- (iv) films have a powerful influence on society

**h) The antonym of 'discontent' as used in para 4 is**

- (i) luxury
- (ii) complacency
- (iii) impressive
- (iv) improve

**i) The synonym of 'design' as used in para 4 is**



- (i) formulate
- (ii) pace-setters
- (iii) influence
- (iv) fashions

**j) The word which means the same as 'indignity' as used in para 5 is**

- (i) filthy
- (ii) immoral
- (iii) degradation
- (iv) indecent

**k) The word which means the same as 'false' in para 5 is**

- (i) astray
- (ii) misleading
- (iii) injurious
- (iv) violates

**II. Read the following passage carefully and answer the questions that follow:**

1. It was December 25, 1914, only five months into World War I. German, British and French soldiers, already sick and tired of the senseless killing, disobeyed their superiors and fraternised with the enemy along two-thirds of the Western Front, a crime punishable by death in times of war. German troops held Christmas trees up from their trenches with signs saying, "Merry Christmas".

2. The Christmas Peace was a series of widespread, unofficial ceasefires that took place along the Western Front around Christmas 1914, during World War I. Through the week leading up to Christmas, parties of German, British and French soldiers began to exchange season's greetings and songs between their trenches; on occasion, the tension was reduced to the point that individuals would walk across to talk to the enemy soldiers bearing gifts. On Christmas eve and Christmas day, many soldiers from both sides walked into 'no man's land' where they mingled, exchanging food and gifts. They embraced the very people they had been trying to kill a few hours ago. They agreed to warn each other if the top brass forced them to fire their weapons and to aim high.

3. A feeling of anxiety ran through the high command on either side. Here was a disaster in the making; soldiers declaring their brotherhood with each other and refusing to fight. Generals on both sides declared this sudden peace-making to be a betrayal and subject to court-martial. By March 1915, the fellow-feeling movement had been eradicated and the killing machine put back in full operation. By the time of the ceasefire in 1918, fifteen million had been slaughtered. The truce is seen as a symbolic moment of peace and humanity amidst one of the most violent events of modern history. It was not so everywhere; in some regions of the Front, fighting continued throughout the day, while in others, a little more than an arrangement to recover bodies was made. The following year, a few units again arranged ceasefires with their opponents over Christmas but the truces were not nearly as widespread as in 1914. This was due to strongly worded orders from high commands of both sides prohibiting such fraternisation. In 1916, after the bloody battles of Somme and Verdun and the beginning of widespread poison gas use, soldiers on both sides increasingly viewed the other side as less than human and no more Christmas truces were sought.

**On the basis of your understanding of the above passage, answer the questions given below by choosing the most appropriate option:**

**a) Christmas Peace was a result of**

- (i) Christmas spirit of love and brotherhood
- (ii) declaration of ceasefire
- (iii) surrender by the enemy forces
- (iv) the soldiers on both sides being fed up of war

**b) On Christmas eve and Christmas day of 1914**

- (i) soldiers decided to disobey the top brass
- (ii) to obey orders in spite of a feeling of fraternity
- (iii) agreed to warn each other if the top brass ordered them to fire
- (iv) to put an end to the senseless killing

**c) Area which is unoccupied by countries in dispute is**

- (i) undisputed territory
- (ii) disputed territory
- (iii) no man's land
- (iv) area which does not belong to anyone

**d) Christmas truce was an initiative of**

- (i) British troops
- (ii) French troops
- (iii) German troops
- (iv) American troops

**e) Which statement is false?**

- (i) Truces were not sought due to fear of court martial.
- (ii) Truces were not sought because soldiers of both sides decided not to kill each other putting an end to war.
- (iii) Truces were not sought because of strongly worded orders from the high command of both sides.
- (iv) Truces were not sought after the use of poison gas.

**f) Poison gas was used for the first time**

- (i) in 1915
- (ii) five months after World War I
- (iii) in 1914
- (iv) in 1916

**g) The killing machine refers to**

- (i) the machine guns
- (ii) the poison gas
- (iii) the soldiers
- (iv) the bombs

**h) The fellow-feeling movement was crushed in**

- (i) 1914
- (ii) 1916
- (iii) 1915
- (iv) 1918

**i) The antonym of 'limited' as used in para 3 is**

- (i) prohibiting
- (ii) widespread



- (iii) not nearly
- (iv) increasing

j) The synonym of 'banning' in para 3 is

- (i) eradicating
- (ii) prohibiting
- (iii) refusing
- (iv) court martial

### III. Read the following passage carefully and answer the questions that follow:

1. As a novelist and storyteller, I have always drawn upon my memories of places that I have known and lived in over the years. More than most writers, perhaps, I find myself drawing inspiration from the past- my childhood, adolescence, youth, early manhood. But to talk of my early inspiration I must go back to my very beginnings, to the then small, princely state of Jamnagar, tucked away in the Gulf of Kutch. Here my father started a small palace school for the princesses. I was there till the age of six, and I still treasure vivid memories of Jamnagar's beautiful palaces and sandy beaches.

2. Some of these landmarks are preserved for me in photographs taken by my father, which I have to this day. An old palace with pretty windows of coloured glass remained fixed in my memory and many years later gave me the story, 'The Room of many Colours', which also inspired an episode in a TV serial called *Ek Tha Rusty*. I spent a memorable year and a half with him in New Delhi, then still a very new city- just the capital area designed by Edwin Lutyens and Connaught Place, with its gleaming new shops and restaurants and cinemas. I saw Laurel and Hardy films and devoured milkshakes at the Milk Bar, even as the Quit India Movement gathered momentum.

3. when I was seventeen, I was shipped off to the UK to 'better my prospects' as my mother put it. Out of a longing for India and the friends I had made in Dehra came my first novel- *The Room on the Roof*- featuring the life and loves of Rusty, my alter ego. In the 1950s, everyone travelled by sea, as air services were still in their infancy. A passenger liner took about three weeks from Southampton to Bombay. After docking in Bombay, I took a train to Dehra, where I stepped onto the platform of the small railway station and embarked on the hazardous journey of a freelance writer. Railway stations! Trains! Platforms! I knew as long as these were there I would never run out of stories.

4. I also looked for inspiration in tombs and monuments and the ever-expanding city but did not find it, and my productivity dropped. Escape from Delhi had become a priority for me. I felt drawn to hills above Dehra. On the outskirts of Mussoorie, I found a small cottage, surrounded by oak and maple trees where the rent, thankfully, was nominal.

5. I am of the opinion that every writer needs a window. Preferably two. Is the house, the room, the situation ..... important for a writer? A good wordsmith should be able to work anywhere. But to me, the room you live in day after day is all-important. The stories and the poems float in through my window, float in from the magic mountains, and the words appear on the page without much effort on my part. Planet Earth belongs to me. And at night, the stars are almost within reach.

**On the basis of your understanding of the above passage, answer the questions given below by choosing the most appropriate option:**

a) The writer drew his early inspiration from

- (i) his father
- (ii) early manhood
- (iii) adolescence

(iv) his memories of Jamnagar

**b) The landmarks the author is referring to are**

(i) an old palace

(ii) photographs of the old palace taken by his father

(iii) photographs of the family

(iv) photographs of beautiful palaces and sandy beaches

**c) The author was sent to the UK**

(i) to work

(ii) to study

(iii) on a vacation

(iv) to join his family

**d) The author travelled to the UK by**

(i) sea

(ii) air

(iii) train

(iv) ship

**e) The hazardous journey refers to**

(i) the journey he made to the UK

(ii) his journey to Southampton

(iii) his journey to Bombay

(iv) his journey as a writer

**f) The author's productivity dropped because**

(i) he could not find inspiration from tombs and monuments

(ii) he could not find inspiration from the ever-expanding city

(iii) could not find inspiration from Delhi

(iv) Delhi lacked the natural beauty of the hills

**g) The synonym of 'drawing' as used in para 1 is**

(i) sketching

(ii) extracting

(iii) obtaining

(iv) selecting

**h) The antonym of 'scattered' as used in para 2 is**

(i) preserved

(ii) fixed

(iii) devoured

(iv) gathered

**i) 'Treasure' in para 1 means**

(i) wealth

(ii) keep or regard as precious

(iii) precious possessions

(iv) riches

**j) The word which is the antonym of 'safe' in para 3 is**

(i) alter

(ii) hazardous

- (iii) embarked
- (iv) docked

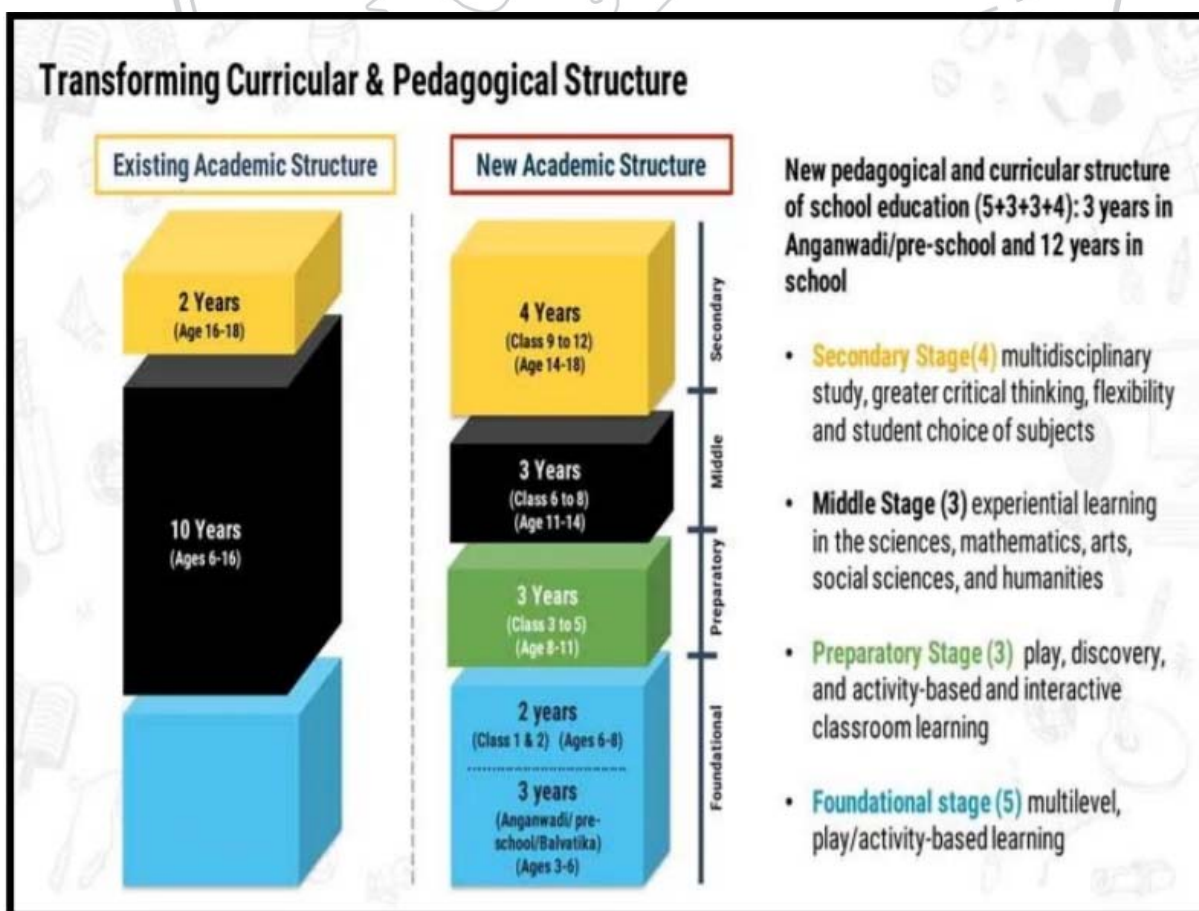
**IV. Read the following passage carefully and answer the questions that follow.**

**National Education Policy, 2020**

The National Education Policy (NEP), 2020 was approved by the Union Cabinet on 29th July 2020. NEP 2020 is the first education policy of the 21st century, which aims to address the many growing developmental imperatives of our country and is aligned to the 2030 Agenda for Sustainable Development. The National Education Policy, 2020 is built on the foundational pillars of Access, Equity, Quality, Affordability and Accountability.

NEP 2020 recommends many transformational ideas for school education. The New Education Policy emphasized to ensure universal access to high-quality ECCE across the country in a phased manner. Special attention and priority will be given to districts and locations that are particularly socio-economically disadvantaged.

A 5+3+3+4 curricular and pedagogical structure based on cognitive and socio-emotional developmental stages of children has been proposed:





It also seeks to ensure foundational literacy and numeracy in a mission mode and a host of curricular changes and reduced content load in school education curriculum as well assessment reforms for holistic development of students. There will be no hard separations between arts and sciences, between curricular and extracurricular activities, between vocational and academic streams, etc.

NEP 2020 promotes active pedagogy, development of core capacities and life skills, including 21st century skills, experiential learning at all stages, low stake board exams, holistic progress card, transformation in assessment to promote critical and higher order thinking among students, mainstreaming of vocational education and reforms in teacher education. NEP also puts focus on empowerment of teachers and improving their recruitment, service conditions, transfer policy and career progression opportunities at all levels. The National Professional Standards for Teachers (NPST) will specify norms and standards for different levels of teachers.

Recommendations are also made for using un-utilized capacity of school infrastructure to promote social, intellectual, and volunteer activities for the community and to promote social cohesion during non-teaching / schooling hours and schools to be used as a "Samajik Chetna Kendra". NEP 2020 recommends mother tongue/home language/local language, as a medium of instruction at least till Grade 5 and at later stages, wherever possible. Policy envisages separation of regulatory, administrative and policy making functions to eliminate conflicts of interest and setting up of a State School Standards Authority. There is also a greater emphasis on technology to improve multiple aspects of education including learning, assessment, planning and administration.

**MINISTRY OF HUMAN RESOURCES IS NOW MINISTRY OF EDUCATION**

<p><b>FOR SCHOOLS</b>  <b>From 10+2 to 5+3+3+4:</b> Current 10+2 structure in which policy covered schooling from Class 1 to 10 (age 6-16) and then Class 11-12 (age 16-18) gives way to 5 years of foundational education, 3 of preparatory, 3 of middle &amp; 4 years of secondary schooling</p> <p><b>Multi-Stream:</b> Flexibility to choose subjects across streams; all subjects to be offered at two levels of proficiency</p> <p><b>Diluted Board:</b> Board exams to test only core competencies; could become modular (object and subjective) and will be offered twice a year</p> <p><b>Multilingual:</b> 3-language policy to continue with preference for local language medium of instruction till class 8</p> <p><b>Bag-Less Days:</b> School students to have 10 bag-less days in a year during which they are exposed to a vocation of choice (i.e. informal internship)</p>	<p><b>FOR COLLEGES</b>  <b>SAT-Like College Test:</b> National Testing Agency to conduct common college entrance exam twice a year</p> <p><b>4-Year Bachelor:</b> 4-year multi-disciplinary bachelor's programme to be preferred; mid-term dropouts to be given credit with option to complete degree after a break</p> <p><b>No Affiliation:</b> Over next 15 years colleges will be given graded autonomy to give degrees, affiliation with universities to end, so would deemed university status</p> <p><b>Fee Cap:</b> Proposal to cap fee charged by private institutions of higher learning</p> <p><b>Going Glocal:</b> Top-rated global universities to be facilitated to come to India, top Indian institutions to be encouraged to go global</p>
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NEP recognizes the importance of teachers, as teachers truly shape the future of our children - and, therefore, the future of our nation.

On the basis of your understanding of the passage, answer the questions below.

**1. Which of the following is not one of the foundational pillars of NEP?**

- a. Equity
- b. Affordability
- c. Accountability
- d. Magnanimity

**2. NEP does not ensure**

- a. foundational literacy
- b. numeracy
- c. reducing content load
- d. spoken English

**3. In how many stages is school education divided according to NEP?**

- a) three
- b) four
- c) two
- d) five

**4. Which of the following is not part of NEP?**

- a. No clear separation between Arts and Science
- b. No separation between curricular and extracurricular activities
- c. No segregation between vocational and academic streams
- d. No separation between curriculum and assessment

**5. NEP does not promote**

- a. Active pedagogy
- b. Developing life skills
- c. 21st century skills
- d. Experiential learning

**6. NEP does not put focus on which of the following:**

- a. Empowerment of teachers
- b. Service conditions of teachers
- c. Improvement in the recruitment of teachers
- d. Seminars and workshops for teachers

**7. Which of the following options is incorrect?**

- a. Schools can be utilized as Samajik Chetana Kendra.
- b. Local language can be used as the medium of instruction
- c. Social interaction with the community during off time is promoted.
- d. Mother tongue is to be the medium of instruction only up to std. V.

**8. Which of the following options is correct?**



- a. In NEP, emotional development of children has been disregarded.
- b. Socio-economically disadvantaged children have been ignored.
- c. NEP recognizes the importance of teachers
- d. As per NEP, teachers play a minor role in nation building.

9. In the whole passage which profession has been given top-most importance for shaping the future of our children?

- a. Engineering
- b. Politics
- c. Medical
- d. Teaching

10. Which of the following words in the paragraph - 1 is the synonym of the word 'fairness'?

- a. Accountability
- b. Affordability
- c. Equity
- d. Aligned

#### V. Read the passage given below

1. Hand sanitizers are everywhere. They are cheap, effective disinfectants, and many are easy to carry around. But lately, these products have been scrutinized for the potential harm they can have on children. "Many caregivers are unaware of the very high alcohol content present in alcohol-based hand sanitizers, which can contain up to 60% to 95% alcohol," said Cynthia Santos, MD, from CDC's National Centre for Environmental Health. "Young children may inadvertently consume these hand sanitizers because of their appealing scents, like apple, vanilla, and citrus."

No. of cases reported to NDPS about exposure to alcohol and non-alcohol hand sanitizer in children  $\leq 12$  years old in 2011-14 .

**TABLE 2**

Year	Alcohol	Non-alcohol	Total
Total	65,293 (92.4%)	5376 (7.6%)	70,669
2011	15,971 (92.5%)	1286 (7.5%)	17,257
2012	16,571 (92.4%)	1355 (7.6%)	17,926
2013	16,423 (92.5%)	1338 (7.5%)	17,761
2014	16,328 (92.1%)	1397 (7.9%)	17,725

2. In a new report from CDC researchers analysed data reported to the National Poison Data System (NPDS) from 2011-14 on exposures to alcohol and non-alcohol-based hand sanitizers in

children who were 12 years old or younger. A total of 70,669 hand sanitizer exposures in this age group were reported to NPDS, including 65,293 (92.4%) alcohol-based exposures and 5,376 (7.6%) non-alcohol-based exposures.

3. Adverse health effects were more likely to be reported for alcohol-based hand sanitizer exposures, and they tended to be worse than those for non-alcohol based hand sanitizer exposures. "Younger kids are more susceptible to adverse effects [from these products] because there is not as much glycogen in their liver," said Greene Shepherd, clinical professor at the University Of North Carolina Eshelman School Of Pharmacy.

4. The most common type of adverse health effects for both alcohol- and non-alcohol based hand sanitizers were ocular irritation, vomiting, conjunctivitis, oral irritation, cough, and abdominal pain. Rare effects included coma, seizure, hypoglycaemia, metabolic acidosis, and respiratory depression.

5. The researchers stratified the NPDS data into two age groups: 0 to 5 years and 6 to 12 years. They looked only at exposures to ethanol-based sanitizers, isopropanol-based sanitizers, and non-alcohol based sanitizers – no NPDS reported calls about co exposures to other agents were included in the analysis. Most exposures – 91% – occurred in children aged 5 years or younger. Children aged 6 to 12 years had more intentional exposures, a finding the report authors said could indicate that these products are being abused among older children. Shepherd said that abuse of alcohol based hand sanitizers can be equivalent to consuming roughly 120-proof liquor.

6. Patients, parents, and caregivers should be informed about the potential dangers associated with alcohol based hand sanitizers. The report stated that alcohol-based hand sanitizers should be used under adult supervision with proper child safety precautions and stored out of reach of young children to reduce unintended, adverse consequences.

Washing hands with soap and water when available, is currently the recommended method of hand hygiene in non-health-care settings. If soap and water are not available, use of a hand sanitizer that contains at least 60% alcohol is recommended, or a nonalcohol-based hand sanitizer or wipe can be used.

**On the basis of your understanding of the passage, answer the following:**

**i. According to the passage, National Poison Data System (NPDS) report on children under the age of 12 highlights the.....**

- a. need for using non alcoholic sanitizer more frequently.
- b. need for using alcoholic hand sanitizers more frequently.
- c. effective treatment for confusion, vomiting and drowsiness.
- d. severity of even a little exposure of alcoholic hand sanitizer.

**ii. Ethanol, isopropyl alcohol and hydrogen peroxide are all ..... of alcohol-based hand sanitizers.**

- a. end products
- b. ingredients
- c. by-products
- d. Types

**iii. Pick the option that lists statements that are NOT TRUE according to the passage.**

1. Alcohol based hand sanitizer exposure is potentially more harmful than non-alcohol based hand sanitizer.
2. None of the alcohol based hand sanitizer and non-alcohol based hand sanitizer cause minor to major adverse health effects.
3. Non-alcohol based hand sanitizer exposure is potentially more harmful than alcohol based hand sanitizer.
4. Both alcohol based hand sanitizer and non-alcohol based hand sanitizer can cause minor to major adverse health effects.

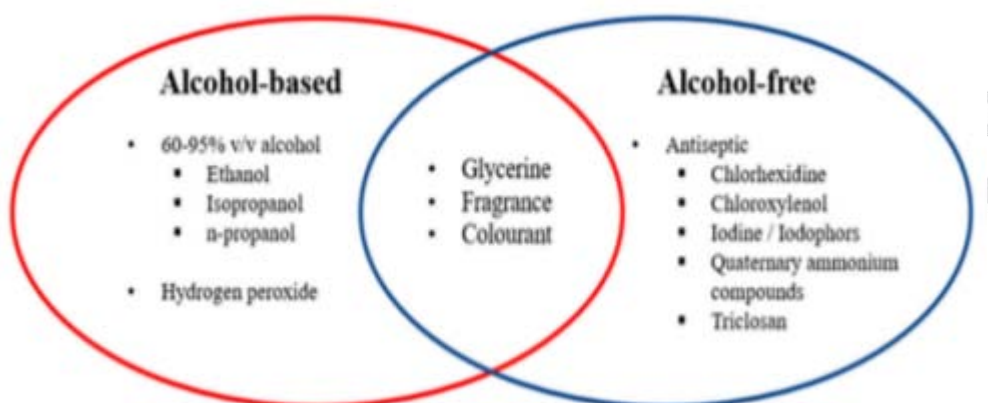
- a. 1 & 2
- b. 3 & 4
- c. 2 & 3
- d. 1 & 4

iv. The word 'scrutinized', as used in paragraph 1, means the same as

- a. scout
- b. search
- c. inspect
- d. Explore

v. According to the diagram which of the following is common to both types of hand sanitizers?

- (a) ethanol
- (b) glycerine
- (c) hydrogen peroxide
- (d) iodine



vi. Arrange the most recommended method of hand hygiene from the least favourite to the most favourite, from the following -

1. Use of non-alcohol-based hand sanitizer or wipe can be used.
2. Use of hand sanitizer that contains at least 60% alcohol

3. Washing hands with soap and water
4. Washing with plain water
- a. 1, 3, 4, 2
- b. 3, 2, 1, 4
- c. 2, 4, 3, 1
- d. 4, 1, 2, 3

vii.. Based on the table in the passage, choose the option that correctly states percentage of total cases reported to NDPS about exposure to alcohol and non-alcohol hand sanitizer in children  $\leq 12$  years old in 2011-14 .

% of alcohol hand sanitizer exposure  
 % of non-alcohol hand sanitizer



- a. Image 1
- b. Image 2
- c. Image 3
- d. Image 4

viii. According to passage, below statement is not one of the reasons for popular use hand sanitizer as disinfectant.

- a. Hand Sanitizers are effective disinfectants.
- b. Hand sanitizers are easy to use in absence of availability of water and soap.
- c. Hand sanitizers are better than washing with soap and water.
- d. Hand sanitizers are economical disinfectants.

ix. Young children unknowingly consume hand sanitizers because they are attracted by its

- a. taste
- b. colour
- c. fragrance
- d. Packaging

option 1 option 2 option 3 option 4

x. Findings in NDPS report suggest that 'Children aged 6 to 12 years had more intentional exposure which indicated \_\_\_\_\_ consumption.

- a. doubtful
- b. deliberately
- c. accidentally
- d. Inadvertently

xi. CDC recommends use of alcohol based hand sanitizers contain \_\_\_\_\_ alcohol

- a. more than 60%
- b. less than 60%
- c. at least 60%
- d. exactly 60%

**VI. A Read the passage given below.**

*"Hunger and undernutrition cannot and should not be fixed by mere calorie provision. All stakeholders must pay attention to making balanced healthy diets which are climate- friendly, affordable and accessible to all."* Shweta Khandelwal, Head of Nutrition Research, Public Health Foundation of India.

India ranked 94 among 107 nations in the Global Hunger Index (GHI) 2020 and was in the 'serious' hunger category with experts blaming poor implementation processes, lack of effective monitoring,soiled approach in tackling malnutrition and poor performance by large states behind the low ranking.

Nepal in 73rd and Sri Lanka in 64th position were in the 'moderate' hunger category, the report showed. Seventeen nations, including China, Belarus, Ukraine, Turkey, Cuba and Kuwait, shared the top rank with the GHI scores of less than five, the website of the Global Hunger Index, and tracks hunger and malnutrition, said on Friday. According to the report released on Friday, 14 percent of India's population was undernourished.

It also showed the country recorded a 37.4 percent stunting rate among children under five and a wasting rate of 17.3 percent. The under- five mortality rate stood at 3.7 percent.

Wasting is children who have low weight for their height, reflecting acute under-nutrition. Stunting is children under the age of five who have low height for their age, reflecting chronic under nutrition.Data from 1991 through 2014 for Bangladesh, India, Nepal, and Pakistan showed that stunting was concentrated among children from households facing multiple forms of deprivation, including poor dietary diversity, low levels of maternal education, and household poverty.

During this period, India experienced a decline in under-five mortality, driven largely by a decrease in deaths from birth asphyxia or trauma, neonatal infections, pneumonia, and diarrhea, the report stated.

"However, child mortality, caused by prematurity and low birth-weight, increased particularly in poorer states and rural areas. Prevention of prematurity and low birth-weight is identified as a key factor with the potential to reduce under- five mortality in India through actions such as better



antenatal care, free vaccination, education, and nutrition as well as reductions in anaemia and oral tobacco use," it said.

Experts think that poor implementation processes, lack of effective monitoring and soiled approaches to tackling malnutrition often result in poor nutrition indices.

**Source: The Tribune**

**On the basis of your understanding of the above passage, answer the questions below.**

**i. According to the passage, one of the reasons for India's poor ranking in GHI 2020 is**

- a. lack of result oriented supervision
- b. lack of financial resources
- c. high population
- d. lack of human resource to tackle it

**ii. Identify the statement that is NOT TRUE according to the passage.**

- 1. India performed better than Cuba and Kuwait
  - 2. Hunger and malnutrition is tracked by the website of GHI
  - 3. Sri Lanka ranked higher than Nepal
- a. 1 & 2
  - b. 1 only
  - c. 2 only
  - d. 2 & 3

**iii. The word 'moderate', as used in paragraph 2, means the same as**

- a. very serious
- b. extreme
- c. critical
- d. within reasonable limits

**iv. According to the report, 14% of India's population is undernourished which means if India's population is 138 crore, then \_\_\_\_\_ people are undernourished.**

- a. 19.32 crore
- b. 18 crore
- c. 16.26 crore
- d. 21 crore

**v. If a child's body weight is considered too low to be healthy, he is suffering from \_\_\_\_\_**

- a. Wasting
- b. Stunting
- c. both a & b
- d. neither a nor b

**vi. Stunting reflects chronic under-nutrition. 'Chronic' means an illness which**

- a. is persisting for a long time
- b. cannot be cured
- c. is not serious

d. is infrequent

**vii. The stunting rate among children under five is lower than the wasting rate.**

- a. True
- b. False
- c. Partially true
- d. not mentioned

**viii. The common reason for wasting and stunting among children is**

- a. Parents' lack of support
- b. Severe malnourishment
- c. Environment
- d. Lack of awareness

**ix. Under- five mortality rate has \_\_\_\_\_ in our country .**

- a. dropped
- b. increased
- c. neither increased nor decreased
- d. risen drastically

**x. Following actions are to be taken to reduce under- five mortality rate in our country:**

- 1. better education
- 2. better nutrition
- 3. free vaccination
- 4. better ante-natal care

- a. 1,2 &3
- b. 2,3 &4
- c. 1,2,&4
- d. 1,2,3 &4

**xi. According to experts, \_\_\_\_\_ and \_\_\_\_\_ can grapple with the problem of malnutrition.**

- a. Better execution of plan and its supervision
- b. Free food grain supply
- c. More plans and projects
- d. Foreign aid

**NOTE-MAKING**

- Read the passage quickly but carefully. Try to understand the main points and supporting details.
- Organize your points into main headings, sub headings and if required, into sub-sub headings.
- Complete sentences shouldn't be used to write notes. Notes are usually phrases.
- Don't put a full stop at the end of any point.
- Edit and compress as much as possible. Precision is important.
- The main points and supporting details are clearly distinguished.
- Prepositions, articles, conjunctions should be omitted but not at the expense of clarity.
- Examples or illustrations given in the passage are not included in the notes.
- Notes should be numbered in the accepted format. It is important to indent the notes.
- The notes and summary should be given a suitable title.
- Use 4-6 recognizable abbreviations.
- The summary should be written on the basis of the notes, in one paragraph and in 100 words.

**Marking scheme.****Notes:**

Content : 2 marks (*minimum 3 sub headings with proper indentation and notes*)

Abbreviations/ symbols : 1 mark (*should be acceptable and recognizable*)

Title : 1 mark (*should sum up the main idea of the passage in not more than 4-6 words*)

**Summary:**

Content : 2 marks (*should include all the important points given in the notes*)

Expression : 2 marks

**FORMAT****TITLE****1. MAIN POINT**

1.1 sub point

1.2 sub point

1.2.1 sub-sub point

1.2.2 sub-sub point

1.3 sub point

1.3.1 sub-sub point

**2. MAIN POINT**

2.1 sub point

2.2 sub point

2.3 sub point

**3. MAIN POINT**

3.1

3.2

3.3

**Key for abbreviations**

S. No.	ABBREVIATION	WORD
1.		
2.		
3.		
4.		

Summary:

**TITLE**

To be written in 80-100 words in one paragraph using the notes

**PASSAGES FOR NOTE MAKING**

**I. Read the passage given below:**

1. Colour Therapy is a complementary therapy for which there is evidence dating back thousands of years to the ancient cultures of Egypt, China and India. If we define it in simple terms, Colour is a light of varying wavelengths, thus each colour has its own particular wavelength and energy.

2. Colours contribute energy. This energy may be motivational and encouraging. Each of the seven colours of the spectrum are associated with energy. The energy relating to each of the seven spectrum colours of red, orange, yellow, green, blue, indigo and violet, resonates with the energy of each of the seven main chakras/energy centres of the body. Colour therapy can help to re-balance and/or stimulate these energies by applying the appropriate colour to the body.

3. Red relates to the base chakra, orange the sacral chakra, yellow the solar plexus chakra, green the heart chakra, blue the throat chakra, indigo the brow chakra (sometimes referred to as the third eye) and violet relates to the crown chakra.

4. Colour is absorbed by the eyes, skin, skull, our 'magnetic energy field' or aura and the energy of colour affects us on all levels, that is to say, physical, spiritual and emotional. Every cell in the body needs light energy - thus colour energy has widespread effects on the whole body. There are many different ways of giving colour, including; Solarised Water, Light boxes/lamps with colour filters, colour silks and hands on healing using colour.

5. Colour therapy can be shown to help on a physical level, which is perhaps easier to quantify, however there are deeper issues around the colours on the psychological and spiritual levels. Our wellbeing is not, of course, purely a physical issue. Fortunately, many more practitioners, both orthodox and complementary are now treating patients in a holistic manner.

6. Colour Therapy is a totally holistic and non-invasive therapy and, really, colour should be a part of our everyday life, not just something we experience for an hour or two with a therapist. Colour is all around us everywhere. This wonderful planet does not contain all the beautiful colours of the rainbow for no reason. Nothing on this earth is here just by chance; everything in nature is here for a purpose. Colour is no exception. All we need to do is to heighten our awareness of the energy of colour, absorb it and see how it can transform our lives.



(a) On the basis of your understanding of the above passage, make notes on it using headings and subheadings. 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.

**II. Read the following passage and answer the questions that follow:**

The seasonal problem of water taps running dry is plaguing most of our major cities. With the bigger rivers flowing in trickles and ponds and wells reduced to clay-pits, village women in remote areas have to fetch every drop of water for drinking, cooking, washing and so on, across large distances. This has only worsened a perennial problem, that of widespread pollution of water, rendering it unfit for human consumption. The monsoons—and the attendant floods—will not solve this problem. The Delhi Administration is seriously worried about the threat to civic health posed by the polluted waters of the Jamuna. Two men tanks are to be set up to treat sewage. At present, only 60 per cent of the 200 million gallons of the city's sewage receives any kind of treatment before it is dumped into the river which supplies water not only to this city but to innumerable towns and villages downstream. The Ganga, the Jamuna, the Cauvery, in fact all our important rivers, serving many urban conglomerations are fast becoming a major source of disease.

A comprehensive bill, introduced in Parliament recently, envisages the setting up of Central and State boards for the prevention and control of water pollution. But it will obviously take some time before legislation is passed and effectively implemented. Meanwhile the problem continues to swell.

According to a survey of eight dwelling countries conducted a couple of years ago, 90 percent of all child deaths were due to water borne diseases. It is the same unchanged story today. In a country like India, a burgeoning population continuing to use the open countryside as a lavatory means that with every dust storm and rain, human excreta laden with germs and parasite spores find their way to ponds, shallow wells and even the streams and rivers. Only 18 per cent of the rural folk have access to potable water.

A new threat that has already assumed alarming proportions is from industrial waste which is generally dumped, untreated, into the nearest river. For instance for every kilogram of process hide, 30-40 litres of foul smelling, waste-water has to be disposed of. There are at least 900 licensed tanneries in the organised sector. Putrefied paper and jute waste, metallic waste from straw board and textile mills, sulphur, ammonia, urea, metallic salts and corrosive acids—all find their way to the rivers of India.

It is important not only to make new laws to ensure the purity of water, but also to realise the urgency of implementing them ruthlessly, if we are to avoid a national health disaster cutting across the barrier between towns and the countryside.

**a. On the basis of your reading of the above passage make notes using headings and sub-headings. Use recognizable abbreviations where necessary.**

**b. Make a summary of the above passage in not more than 80 words using the notes made and also suggest a suitable title.**

**III.** The first Olympics were held at Olympia in Greece in 776 B.C. The prestige and glory of the Olympics spread far and wide. With the advent of Christianity, the games lost their importance, as it was believed that they encouraged pagan worship in temples built to honour the Greek gods. It was Theodosius I who ordered the total destruction of the Olympia sanctuary's temples and other structures in the year 394 A.D., which ended the era of the ancient Olympic Games.

It was due to the efforts of Baron de Coubertin that the Olympics of the modern era began in 1896 and were held every four years except during the two world wars.



The International Olympic Committee (IOC) was constituted in 1894. It had 15 representatives including Coubertin. The first Olympic medal was won by America's James Connolly in the triple jump. The marathon was the most important event and was won by a Greek named Spiridon Louis.

Olympia is a small village situated near the west coast of the Peloponnese peninsula of Greece. It is noted for its archaeological ruins which are related to the temples for worship of Greek gods and the ancient Olympic stadium.

The visitor is impressed by the grandiose ruins, which show temple foundations, ruins of the temple of Zeus, the tall column, the altars and art objects that dot the site. Some of these objects are placed in the Archaeological museum. Another museum displays objects like stamps, photographs, documents, flags, maps and trophies belonging to the modern Olympics.

The games sought to bring various warring groups together in an atmosphere of friendly rivalry and competition. So a sacred truce would be called for the duration of the games that had assumed Pan-Hellenic importance.

Some of the events included in the games were foot-racing, wrestling, chariot-racing and horse racing. The names of the victors along with the names of the events would be recorded for posterity. For the victors, it was the laurel wreath that was important as it signified their superior performance.

At the modern Olympics, the sacred flame is lit at Olympia using sun power, by Greek maidens dressed in white. The event is presided over by a Greek priestess. The flame is then carried in a torch that travels across nations. The importance of the Olympic movement has been recognized over centuries as it brings peoples together in a spirit of friendly competition.

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

**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.**

IV. There are two problems which cause great worry to our educationists. The problem of religious and moral instruction in a land of many faiths and the problem arising out of a large variety of languages. Taking up the education of children, we see that they should be trained to love one another to be kind and helpful to all, to be tender to the lower animals, and to acquire skills to write, count and calculate. It should, however, not make us lose sight of the primary aim of moulding personality in the right way. For this it is necessary to call into aid culture, tradition and religion. But in our country we have, in the same school, to look after boys and girls born in different faiths and families with diverse ways of life as ordained in their respective religions. It will not do to tread the easy path of evading the difficulty by attending solely to physical culture and intellectual education. We have to evolve a suitable technique and method for serving the spiritual needs of school children professing different faiths. We would thereby promote an atmosphere of mutual respect, a fuller understanding and helpful co-operation among the different communities in our society. Again, we must remain one people and we have, therefore, to give basic training in our schools to speak and understand more languages than one and to appreciate and respect the different religions prevailing in India. It is not right for us in India to be dissuaded from this by considerations as to over-taking the young mind. What is necessary must be done. And it is not in fact too great a burden.

Any attempt to do away with or 'steam-roll' the differences through governmental coercion and indirect pressure would be as futile as it would be unwise. Any imposition of a single way of life and form of worship on all children, or neglect of a section of the pupils in this respect, or barren secularization, will lead to a conflict between school and home life, which is harmful. On the other hand, if we give due recognition to the different prevailing faiths in the educational institution by

organizing suitable facilities for religious teaching for boys and girls of all communities, this may itself serve as a broadening influence of great national value.

(Source – C. Rajagopalachari – 388 words)

**(a) On the basis of your reading of the above passage make notes on it, in points only, using abbreviations/short forms (minimum 4), wherever necessary. Supply an appropriate title to it.**

**(b) Write a summary of the above passage in about 80 words.**

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

‘There is no need to define morality; let man be simply compassionate’. This sentence expresses the basic essence of morality: the extent to which it relies on compassion for its definition. For when we think about it, is not that truly human feeling of compassion the basis of all morality?

Morality rests for its very meaning on the concepts of ‘good’ and ‘bad’ where ‘good’ refers to all thoughts and deeds that do not aim at or accomplish any harm or injury or do not involve an attempt to inflict suffering on others. Thus morality is based on man’s ability to understand, being able to sympathize, feel kindness and sorrow for and identify himself with the sufferings of his fellow men. So only compassion can give rise to moral thoughts and feelings.

Depriving a person of what is his or what must belong to him – what is called stealing – for selfish ends, taunting or insulting others through words or actions for the purpose of self-gratification, violence – expressed verbally or as acts of torture, killing etc. – for the sake of violence contradict morality as well as an inner feeling of kindness and compassion.

When we talk about social morality of any kind, what comes into play is our ability to feel for the well-being of our society. A certain moral code of conduct is ultimately necessary to ensure that the society does not fall prey to degeneration of values, which would lead to rampant sufferings and ultimately chaos. It is a concern to help the society by safeguarding it from unwanted ills and malaises and ensuring its well-being. Society’s concerns are our concerns: anything Capable of causing a detrimental impact on it in the short-term or in course of time is ultimately bound to affect us and our children.

There is the need to realize that man must continue to feel compassion for the sake of himself as well as the society. But like any other human trait, compassion ought to be continually exercised if it is to remain a dominant force. Unfortunately, in modern society what we witness is a complete lack of kindness and sympathy between fellow beings. One can only shake one’s head and say that just like other cherished values even compassion is getting eroded in the hustle and bustle of the mechanical existence of these times. What remains is material values that look only towards immediate personal gains and in the process rid man of whatever ‘humanness’ is left in him.

**1. On the basis of your reading of the above passage make notes on it using headings and subheadings. Use recognizable abbreviations wherever necessary.**

**2. Write a summary of the above passage in 80 words, also suggest a suitable title.**

**VI.** There are two aspects of India’s growth that often crop up for debate in the popular media.

One is the potential of our demographic dividend – which so many of us expect to be a massive booster for our long term growth. The second is slow reforms. We have reformed in fits and starts during growth slowdowns and have cajoled and criticized governments reluctant to rock the boat with policy changes even when the economy is doing well.

It’s when I consider these realities of India together- our massive dividend and the slowness of our reforms- that the desperate “urgency of now” for change becomes obvious. Our demographic dividend means that hundreds of millions of young workers will be looking for jobs in the next few decades. These numbers are unprecedented compared to any other country, and we will have to speed up our reforms agenda and make up for lost time if we are to come close to providing jobs and opportunity to the needy.

It is a massive challenge that requires us to adopt highly ambitious goals. Our recent focus on reforms has been on opening sectors to foreign investment and loosening barriers for businesses. These policies however don't address our most urgent demands. The biggest change we need in reforms – if our demographics are to be our strength rather than our burden- is transforming how we access our resources.

India is still an economy where access to our markets, and to effective education, capital, infrastructure and employment is extremely difficult for the majority of Indians. A large number of Indian children attend our failing public schools and a majority dropout before finishing the eighth grade. Most Indians don't have access to social security and capital beyond that which they can borrow from moneylenders; and the lack of road and rail connectivity limits farmers and entrepreneurs from reaching the markets and selling their goods to the highest bidder.

We have to frame answers that tackle these failures head on. Change then needs courage. It has to come not just from our legislators but also from a variety of social forces- NGOs, entrepreneurs, opinion-makers,- followed by a debate and discussion in our popular media and widespread given the cost and infrastructure demands?

a. **On the basis of your reading of the above passage make notes on it using headings and subheadings. Use recognizable abbreviations wherever necessary.**

b. **Make a summary of the above passage in not more than 80 words using the notes made and also suggest a suitable title.**

**VII.** In democratic countries, any efforts to restrict the freedom of the press are rightly condemned. However, this freedom can be easily abused. Stories about people often attract far more public attention than political events. Though we may enjoy reading about the lives of others, it is extremely doubtful whether we could equally enjoy reading ourselves. Acting on the contention that facts are sacred, reporters can cause untold sufferings to individuals by publishing details about their private lives. Newspapers exert such tremendous influence that they can not only bring about major changes to the lives of ordinary people but can even overthrow a government.

The story of a poor family that acquired fame and fortune overnight, dramatically illustrates the power of the press. The family lived in Aberdeen, a small town of 25,000 inhabitants in South Dakota. As the parents had five children, life was a perceptual struggle against poverty. They were expecting their sixth child and were faced with even more pressing economic problems. If they had only one more child the fact would have passed unnoticed. They would have continued to struggle against economic odds and would have lived in obscurity. But they suddenly became the parents of quintuplets, four girls and a boy, an event which radically changed their lives. The day after the birth of the five children, an aeroplane arrived in Aberdeen bringing sixty reporters and photographers. The news was of national importance, for the couple had become the parents of the only quintuplets in America.

The rise to fame was swift. Television cameras and newspapers carried the news to everyone in the country. Newspapers and magazines offered the family huge sums for the exclusive rights to publish their photographs. Gifts poured in not only from unknown people, but from baby food and soap manufacturers who wished to advertise their products. The old farmhouse the family lived in was to be replaced by a new \$100,000 home. Reporters kept pressing for interviews so lawyers had to be employed to act as the spokesmen of the family at a press conference. The event brought serious changes to the town itself. Plans were announced to build a huge new highway, as Aberdeen was now likely to attract thousands of tourists. Sign posts erected on the outskirts of the town directed tourists not to Aberdeen, but to 'Quint-City U.S.A.' The local authorities discussed the possibility of erecting a 'quint museum' to satisfy the curiosity of the public and to protect the family from inquisitive tourists. While the five babies were still quietly sleeping in oxygen tents in a hospital nursery, their parents were paying the price for fame. It would never again be possible for them to lead normal lives. They had become victims of commercialization,



for their names had acquired a market value. The town itself received so much attention that almost every one of the inhabitants was affected to a greater or less degree.

**a. Make notes of the above passage using an acceptable format including abbreviations, with suitable title.**

**b. Write a summary of the above passage in not more than 80 words.**

**VIII.** Swimming pools were once considered a luxury limited only to the rich. Today, thanks to plastics and plenty, they number in the millions. Few, of course are of Olympic size where a swimmer can quickly do his laps and stay in shape. Most are above-ground, round mini-pools, line for a cool-off and a' frolic. But, health experts have come to realize that exercises created specially for such swimming pools can tone the muscles, strengthen the heart and pacify the spirit of people of all ages and conditions. And these exercises aren't restricted to small pools alone. Any type of pool, including a crowded municipal one, will do.

Designer of the principal popular exercises is C. Carson Conrad, executive director of the California Bureau of Health. Physicians approve of Conrad's exercises for three reasons. First, since water pressure, even on a non-moving body, stimulates the heart to pump blood throughout the body, exercise in the water promotes thorough circulation still more effectively.

Second, water exercise is rhythmic. And continuous, rhythmic exercises, authorities agree, are one of the best defenses against circulatory ailments which might cause atherosclerosis, often the precursor of coronary attacks and strokes.

Third, water exercise can be enjoyed with benefit by both young and old, healthy and infirm, swimmers, and in shallow water, non-swimmers. Dr. Ira H. Wilson and Fred W. Kasch, a physician-and-physiologist team, assert that even persons with paraplegia, rheumatic heart, asthma, emphysema, victims of polio or strokes, or amputation can exercise in water and enjoy weightless movement. Arthritis patients move easily under-water. Some physicians use hydro-calisthenics for their cardiac patients.

At the University of Illinois Prof. Richard H. Pohndori studied the effect of water exercise on a "typical" couple. He chose as subjects a man-and-wife team of physicians, 43 and 41 years old respectively, who had been sedentary for years. His program was simple: "Swim from one end of the pool to the other until you can swim 1000 yards a day. Swim every day for ten weeks."

Before they started, the couple took 151 physical tests. At the end of ten weeks, they were tested again: their pulse rate had dropped, their rate of breathing had dropped, their blood pressure had come down to normal, the cholesterol level in their blood had dropped 20 percent. Further, more than half of the broken blood vessels disfiguring the woman's thighs had vanished, her husband had improved in all his physical-fitness tests; he reduced the size of his heart, making it more efficient. Both felt younger, more vigorous.

**a. Make notes of the above passage using an acceptable format including abbreviations, with suitable title.**

**b. Write a summary of the above passage in not more than 80 words.**



**SECTION B (WRITING SKILLS)****NOTICE WRITING****Important Points:**

- Write name of school/ institution and city on top. Do not give the name of your own school or any other well- known school.
- Write NOTICE below school name in BLOCK LETTERS.
- Mention date.
- Give it a factual heading (maximum 6 words)
- Include -'what' (event), 'when' (date & time), 'where' (venue), 'for whom' / 'who' (eg. Classes X and XI)
- Signature / name of person issuing notice & designation.
- Make a box.
- Word limit - 50 words

**SAMPLE NOTICE**

Geetam School, Hyderabad	
NOTICE	
April 1, 2020	<p style="text-align: center;"><b>Interschool Cricket Tournament</b></p> <p>This is to inform all students of Classes IX - XII that an Inter-school Cricket Tournament will be held from 11<sup>th</sup> - 14<sup>th</sup> April, 2020 in the school grounds. Many schools from Delhi and Haryana are participating. Match timings are from 10 am to 3 pm. Passes may be collected from the Sports In-charge Mr. Vohra. For details contact the undersigned.</p> <p>Shilpi Ahuja ( Sports Captain)</p>

**Marking Scheme:**

a) Format: 1 mark (includes Name of institution, NOTICE, Title, Date & Writer's

b) Content: 1 mark - includes:

-what -- event

- when -- date / time

- where - venue

- for whom - eligibility

- other details ( passes / chief guest)

c) Expression - 1

**NOTICES**

**Attempt the Following:**

- 1) Greenways School is organizing a talent show for classes IX to XII. Write a notice for your school notice board inviting students to participate in the event. Invent other necessary details.
- 2) S.K.V. Dilshad Garden is organizing an educational tour to Goa for class XI and XII. Write a notice for your school notice board inviting students to join the tour. Invent other necessary details.
- 3) As the Librarian of Crescent International School, Gwalior, draft a notice in not more than 50 words asking all students and teachers to return the library books they have borrowed, two days before the commencement of the examination.
- 4) You are the Secretary of the Residents' Welfare Association of sector 21, Dwarka. Write a notice in 50 words to be put up on the notice board of the Association informing the members about a meeting to be held regarding the problem of parking vehicles in the area.
- 5) The Delhi Police has decided to issue a notice for all auto-rickshaw drivers in New Delhi asking them to refrain from tampering with meters and informing them about the punishment if booked under this offence. Write a notice on behalf of the Public Relations Officers of Delhi Police in 50 words.
- 6) Your school AVB Bal Vidyalaya Sirsa has completed 50 years of meritorious service to the society. As president of the students council of your school write a notice informing and inviting the names of the students to participate in the Golden Jubilee Celebration of the school in not more than 50 words. You are Ram/Radhika.
- 7) You are the Secretary of your School Literary Association. Write a notice for your school notice board, giving details of the inauguration of the literary week. You are ABC of Queen Victoria Senior Secondary School, Nagpur.
- 8) You are Asha/Asmit, Head boy/Head Girl of your school (Rainbow Public School). Write a notice for your school notice board calling for entries from students who desire to take part in Britannia Quiz Contest- preliminary round to be held at your school. Invent other necessary details.

**ADVERTISEMENTS****TYPES OF ADVERTISEMENTS**

**1. Display / Commercial Advertisements** – to advertise items for sale - retail / wholesale, aim is to attract a large no of customers, expected profits are high for eg. Nike shoes etc.

**2. Classified Advertisements** – a single or a few items for sale - expected returns are low for eg. second-hand car etc.

Classified Advertisements are brief- written in 50 words, compact – in 2- 3 running lines and are set in a box.

**General instructions:**

- Specify category eg, property/ vehicle/ pets & kennels etc.
- Be brief – 50 words.
- Do not write in complete sentences.
- Make a box.
- Give contact name, address

**Vehicles :**

- Model no, colour, year of manufacture, mileage.
- Single-hand driven, good condition, offer test drive.
- Accessories ( stereo, new seat covers etc )
- Papers, insurance details.
- Contact name, phone no.

**Sample:****Classifieds****FOR SALE**

Available golden Toyota Corolla, 2008 model, 50,000 km; owner-driven, original parts, Sony stereo, excellent condition. Expected price 6 lakhs; brokers excuse; last service done five weeks ago; registration and insurance papers ready for sale; Contact within 4 days, Ayush at, 4 Kaka Nagar, New Delhi.

**To let / Property:**

- Flat / independent house.
- Location, surroundings.
- No of rooms, kitchen, study, lawn etc.
- Descriptive words like centrally- located, spacious, airy, furnished etc.
- Contact address and telephone no.

**Sample:****Classifieds****TO LET**

Available Newly built, ground floor flat at Swasthya Vihar; near mall and metro; 2 bedrooms, study, D/D, 2 bathrooms, 2 balconies, servant quarter. Parking facility, overlooking park; 24\*7 water and electricity supply; CCTV installed on property; Expected rent Rs 12,000; can inspect property Monday-Friday from 5 pm.-7 pm.; Contact Sanjay, 34 Firdaus Park, New Delhi.

**Situation Vacant:**

- Post, company name.
- Educational qualification & experience required.
- Nature of job/ job requirement ( fluency in English, knowledge of computers )
- Personality desired (pleasing personality, smart.)
- Salary / perks offered.
- Contact address.

**Sample:****Classifieds****Situation Vacant**

Wanted for Air -Talk, a receptionist- female, graduate with a pleasing personality, excellent communication skills and working knowledge of computers. Should be willing to travel at short notice; Timings 10 a.m to 6p.m. Attractive salary, TA, LTC, medical insurance; ten days paid leave yearly; Apply with photograph and complete bio data to Manager HR, Air-Talk, Janak Place, New Delhi-23.

**Missing Person:**

- Name, age, sex.
- Date of missing / from where.
- Height, build, complexion, hair, eyes.
- Clothes last seen in.
- Reward if any.
- Contact name & phone no.

**Sample:**

**Classifieds**

**Missing**

Missing boy, 12 years, fair, thin, tall, with long brown hair wearing blue shirt and black shorts carrying a red bag; walks with a limp and scar above right eye; missing since December 21, 2017 from New Delhi railway station. Informer will be suitably rewarded. Contact SHO, Police Station, New Delhi Railway Station. Ph.no 24658098

**Pets & Kennels**

- Breed, colour, male / female.
- Age, inoculation
- Price expected
- Contact address, phone no

**Sample:**

**Classifieds**

**Pets & Kennels**

For sale Pug puppies, 2 month old, 3 male, 2 female, pure blood line, KCI registered, inoculated. Reasonable price; families with children preferred; Only genuine dog lovers to contact Anil Arora, 112, Sainik Farms. Ph 24316754.

**Matrimonials**

- Bride / groom wanted
- Education
- Profession, job, income (engineer with multinational, 5-figure salary)
- Caste, religion,
- Age, height, colour, appearance
- Contact address ( usually email ID or Post Box no. of a newspaper)

**Sample:**

**Classifieds**

**Matrimonial**

ALLIANCE INVITED FOR tall, slim and attractive investment banker working with multinational in Mumbai; alumni of SRCC and IIM, Bangalore; 5'6"; Groom should be suitably qualified, preferably an engineer or banker and working in Delhi; strictly vegetarian; Caste no bar; Send BHP to Box no 1232, Hindustan Times New Delhi - 21.

Marking Scheme for classified advertisement:

Format- 1

Content 1 mark



Expression 1 mark

### Display / Commercial Advertisement

#### Display Advertisement:

- is visually attractive, with pictures, catchy language, punch lines, slogan
- has attractive layout of text and pictures
- has varying font shapes and size.
- is expensive; used for commercial purposes.

#### Remember to include:

- Name of company / organization.
- Details regarding the product.
- special discounts / offers etc.
- address of the company / institute / organization.

#### Questions

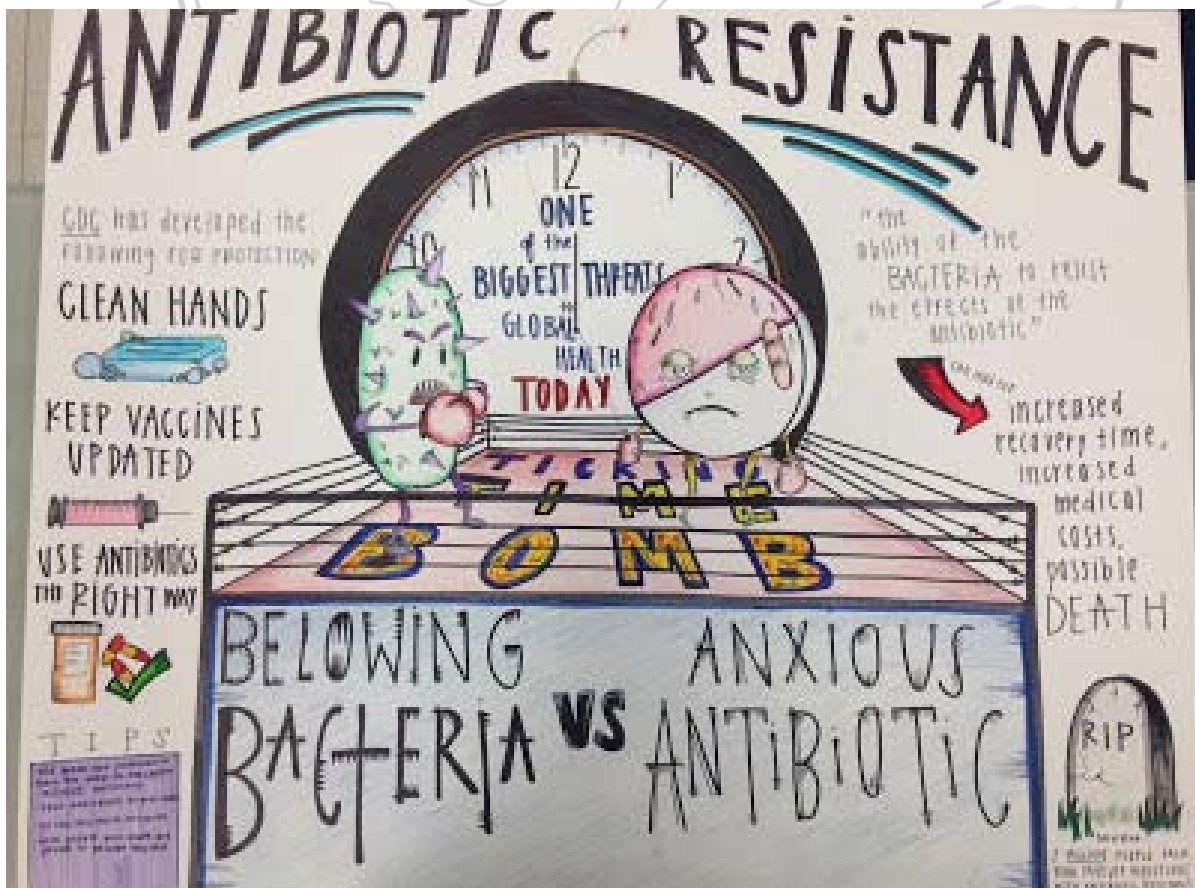
1. You are Arnit/Arnika .You want to sell your car as you are planning to buy a new one. Draft a suitable advertisement to be published in the Vehicles column of a newspaper.
2. You are Suman/Suma of 33/244,M.M.road,Mysore. You want to sell off your old desktop computer as you have purchased a new one. Draft an advertisement to be published in The Times of India under classified columns giving its details & the expected price.
3. You are the General Manager of EVL Company which requires posh bungalows on company lease, as guest houses. Draft an advertisement in not more than 50 words under the classifieds column.
4. You are Devang of 56, Railway Colony, Kanpur. You are a postgraduate in English and you wish to work in an advertising agency. Write an advertisement for the classified columns of a newspaper giving your qualifications and experience.
5. You want to sell your newly built flat. Draft a suitable advertisement, giving relevant details, in not more than 50 words, for the classifieds column.
6. You are the Regional Manager of Bank of Rajasthan, which is introducing a 24 hour banking facility for its customers. Some Automatic Teller Machines have to be installed in South Delhi for this purpose. Write an advertisement for suitable space to be taken on rent by the bank to install the ATM machines.
7. Mumbai Public School requires yoga and tennis coaches. Draft a suitable advertisement in not more than 50 words for the 'Situation Vacant' column stating your requirements regarding age, qualifications, experience etc. you are the Principal of the school.
8. A well-known showroom for jewelry is holding its grand annual clearance sale. Frame a suitable advertisement for a newspaper.
9. Design an advertisement on behalf of the Ministry of Defence exhorting the youth to join the defence services.
10. You are a builder and you are building a commercial complex in Noida. Design an advertisement for the complex highlighting its unique features.
11. Unilever has launched a new age defying cream. Draft an advertisement highlighting the merits of this new product.
12. You are looking for a Maths tutor for your sister who studies in the sixth grade. Write an advertisement in 50 words to be published in a newspaper.
13. You own a cyber café in Lajpat Nagar and need two computer operators to run the café. Write an advertisement for the same in 50 words.
14. You are looking for a compatible match for your brother who is a software professional and lives in Alaska. Write an advertisement in 50 words for the matrimonial section of a national daily.

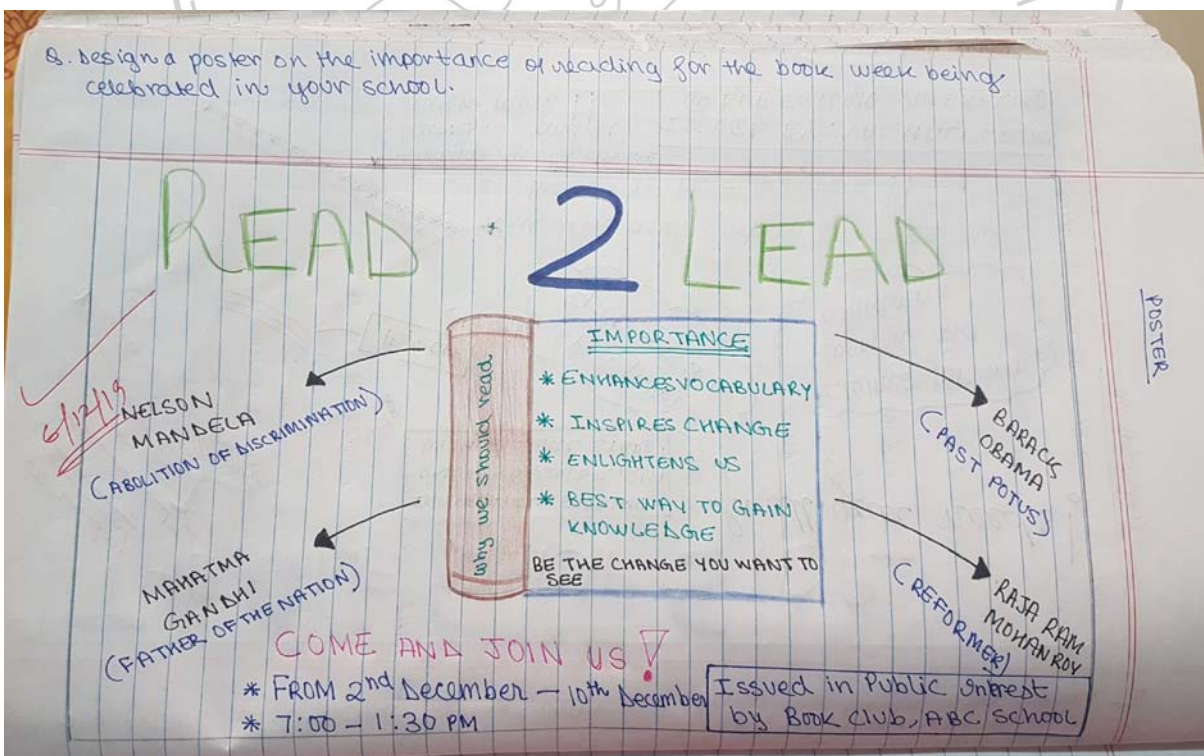
15. You want to sell a hybrid pair of milch cows. Draft an advertisement giving suitable details to be published in the column 'Livestock' in a newspaper.

### POSTERS / COMMERCIAL ADVERTISEMENTS

#### Important Points:

- Highlight main topic, for eg. SAVE WATER in big and bold letters to draw attention.
- Make a catchy slogan/ heading
- Give necessary input.
- Can use sketches / graphics.
- Use different fonts-size & shape.
- Include important information like 'what' 'when' 'where' 'how' wherever relevant.
- Make the layout *attractive*.
- Include the name of the organization issuing the notice. (e.g. *Issued in Public Interest by Ministry of Health*)





### Questions

- 1) You are Romi/Rohit, Sports Captain of Sunshine International School. Your school has organised a marathon to promote a cause. Design a visually appealing poster about this in about 50 words. Include all relevant details
- 2) Your brother has opened a new showroom for Refrigerators named 'Chilz'. Draft an advertisement for a local daily to promote the sale of the Refrigerator offer for '6 Kulfi Moulds FREE' along with the refrigerator to those who buy before Aug '17
- 3) You are an active member of the United Nations Volunteers Association [UNVA]. Design an attractive poster asking the educated youth to volunteer to teach the under-privileged children for two hours under the project 'Teach India'
- 4) There is an exhibition of handicrafts items at Dilli Haat, Delhi. Prepare a poster inviting the people to see the exhibition. Give a suitable title to your poster.
- 5) Draft a poster in 50 words to be issued by the Delhi government cautioning people against the hazards of burning crackers and encouraging them to celebrate an Eco friendly Diwali.
- 6) During the rainy season, there is a rise in the number of dengue cases in the city. Prepare a poster to be issued by the Health Department suggesting ways in which one can prevent this deadly disease.
- 7) The Ministry of Human Resources is organizing an inter-state classical music festival in New Delhi. Draft an attractive poster in 50 words for the festival on behalf of the ministry.
- 8) On behalf of the Election Commission of India draft a poster urging people to vote. Also, emphasize on the importance of casting one's vote in a democracy.
- 9) Prepare an attractive poster to create awareness among the people regarding the importance of knowledge of consumer rights under the programme "Jago Grahak Jago"

### INVITATIONS

#### **Kinds of Invitations**

- a) Card format ( Personal & Institutional )
- b) Formal letter
- c) Informal letter ( Personal)

#### **Kinds of Replies to Invitations**

- a) Formal letter of Acceptance / Regret
- b) Informal letter of Acceptance / Regret

#### **Content for an invitation includes**

- a) What (eg. dinner)
- b) When
  - i) date (eg- May 23, 2022)
  - ii) time (eg - 6.30pm )
- c) Where (eg -12, Station Road, New Delhi)
- d) Why (eg - to celebrate placement)

#### **Content for reply to an invitation includes - -**

- a) Expressing thanks for invitation
- b) Accepting / giving regret mentioning reason for not accepting invitation
- c) Giving your good wishes for the occasion.



**Style / tone:**

- i) formal and polite for formal invites / formal replies
- ii) warm and personal for informal invites as well as informal replies

**Example of Formal Institutional Invitation**

The Principal, Staff and Students  
of  
**Geetanjali School, Hyderabad**  
request the pleasure of your company at  
their Annual Cultural Celebrations  
**'SRISHTI'**  
on Friday, August 10, 2021, at 10 am  
at Rabindrabharati Auditorium  
Shri S R Kapoor ,  
Chief Minister of Maharashtra,  
will be the Chief Guest

RSVP  
Mrs Thomas  
[Tel:26885567](tel:26885567)

Programme overleaf

**Example of Formal Wedding Invitation:**

Mr & Mrs Malhotra  
cordially invite you to  
the wedding of their son  
**Ayush**  
with  
**Deepika**  
(d/o Mr and Mrs Jaipuriya)  
on Sunday, July 26, 2021 at 8 pm  
at their residence at  
6, Malcha Marg, New Delhi

RSVP  
Rati -30213453

With Best Compliments  
Friends and relatives

**Formal Letter (Invitation as Chief Guest)**

Model Global School  
West End  
New Delhi

February 20, 2022

Mr ABC  
Chief Minister  
Govt. of Delhi  
New Delhi

Dear Sir

Sub: Invitation to Investiture Ceremony

This is regarding the investiture ceremony of our school which will be held this month. The investiture ceremony is an important occasion in our calendar as on this day the young leaders take charge of their responsibilities.

This year our school will hold its **investiture ceremony on March 28, 2022 at 10 am, in the school auditorium.** I request you to be the **Guest of Honour** on the occasion. I hope you find time to come and encourage our children.

Kindly **confirm your availability** at the earliest.

Yours sincerely

(Principal)

**Informal Personal Invitation - Letter Format**

26, Ma1cha Marg  
New Delhi

March 6, 2022

Dear Mohit

I am **throwing a party** to celebrate my new job at NDTV. I hope you join me for **dinner on 26th March, 2022 at 8 p.m. at Big Chill, DLF Promenade, Vasant Kunj.**

I look forward to meeting you on 26th. Kindly **confirm your availability** at the earliest.

Yours sincerely

Arjun

**Formal Letter of Reply to Invitation (regret)**

Chief Minister  
Govt. of Delhi  
New Delhi

April 20, 2022

The Principal  
Model Global School  
West End  
New Delhi

Dear Ma'am  
Sub: Letter of Regret

This is regarding your invitation to the **Investiture Ceremony**. It is heartening to hear about the young leaders who have been selected for these responsible positions. It is a matter of great honour that your school has invited me as the **Guest of Honour to the Investiture ceremony of the newly appointed Student Council, on April 28, 2022 at 10.00 am**. Unfortunately due to a **prior commitment** I will not be able to attend the function. My **best wishes** are for the newly appointed Council.

Yours sincerely  
(Chief Minister)

#### Informal Reply to Invitation (acceptance)

5, Panchsheel Enclave  
New Delhi

June 20, 2022

Dear Arjun  
**Congratulations** on getting a fantastic job with NDTV. **Thank you for inviting me on 28th June, 2022, at 8 p.m. for dinner at Big Chill, Vasant Kunj.** I will surely be the first one to reach and of course like all other times the last to leave.  
Looking forward to your party,

Yours sincerely  
Mohit

## Marking Scheme- for invitation:

- a) Content  
1 mark (what, when where, why)
- b) Expression  
1 mark (grammatical accuracy, spellings, suitable style)
- c) Format- 1 mark

## Marking Scheme- for reply:

- a) Content  
1 mark (express thanks, what, when, congrats, accept/regret giving reason)
- b) Expression  
1 mark (grammatical accuracy, spellings, suitable style)
- c) Format - 1 mark

**Questions**

- 1) You are Dr. Amit Gupta, an eminent educationist. You have been invited to preside over an Inter Zonal Declamation competition by Nalini, the President of English Literary Club of Government Model Sr. Sec. School, Sector-20, Chandigarh. Write a reply accepting the invitation.
- 2) You are hosting a party to felicitate the victorious 'Rajasthan Royal Cricket Team' in the IPL match. Draft the invitation in 50 words.
- 3) You are Akshay / Abhinaya. You have been invited to participate in a seminar on 'Effective Time Management' organized by the Lions Club of India of your district. Respond to the invitation by writing a letter to the Secretary of the Club.
- 4) You are Rashi/Manav, School Captain of Vidya Vikas Vidyalaya. You have decided to celebrate "The Grand Parents Day" in the school. Draft a formal invitation to be sent to the grandparents of students of your school giving details of the programme, day, date, time etc.
- 5) Your parents are celebrating the silver jubilee of their marriage. Draft an invitation to be sent to relatives and friends.
- 6) The Literary Club of your school is organizing a caricature contest in the school. Draft an invitation inviting the famous cartoonist, Sudhir Tailang, to be the guest of honour during the contest.
- 7) The Fine Arts Society of St. Joseph's School is organizing a poster making competition for students of classes VI-VIII. Draft an invitation to be sent to various schools of Delhi.
- 8) Fabindia has opened a branch in Faridabad. On their behalf draft an invitation to be sent to all patrons inviting them to the inauguration of the showroom.
- 9) You are Ritesh, son of Mr. Ratan Singh of Model Town, Nagpur. Your father wants you to draft a formal invitation to be sent on the occasion of the house warming ceremony. Draft the invitation.
- 10) Suman/Suresh has cleared the Pre-Medical Entrance Test. The family is elated at the achievement and decides to have a get-together for all friends. Draft an informal invitation for the get-together.



- 11) You are Sachin / Sunita, the President of the Value Education Club of your school. Your school is organizing a series of lectures by eminent educationists from October 20, to October 26, 2016. Draft a formal invitation to be sent to Mr Vikas Swaroop, noted novelist to speak on 'The Importance of Values and Discipline in Life'.
- 12) The Rai School, of Gandhinagar had invited the Sports Minister of Gujarat to be the chief guest on the occasion of Sports Day in school. Draft a reply on his behalf expressing his inability to attend the Sports Day.
- 13) Mr Sanjeev Kapoor and his wife have been invited to a formal dinner being hosted by the ambassador of Switzerland in New Delhi. Draft a reply on their behalf accepting the invitation.
- 14) Kendriya Vidyalaya, Baroda has sent an invitation to Father Agnel School, Lucknow to their inter-school painting competition. However Father Agnel School is unable to participate as the second terminal examinations will be held during that time. Write a reply on behalf of Father Agnel School declining the invitation.
- 15) Brig. H N Mehta has been invited as the Chief Guest to inaugurate the new computer wing of Army Public School, Ambala. However, due to a conference in Mumbai, he will be unable to attend the same. Draft his reply in not more than 50 words.

### REPORT WRITING

#### Newspaper Report

Important Points :

- Give a catchy headline. (maximum 6 words)
- Mention writer's name right below the headline.
- Write city/ town & date.
- Ensure the opening sentence includes 'what', 'when', 'where'.
- Write the details of the incident / event ( why & how) next
- Include statement of eyewitness / police/ authorities
- Keep the report factual. (Do not include writer's feelings about the incident)
- Write in 2-3 paragraphs.
- Word limit: 125 words.

#### Magazine Report

A magazine report is similar to a newspaper report. However do not mention place and date. It is usually written to cover an event (for eg. Book Week)

- Give a factual headline. (maximum 6 words)
- Write in one paragraph
- Mention writer's name right below the headline.
- Ensure the opening sentence includes 'what', 'when', 'where'.
- Write details of the incident / event ('how').
- Include the highlight of the event.
- Conclude / sum up the event.
- Keep the report factual. (Do not include the writer's feelings about the incident).
- Word limit: 125 words.

**Questions**

- 1) 5th June has been recognized as World Environment Day. Your school conducted various activities to commemorate the day. Write a report about it in about 150-200 words for your school magazine.
- 2) You are Karuna/Karan. Your school organized a workshop under NAEP to create awareness among adolescents of the growing abuse of drugs. Write a report in not more than 125 words for publication in the Times of India (NIE).
- 3) You are Raghav / Raghavi of Bal Bharti School. A team of educationists from Pakistan visited your school as a part of a cultural exchange programme. Students of your school put up a cultural show in their honour. Write a report on the show for your school magazine.
- 4) You are Gagan Sharma, the newly elected Head Boy of St. Georgia School. Write a report for the school magazine about the investiture ceremony held recently in your school.
- 5) Recently you attended a seminar on 'Disaster Management' in which matters related to floods, earthquakes, fire etc. were discussed. Write a report in about 125 words for your school magazine. You are Priti/Preet of Vidya Bhavan.
- 6) Your school recently organized a workshop on self-defence techniques for the students of senior school. Write a report on it for the school magazine in 125 words. You are Radha/Ranjan, the editor of the school magazine.
- 7) A two day long Food Festival was organized by your school. Write a report in about 125 words for your school magazine. You are Hiten / Harshita.
- 8) You are Vibhuti Shang, a news reporter. Write a short report on Education Fair for a local newspaper.
- 9) As a staff reporter for 'The Times of India', who witnessed the collapse of a building in Laxmi Nagar, which led to the death of 65 people. Write a report in around 125 words for publication in the paper.
- 10) You are Neera / Naveen working for a national daily. You attended a seminar on 'The Implications of Global Warming' organized by UNO as part of Global Warming Awareness Week. Write a report on the proceedings of this seminar in not more than 125 words for publication in the newspaper.
- 11) You are Sharad/Sharda, a press reporter. You witnessed the suffering undergone by flood victims in terms of loss of life and property. Write a report in about 125 words for 'The Indian Express', Chennai.
- 12) You are a press reporter. Write a report on the recent cattle catching drive launched by MCD to clear stray cattle from Delhi roads. The word limit is 125- 150 words.

**LETTERS****Letter to the Editor**

These are usually written to express your opinion on some important current/ social problem.

**Para 1:** introduce the problem briefly (power cuts in Vasant Kunj )

**Para 2:** discuss the issue / problem at length listing reasons for it (poor distribution, inadequate supply) and the resulting effects (inconvenience to residents/ studies affected).

**Para 3:** Give 1 or 2 practical solutions/suggestions to overcome the problem (have fixed timings for power cuts so that residents can plan accordingly / avoid power cuts between 6pm & 9pm).

**An Editor may be requested to:**

- publish your letter
- publish more detailed reports/articles to create awareness in the public - start a special column where concerned and like-minded citizens may share their views and experiences.

Please remember, the editor cannot really solve the problem, so do NOT ask him/ her to 'take immediate/ necessary action.'

**Some suggested opening sentences for letters to an Editor:**

- i) Through the esteemed columns of your newspaper, I would like to draw attention of the public to an important issue which
  - ... merits immediate attention.
  - ... needs to be tackled with utmost seriousness.
  - is causing grave concern to.. etc
- ii) Recently in your newspaper dated .., (mention date and month  
for example, 20 July) I read an article concerning the issue of ...  
I strongly feel... .
- iii) This letter is to draw the reader's attention towards.....

**Some suggested concluding sentences are:**

- i) I do hope you will publish my letter and help initiate public debate on the issue.
- ii) It is hoped that in future too your publication will continue to carry more such articles.
- iii) I do hope more informative articles on the issue would be published to help spread awareness among the readers etc.

**Letter of Complaint**

**Format of a Letter of Complaint**

Sender's address

Date

Receiver's Address

Dear Sir

Subject

Body of Letter:

Structure your letter so that you include a heading - which identifies the issue and name of product, service, with purchase or reference number if applicable.

**Para 1:** State the simple facts, with relevant dates and details clearly. Make sure you include all the necessary facts that will justify why your complaint should be resolved. For example : "*The above item number 1234 was delivered to xyz address on 00/00/2000 date and developed abc fault on 00/00/00 date.*"

**Para 2:** Explain how this caused inconvenience. For example: This put our firm in a difficult position, as we had to make some emergency purchases to fulfil our commitments to all our customers. This caused us considerable inconvenience.

**Para 3:** Next state what you'd like to happen - a positive request for the reader to react to. For Example: *I am writing to ask you to please replace the defective items immediately and to ensure that such errors do not happen again.*

Include also, (as a sign-off point is usually best), something complimentary about the organization and/or its products, service, or people. For example: *"I've long been a user of your products/services and until now have always regarded you as an excellent supplier/organization"*

Closing: For example: *I have every faith therefore that you will do what you can to rectify this situation. / I look forward to prompt action.*

Complimentary close

**Important:**

The tone of complaint letters should not be aggressive or insulting, as this would annoy the reader and not encourage them to solve the problem. In addition, questions such as 'Why can't you get this right?' should not be included.

**Marking Scheme for Letter of Complaint -**

**Format** - 1 mk

(1 sender's address, 2 date, 3 receiver's address, 4 subject, 5 salutation, 6 complimentary close)

**Content**- 2 mks

**Expression**-2 mks

Grammatical accuracy, appropriate words, spellings 1 mk

Coherence, relevance of ideas and style 1 mk

**Suggested value points:**

- Details of problem
- Inconvenience caused
- Suggested action
- Any other relevant details

**Letter of Enquiry**

We write an enquiry when we want to ask for more information concerning a product, or service. These letters are often written in response to an advertisement that we have seen in the paper, a magazine, a commercial on television when we are interested in a product, but would like more information before making a decision. ( Eg joining CAT coaching classes with TIME)

**Important :**

- **The Start :** Dear Sir or Madam
- **Giving Reference:** With reference to your advertisement (ad) in...
- **Requesting a Catalogue, Brochure, Etc.:** After the reference, add a comma and continue - ... , would (Could) you please send me ...
- **Requesting Further Information:** I would also like to know ...  
Could you tell me whether ...
- **Signature:** yours sincerely / faithfully

**Marking Scheme for Letter of Enquiry -**

**Format** - 1 mk

(1 sender's address, 2 date, 3 receiver's address, 4 subject, 5 salutation, 6 complimentary close)

**Content**- 2 mks

**Expression**-2 mks

Grammatical accuracy, appropriate words, spellings 1mk

Coherence, relevance of ideas and style 1mk

**Letter for Placing an Order****Important :**

- The Start : Dear Sir or Madam
- Giving Reference : With reference to your advertisement (ad) in.../our telephonic conversation.....



- Specify item, model, colour, no. of items required, discounts, if any
  - Further mention warranty, mode of payment, delivery etc
  - Signature: *yours sincerely / faithfully*
- Avoid** - placing vague orders ( eg. 12 tables).Specify model no / size / colour

**Do not forget to include**

- a) model no.
- b) warranty
- c) mode of payment / delivery

**Marking Scheme for Letter for Placing an Order -**

**Format** - 1 mark

( 1 sender's address, 2 date, 3 receiver's address, 4 subject, 5 salutation, 6 complimentary close)

**Content**-2 marks

**Expression** 2 marks

Grammatical accuracy, appropriate words, spellings 1 mark

Coherence, relevance of ideas and style 1 mark

**Letter of Application**

Format for Letter of Application:

Address

City, Pin Code

Date

Title

Company

Address

City, Pin Code

Salutation

Dear Mr./Ms. Last Name, (leave out if you don't have a contact name)

Subject

Post you are applying for

Body of Cover Letter

The body of your cover letter lets the employer know what position you are applying for, why the employer should select you for an interview, and how you will follow-up.

First Paragraph

The first paragraph of your letter should include information on why you are writing. Mention the position you are applying for and where you found the job listing.

Middle Paragraph(s)

The next section of your cover letter should describe what you have to offer the employer.

Mention specifically how your qualifications match the job you are applying for. Remember, you are interpreting your resume, not repeating it.

## Final Paragraph

Conclude your cover letter by thanking the employer for considering you for the position.

Include information on how you will follow-up.

Complimentary Close

Yours sincerely

Signature

## Enclosures:

1. BIO DATA
2. TESTIMONIALS

## SAMPLE BIO DATA

## BIODATA

Name : ABC

Date of Birth : 20-01-1985

Address : 123, Street no.  
XYZ Avenue  
1112224422

## Educational Qualification:-

S. no.	Degree	Institute / School	Subject	Year of Passing	% age
1.	AISSCE	ABC School	Physics, Chemistry, Maths	2004	85%
2.	B Com.	SRCC	Accounts	2007	90%
3.	Dep in Hotel Management	XYZ College	Hotel Management	2009	90%

## Work Experience :-

1. Worked as an Intern at CNN Hotels from July to December.
2. Worked as Assistant Manager at PQR Hotel from Jan. 2010 till date.

Expected Salary : Rs. 2 L/ month.

Hobbies : Travelling, Learning Languages.

- References :
1. Suthana Sulta  
CEO, Leela Hospitality  
12, Jor Bag, New Delhi – 110001.
  2. Shreya Srijesh  
Head of Economics Department  
SRCC  
Delhi University, New Delhi.

**Marking Scheme for Letter of Application –**

Format – 1 mk

(1 sender's address, 2 date, 3 receiver's address, 4 subject, 5 salutation, 6 complimentary close)

Content- 2 mks

Expression 2 mks

Grammatical accuracy, appropriate words, spellings 1mk

Coherence, relevance of ideas and style 1mk

**Sample Letter of Application 1**

10, Jay Nagar  
Bangalore-40

March 26, 2020

Mr Rakesh Sharma  
The Manager  
Yahoo India Pvt Ltd  
Bangalore-12

Dear Mr. Sharma

Subject: Application for Post of Computer Programmer

This is with reference to your advertisement in The Times of India, Ascent section, dated March 25, 2018. I am writing to apply for the post of Computer Programmer.

With a BS degree in Computer Programming, I have a full understanding of the full life cycle of a software development project. I also have experience in learning and excelling at new technology as needed. The opportunity presented in this listing is very interesting, and I believe that my strong technical experience and education will make me a very competitive candidate for this position.

I am presently working for Satyam Software Solutions. I have successfully designed, developed, and supported live use applications. I strive for continued excellence. Please see my resume for additional information on my experience

I can be reached anytime via my cell phone, 555-555-5555. Thank you for your time and consideration. I look forward to speaking with you about this employment opportunity.

Yours sincerely  
Shreedharan Nair

Enclosures:

1. Bio Data
2. Testimonials

### BIO DATA

<b>Name</b>	Shreedharan Nair			
<b>Father's Name</b>	Ramesh Nair			
<b>Date of Birth</b>	July 15, 1984			
<b>Permanent Address</b>	10, Happy Home Apts ,Sector 3 ,Jay Nagar ,Bangalore - 40			
<b>Telephone Number</b>	080 284564321			
<b>Email Address</b>	shree_dharanair@gmail.com			
<b>Educational Qualifications</b>				
<b>Sr. No.</b>	<b>Degree</b>	<b>Institution</b>	<b>Subjects</b>	<b>Percentage/Grade</b>
1.	Class XII	Bishop Cotton Boys School	Physics, Chemistry, Biology, Mathematics, English	91 %
2.	B Sc	Loyola College, Chennai	Physics, Chemistry and Mathematics	82%
3.	Diploma in Computer Science	NIIT, Bangalore	Computer Programming	A Grade



**Work Experience**                      **Working with Satyam Software Solutions as Assistant Programmer from June 2005 till date**

**Interests**                                Reading, trekking

**Salary Expected**                      Rs 12 lakhs per annum

**References**

1. Ankita Sharan  
Head of NIIT  
M.G. ROAD  
Bangalore
2. Sumit Chandra  
Head of Physics Department  
Loyola College  
Chennai

**Sample Letter of Application - 2**

The following is a letter of application for the post of office Manager in Bombay Dyeing. Study the covering letter given below and make a Curriculum Vitae based on it.

2727, Colaba  
Mumbai - 220056

March 25, 2020

The Director  
Human Resources  
Bombay Dyeing  
Mumbai

Dear Sir

Subject: Application for Post of Office Manager

This is with reference to your advertisement in Mail Today dated March 10, 2018 for the post of Office Manager. I wish to apply for the same.

I have recently completed a year-long course called Business Applications as well as gained one year experience at Monster.com. While working for Monster.com, I developed many office and clerical skills. I dealt with customers who sometimes could be very difficult, but I learned to handle them calmly and with courtesy. I believe the teamwork skills that I learned will be of benefit to Bombay Dyeing in dealing with office and sales issues.

I have enclosed my resume for your review. I would like to meet with you at your convenience. I can be reached at 9988765443 or by email shashank@gmail.com. I look forward to hearing from you soon.

Yours sincerely

Signature

Shashank Agnihotri

Enclosures:

1. Bio Data
2. Testimonials

BIO DATA	
Name	
Father's Name	
Date of Birth	
Permanent Address	
Telephone Number	
Email Address	
Educational Qualifications	
Work Experience	
Interests	
Salary Expected	
References	

The following is a letter of application for the post of Chief Advertising Manager in Reliance Retail. Complete the letter by using the hints given.

12/ A, Gayatri / Colony  
Bhandup, Mumbai 23

May 30, 2020

Mr Naveen Sharma  
H R Head  
Reliance Retail  
Versova  
Mumbai

Dear Ms. Sharma

Subject : Application for the post of Chief Advertising Manager

This is \_\_\_\_\_ I wish to  
apply for the position of Chief Advertising  
Manager \_\_\_\_\_.

I have 5 years' experience in advertising. I am currently the  
\_\_\_\_\_. I'm responsible for marketing for  
the firm's industrial contracts.

This position has a definite appeal for me, \_\_\_\_\_. I'm  
considering my career options at this point, after three years with Hindustan Lever. I feel it's time  
to move upward, and back into general advertising, rather than one dealing with a single product  
line exclusively. Reliance's very diverse lines of retail products are impressive. The standards of  
advertising, copy and graphics are truly excellent, which has \_\_\_\_\_.

I believe I can add value to the Chief Advertising Manager position through my years of  
experience and genuine enthusiasm for Reliance's excellent work. Please contact me should  
\_\_\_\_\_.

Yours sincerely  
Smriti Prasad

Enclosures:  
1 Certificates  
2 Curriculum vitae

Hints:

- you require any further information.
- advertised in The Sun Newspaper on June 25, 2018.
- both on a personal and career basis
- Senior Marketing Manager in Hindustan Lever.
- encouraged me to apply for this position.

Prepare a CV based on the above covering letter.

BIO DATA	
Name	
Father's Name	
Date of Birth	
Permanent Address	
Telephone Number	
Email Address	
Educational Qualifications	
Work Experience	
Interests	
Salary Expected	
References	

### Questions

- 1) You see a classified advertisement in the newspaper inviting applications for the post of a Sales Executive in a reputed bank. Write a letter with bio-data in about 120-150 words to the HR Manager, HABC Bank, Lajpat Nagar , New Delhi, applying for the post advertised. You are Avani/ Aviral of 120, Kirti Nagar, Delhi.
- 2) You are Kumaran/Koyala, Vice President, Customer Care, Shopmart Online. You have received a letter of inquiry from a dissatisfied customer seeking information about your company's exchange policy. Write a letter of reply in about 120-150 words to the customer giving information about the same.
- 3) Write a letter to the Editor of a newspaper drawing the attention of the concerned authorities towards the number of schools that fail to provide proper playgrounds and classroom facilities.



- 4) A well - reputed College has advertised for the post of two well-experienced, highly qualified Physics/Mathematics/Sociology Lecturers on permanent basis. You are Suhas / Sneha of 52-Wellington Road, Mumbai. Write a job application for this post with complete biodata. Invent other details.
- 5) You are Nalin/Vishal, Hostel Warden , Zenith Public School, Kosikalan .Write a letter to the Sales Manager, Bharat Electronics Ltd, New Delhi, placing an order for a few fans, ovens and geysers that you wish to purchase for the hostel. Also ask for a discount permissible on the purchase.
- 6) Of late, you have been observing that senior citizens are also being allotted the upper berths in the trains, which causes a lot of inconvenience to them. Draft a letter to the editor of 'The Hindu', Chennai, drawing the attention of railway authorities to look into the matter and redress the grievance of senior citizens. You are Rajni / Rakesh of 16, Avadi, Chennai.
- 7) As a parent ,write a letter to the Principal ,Ahicon School ,Chandigarh, requesting him to grant your ward Anil / Akansha, permission to attend the school two hours late for a month as he /she has to attend the coaching classes arranged by Sports Authority of India, on being selected for participation in National swimming Championship.
- 8) You are Raman/Rama, a member of the Parent-Teacher Association of ABC School, Hyderabad. Write a letter to the Principal of the school asking her to introduce a vocational stream in the school, teaching subjects such as computers, insurance, legal studies etc. so that the students may not needlessly continue academic studies. You are residing at 15, Anand Colony, Hyderabad.
- 9) You are the Manager of Oriental Delight, a restaurant in New Delhi. You recently bought furnishings and upholstery from Cottage Emporium for your restaurant but were aghast at the poor quality of the materials. Write a letter of complaint to the manager at the Emporium asking for a replacement.
- 10) Kumar has purchased a frost-free refrigerator of 265 litres from Lifestyle, Gurgaon. After a month of purchase, the freezing section of the refrigerator has failed. Write a letter to the Sales Manager of the firm complaining about it and requesting for the piece to be changed since there is a two year warranty.
- 11) You are Raj/Rani, living at 3, M.G.Road, New Delhi. You read an advertisement about a one month course in Web Designing to be organized by Logistics Learning Limited, 10 Patel Road, New Delhi. You wish to join this course. Write a letter to the advertiser seeking all relevant information about the course.
- 12) You are Shweta / Saurabh, member of the Human Rights Commission which recently celebrated Human Rights Day on 10 December. However you wonder about the relevance of observing such days when the newspaper headlines scream out the harsh reality of the atrocities committed on the common man, violence against farmers, women and children being forced to work. Write a letter to the editor of a national daily expressing your views and suggesting ways in which we can make a difference.
- 13) 'Mindsets don't change by merely changing countries' The newly-wedded emigrant Indian woman continues to be the target of dowry harassment, wife-beating, concealment of

earlier marriage, ill-treatment and desertion in a foreign land. Write a letter to the editor of a national daily expressing your concern about the situation. Also suggest some solutions ( 200 words)

- 14) You are the General Manager of Bharat Publishing House, Panipat. You had received a bulk order from Rai School for the supply of text-books for the academic session 2008 to be supplied by 25 January 09. Unfortunately, there is a problem of short supply of electricity / labour unrest in your Publishing house. Write a letter to the Principal, Rai School explaining why the orders can't be executed by the due date and requesting for an extension of the deadline.
- 15) You are Gaurav / Garima, 13, Vaishali, Delhi. Read the advertisement below and write a letter to the advertiser, applying for the job.

WISDOM PUBLISHERS  
10,SECTOR 24 ,FARIDABAD  
Wanted Sales Manager  
Qualification: M.Com /M.B.A  
Experience :5 years for M.Com; 1 - 2 years for M.B.A  
Competency :Knowledge of computers ,finances and related commercial activities  
Salary commensurate with qualifications and experience.  
Apply to the General Manager.

- 16) Judith Public School, Pune has recently introduced a Diploma Course in Lab Technology under vocational stream. The prospects of this course are not clear in your mind. Write a letter to the Principal of the school inquiring about the future prospects of this course and requesting him to send a prospectus.
- 17) New India Anodisers, A-10 Phase II Mayur Vihar, New Delhi advertised regarding the vacancy for the post of an accountant. In response to it, apply for the post, giving your bio data. You are Anil/ Anila.
- 18) ABC Pharmaceutical Company, Madurai requires a few Marketing Executives. Write a letter to the Personnel manager of the company applying for the post, giving your bio data. You are Madhav/ Madhavi.
- 19) As Cultural Secretary of GD Birla School, Jamshedpur, you are organizing a poster-making competition, in connection with the Diamond Jubilee Celebrations of your school. Draft a circular letter to be sent to various schools in your city requesting their participation. Invent details.

## ARTICLE /SPEECH /DEBATE WRITING

**Important Points for ARTICLE WRITING :**

- Begin with the title (eye catching; max. 6 words) and below it write the writer's name.
- Introduction should grab the reader's attention. eg *It is quite a paradox Oliver does not want more. In fact, he is being offered more but he is saying 'Thank you'*
- In the next 2 paragraphs develop your argument logically. Give examples if required.
- Round off your article with a strong conclusion.

Sometimes the question tells you the stand you should take ( eg. You are concerned about the craze for westernization among the Indian youth today. You are worried about the erosion of our culture and values. Write an article highlighting the need to preserve our age-old culture.) For a question like this you have to write that westernization is bad for our youth even though you may personally think otherwise.

Marking Scheme for Article:

Format - 1 mark      Title and writer's name

Content - 2 marks present situation, causes, solutions

Expression - 2 marks grammatical accuracy & spellings 1 mark

Coherence, relevance of ideas, style 1 mark

**SPEECH WRITING**

A speech is meant to convey one's thoughts or opinions, share information with or spread awareness among a large number of people. A good speech has clarity of thought and expression, accuracy of facts and an unbiased view of issues.

**Format:**

- Beginning : A pre-speech note : Salutation : Occasion of speech : Announcement of topic
- Development of topic : Reference to newspapers statistics, effects and results, arguments, etc
- Winding up : Summing up of all points
- Conclusion : Conclude with a hope or an appeal or a warning : End with a 'Thank You'

**Points to remember:**

- It is very important to hold the attention of the audience. Therefore, keep the speech to the point and appealing.
- Start the speech with an interesting bit of information, a question or a quotation.
- Convey your opinions and views in an organised and coherent manner.
- Develop each point properly and then move on to the next one.
- Provide examples, statistics and facts that are properly researched and authentic.
- Interact with the audience by posing questions and including some humour, if it is appropriate.
- End with an emphasis on your point of view and personal inferences so that the audience thinks about what you have expressed.
- Always thank the audience for listening to you before leaving the stage.

**Format** (opening address and conclusion): 1 mark

**Content** :2 marks

**Expression:** 2 marks

Grammatical accuracy, appropriate words and spellings [1]

Coherence and relevance of ideas and style [1]

**DEBATE WRITING**

A debate is a formal contest of argumentation in which two opposing teams defend and attack a given proposition. It is a persuasive manner of speaking with the aim of converting the view of another person, or an audience, to your own point of view. In this speech, the speaker speaks either for or against the issue being discussed.

In a way you have to-

- Convince the audience.
- Defeat your opponent.

**Format:**

- **Salutation:** Address the jury, teachers and the audience properly
- **Introduction:** Begin with a quotation, question or interesting statistics
- **Stating the stand:** Make your stand very clear from the very beginning
- **Main points:** Highlight the main points very emphatically
- **Develop points:** Substantiate them with relevant examples, statistics, etc
- **Conclusion:** State your own opinion or view in the concluding lines to emphasise your stand on the issue

**Format: 1 mark**

- topic introduction, addressing the audience, mention for /against the motion

**Content: 2 marks**

**Expression: 2 marks**

Grammatical accuracy, appropriate words and spelling [1 ]

Coherence and relevance of ideas and style [1]

**SAMPLE DEBATES:**

**On the National Debate Forum, the topic given to the students is 'Should college students or even Class XII students be given unlimited freedom?' Write a speech for or against the topic in about 150-20 words.**

Teenage proclaims itself to be near adulthood. So shouldn't a teenager be allowed to probe the mysteries of the world all on his/her own? The modern environment and educational facilities surely enable that. However, I strongly feel that some kind of guidance is necessary for their young and impressionable minds. Good morning, ladies and gentlemen, today I, Akshay Jha, stand before you to speak against the topic.

It is true that the modern world offers a variety of opportunities for all age groups in all the fields of knowledge, and everything is accessible at the click of a button. But, with one click on the wrong button, one could get access to harmful knowledge. Therefore, there needs to be some kind of control over the kind of freedom a teenager enjoys.

One could argue that aren't teenagers capable of deciphering the good from the bad as they are on the threshold of adulthood? I agree with this thought but too much curiosity can lead to added confusion, and even chaos. Some kind of parental guidance should be exercised on teenagers regarding the kind of movies to be watched, the books to be read, friends to have, etc.

Some of us may strongly protest as to why can't we be on our own and enjoy life. But the truth is that the world consists of both good and bad things and teenagers are not in a position to differentiate between the grey areas amidst good and bad. So the parents' guidance to a certain extent is essential.

Therefore, I think that while creative urges and the inquisitiveness of teenagers about the goings-on in the world should not be suppressed with too much parental interference, teenagers, on their part should not insist on complete freedom to make their choices in life.

Thank you.

**2. You are Ashutosh/Anamika Malik. You have to speak in a debate against the motion, 'We do not need Mathematics'. Prepare a speech of about 150-200 words.**



Good morning, ladies and gentlemen, I, Ashutosh/ Anamika, strongly oppose the motion that 'We do not need Mathematics'. Does my knowledgeable opponent believe that Mathematics means only working on complex mathematical models? Or that it is an activity indulged in only by those with a lot of time on their hands? Or that it is of no use to those who, apparently, have better things to do?

On the contrary, Mathematics has always been – and will remain – a part of our lives. I would like to draw attention to the fact that almost everything we do – from buying a bar of chocolate to reaching the movie hall on time – involves Mathematics. At a cricket or a football match, what is score-keeping but the arithmetical form of Mathematics? While building a house, right from the planning stage, we need Mathematics in its various forms, such as arithmetic, algebra, geometry and trigonometry. We need Mathematics to keep track of our day-to-day expenses too.

I firmly believe that life without mathematics isn't possible and as my worthy opponent pointed out that he doesn't need mathematics in his normal daily living, I would hereby like to ask him didn't he calculate the time of his speech and did he not look at his watch and calculate the time he would take in reaching here.

I therefore firmly reject the view that we do not need Mathematics. In my opinion Mathematics is an important field of study in modern life.

Thank you.

#### OVERVIEW:-

The first paragraph contains the salutations and self-introduction, based on the situation provided if any. It also states your stance on the motion i.e. for or against the topic. For example, *Good morning everyone. Esteemed judges, guests on the dais, teachers and my fellow students. My name is Abhratej Sahoo, and today I will be speaking for the topic "Should Reservation be removed".* (Assuming the setting of a debate competition) You can also add a few introductory lines in this paragraph or choose to start your argumentation in the next paragraph.

The second paragraph is the major body of the debate. You introduce the topic here, and provide your argumentation or justification for why you chose your stance. In our example, you can start off by giving a brief introduction to the Reservation system in India, and since you are writing to remove reservation, you can give reasons why Reservation is bad, and how removing reservation can benefit which section of the society, as well as how to handle the consequences, if any, removing Reservation.

***A small tip. If you have multiple arguments, and have sufficient to write about each one, you can break the body into multiple paragraphs as well. Try your best to avoid making more than 2-3 paragraphs though, and stick to the word limit.***

The final paragraph is the conclusion. A brief gist of your arguments, and reiteration of your strongest points. Try to write this between 5-6 lines, and end with a "Thank you for your patient hearing."

#### Points to remember:

- Begin like a speech. Address the audience.
- Once having brought your audience and the opponents alike that you are speaking in favour of your opponent's views, start striking back.
- Attack with credible points, facts and fiction.

- Add humour, if required.
- Try to figure out the weakness of the opponents' arguments.
- End humbly, not triumphantly, leaving it to the audience to judge.

### IMPORTANT

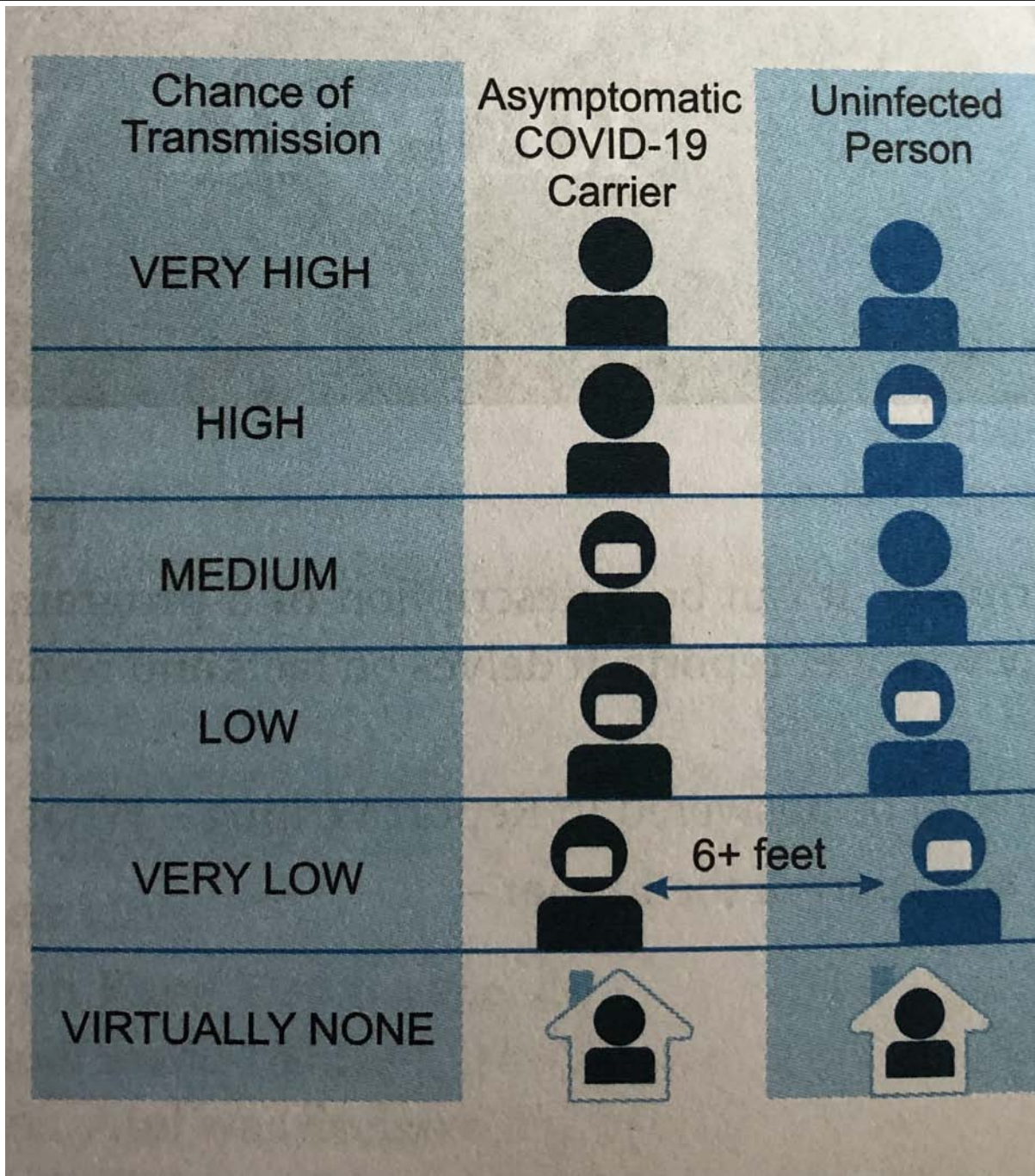
- Open by addressing the audience with 'Respected chairperson, members of the jury, and dear friends', or begin with a simple 'Good morning, ladies and gentlemen'.
- Begin the first paragraph by making your stand clear, that is, mention 'the motion tabled before the house is ...' and state whether you're speaking 'strongly in favour of' ... or 'firmly against...' the issue.
- Develop 3-4 good points in support of your stand and negate at least two points of your opponent.
- At least one point could be built up by asking a series of questions for more effective presentation. For example, instead of making a statement such as 'classroom teaching methods even today are often mundane and boring...', it would be more effective if the point was conveyed as – 'In today's technology-driven world, may I ask why classroom teaching methods are still so mundane and boring?'
- Conclude with your strongest point and reiterate your stand once again (use a quotation if possible).

### Common phrases:

I'd like to raise the question/ argue.....  
 In my opinion.....  
 Nothing could be more illogical than.....  
 I feel very strongly that.....  
 I fail to understand.....  
 May I ask all present.....  
 I strongly oppose what my opponent said.....  
 On the contrary.....

### Questions

- 1) On the threshold of being a world superpower, India does have a large young workforce but unfortunately not many in this force are employable for want of necessary skills. Write in about 150-200 words, an article for a newspaper on the topic 'Skill Development is the need of the hour'. You are Anita/ Arnab.
- 2) Look at the figure below and write an article on the importance of wearing masks and social distancing in 'the new way of life' which the killer virus has forced upon most of the countries of the world. You are Vaibhav/Vaibhavi.



- 3) You witness children working in shops, small factories and restaurants. You discuss this problem with your elder sister. She informs you about the unhealthy and awful conditions of factories making safety matches, bangles and crackers where child labour is usually employed. You feel agitated; you decide to write an article for publication in a national daily advocating ban on child labour. (Word limit 150-200 words)
- 4) Your family has recently shifted from Kota to Ernakulum, where your house is situated in the midst of beautiful flowering plants and fruit yielding trees. Every minute you are experiencing the joy of being in the lap of nature. Write an article in 150-200 words on the diversity of nature that you have experienced. You are Latha/ Lalith.



- 5) Write an article on the topic, 'Poverty is the cause of all evils', to be published in the Young World of 'The Hindu', Chennai.
- 6) A spurt of violence previously unknown in Indian schools makes it imperative for educationists to introduce value education effectively in schools. Write an article expressing your views on the need for value education. You are Anu/ Arun.
- 7) The ban on smoking in public places by the government has started off a debate whether the state has the right to impose its opinion on the public. Also, many doubt the effectiveness of such a ban in a democracy. Write an article in 150-200 words on the issue in 200 words giving your views and suggestions.
- 8) 'Direct to Home' lessons relayed on TV channels are no substitute for actual classrooms. Write an article on 'Can DTH classrooms ever replace schools or colleges?'
- 9) Nuclear family system, lack of communication with parents and siblings, stress related to studies and peer pressure are some of the reasons leading to loneliness among the youth. This in turn is resulting in a variety of problems like development of suicidal and homicidal tendencies, depression and a feeling of insecurity etc. Write an article in not more than 150- 200 words suggesting ways of dealing with this problem. Give it a suitable heading.
- 10) 'Satyam fraud', 'Cash for vote scam'. Such headlines are not uncommon these days. As Vinod / Vimla, an aspiring management student you are very distressed about the increasing number of scams and scandals happening in the country. Write a speech which you have to give in your college during the National Vigilance week, in not more than 150-200 words, advocating the urgent need for a cleaner tomorrow for the new generation.
- 11) Regular practice of yoga can help in maintaining good health and even in the prevention of many ailments. Write a speech to be delivered in the morning assembly on the usefulness of yoga.
- 12) You are Arun / Aruna of APS, Gurgaon. Draft a debate for attending an Inter school contest on 'Why do we have an Indian body but European psyche and soul?'
- 13) Vasant / Tanya has to speak for the motion 'A job in a call centre is not suitable in the long run' in an inter-school debate competition held during Career Week. As Vasant/Tanya write the debate in not more than 150 - 200 words.
- 14) You are Praveen Chopra, Secretary of the Health Club of your school. You are pained to see a television programme showing how oil spills and pollutants in the sea have largely affected marine life. In order to highlight the hazards of environmental pollution you decide to write an article for a local daily. (Word limit 150-200 words)
- 15) The beggar menace at important tourist spots is on the increase. Write an article in 150-200 words for a newspaper suggesting suitable measures to cure this problem.
- 16) Though we are celebrating International Women's Day every year to pay respect to the women, the newspapers reveal several atrocities committed against women. You strongly feel the need for women empowerment. Write an article on the topic 'Women Empowerment' without exceeding word limit [150-200 words]

### LITERATURE



**FLAMINGO**  
**PROSE LESSONS**  
**The Last Lesson**  
**-Alphonse Daudet**

**Introduction**

'The Last Lesson' is set in Alsace that lies between France and Germany (once a part of Prussia). Both countries claimed that this territory belonged to them. After France was defeated in the Franco-Prussian War of 1870, Alsace became a part of Prussia. This lesson is an account of the students and other villagers attending the last lesson given by M. Hamel before the annexation. It highlights the effects of war in the life of the common man. The people in the village had always considered themselves as French, and when Alsace was annexed by Prussia they suddenly realized that they would now be forced to study German. They also realized that they had not valued their mother tongue enough. The purpose of M. Hamel's last lesson is to make the people of the village understand that their common language, French, would keep them unified. It would also help them to preserve their sense of identity while under foreign rule.

The story also highlights the importance of time as the people of Alsace kept postponing the learning of French quite oblivious of the fact that circumstances might change on day and all opportunities to learn French may cease one day. They preferred to send their children to work on the farms and mills instead of the school and on the day of the last lesson the realization comes that what they had been evading till then would henceforth be denied to them.

**Multiple Choice Questions:**

**I. For a moment I thought of running away and spending the day out of doors. It was so warm, so bright! The birds were chirping at the edge of the woods; and in the open field back of the sawmill the Prussian soldiers were drilling. It was all much more tempting than the rule for participles, but I had the strength to resist, and hurried off to school.**

**a) Who is the narrator in the given extract?**

- (i) The blacksmith
- (ii) M.Hamel
- (iii) Franz
- (iv) Wachter

**b) What thought came to the narrator's mind?**

- (i) thought of enjoying the sun
- (ii) thought of missing school
- (iii) thought of spending it outdoors
- (iv) thought of staying back at home

**c) Why does this thought come to his mind?**

- (i) he doesn't like his teacher
- (ii) school is not the place for him
- (iii) he hadn't done his homework on participles
- (iv) he doesn't like his classmates

**d) 'Sawmill' refers to**

- (i) a factory for cutting glass

- (ii) a factory for cutting plastic
- (iii) a factory for cutting metals
- (iv) a factory for cutting wood

**II. Besides, the whole school seemed so strange and solemn. But the thing that surprised me most was to see, on the back benches that were always empty, the village people sitting quietly like ourselves; old Hauser, with his three-cornered hat, the former mayor, the former postmaster, and several others besides. Everybody looked sad; and Hauser had brought an old primer, thumbed at the edges, and he held it open on his knees with his great spectacles lying across the pages.**

**a) The whole school seemed so strange and solemn because**

- (i) M.Hamel was very strict and angry
- (ii) he was late and the class had started
- (iii) the students were listening attentively
- (iv) the Prussians had taken over Alsace

**b) The village people sat quietly on the backbenches because**

- (i) they wanted to see how M.Hamel taught
- (ii) it was the last lesson he was teaching
- (iii) they wanted to pay tribute to M.Hamel
- (iv) M.Hamel liked silence in his classes

**c) Everyone looked sad because**

- (i) they didn't want to be in school
- (ii) it was the last German lesson
- (iii) it was the last French lesson
- (iv) M.Hamel was a very strict teacher

**d) What was the mood of the class?**

- (i) nostalgic
- (ii) remorseful
- (iii) agitated
- (iv) sad

**Choose the most appropriate option:**

**a) "We've all a great deal to reproach ourselves with", said M.Hamel. Who is he referring to?**

- (i) himself
- (ii) the students
- (iii) the villagers
- (iv) the parents

- 1) i, ii, iii, iv
- 2) i, ii, iv
- 3) ii, iii, iv
- 4) i, iii, iv

**b) Which two districts of France are mentioned in the lesson 'The Last Lesson'?**

- (i) Alsace and Prussia
- (ii) Alsace and Paris
- (iii) Alsace and Lorraine
- (iv) Lorraine and Prussia

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

1. Why did Franz feel that his school was different that day?
2. What did the blacksmith tell Franz and what was the implication of his remark?
3. Why were the people of Alsace crowded around the notice board that day?
4. What task had Franz failed to do that day? Why was he apprehensive?
5. What did M Hamel say about the French language? What did he want his students and other Frenchmen to do?
6. How did M.Hamel behave at the end of the day's class? Why?
7. How was M. Hamel's last class different from his previous classes?
8. What was more tempting than the rule of participles?

**9. Describe the background in which 'The Last Lesson' of Alphonse Daudet has been set.**

'The Last Lesson' is set in the days of the Franco-Prussian War (1870-1871). France was defeated by Prussia (Germany). By an order from Berlin, German language was imposed on the French districts of Alsace and Lorraine. The lesson describes how a teacher in Alsace, M. Hamel, reacts to this shocking news. His students and even the villagers share his views.

**10. "We've all a great deal to reproach ourselves with." Why did M. Hamel blame the parents and himself too for not showing due attention and care to the learning of French?**

Ans. M. Hamel didn't scold Franz for neglecting the learning of French. Most of the people of Alsace could neither speak nor write their own language. Their parents preferred to put them to work on a farm or at the mills. Mr. Hamel didn't even spare himself. He had often sent his students to water his flowers instead of learning their lessons.

**11. How does M. Hamel pay a tribute to the French language ? (A.I. CBSE 2008)**

Ans. M. Hamel went on to talk of French language. He said that it was the most beautiful language of the world. It was the clearest and the most logical of all languages. He asked the people to guard it among themselves and never forget it. As long as people 'hold fast to the' language' they have the key to freedom.

**12. What message does the writer want to convey to the readers through 'The Last Lesson'?**

Alphonse Daudet has a definite message to convey to his readers. Through M. Hamel he wants to express pride in one's language. Greatness of French language is high-lighted. The lesson arouses patriotic feelings. It makes the readers aware that they must keep their language and culture alive at all costs.

**13. What is Linguistic Chauvinism? How do you classify M. Hamel's love and the villagers' concern for French?**

'Linguistic Chauvinism' means carrying pride in one's language too far. But the love of Hamel and the village elders for French doesn't amount to this. Rather they are victims of it. German is being imposed on the French speaking people of Alsace. M. Hamel feels genuinely proud of the French language. He urges others never to forget such a beautiful language.

**14. What was the parting message of M. Hamel to his students and the village elders who had gathered in the classroom?**

15. Why did Hauser and the other villagers come to attend the last lesson?

- They wanted to express their repentance for their casual approach to their own schooling
- They wanted to thank M. Hamel for his 40 years of dedicated service
- They wanted to show respect to their country which was no longer theirs

**Long Answer Questions :( 150 words)**

1. Draw a character sketch of M. Hamel giving examples from the text of, "The Last Lesson".

**Value points:**

*a) M Hamel as a teacher*

- Taught French for forty years , and was very sad that he had to leave the place.
- Was a strict teacher and a disciplinarian
- Final day showed his love for French and children.

*b) M Hamel as a patriot*

- was passionate about his mother tongue
- Told the villagers about the importance of unity, sense of identity and patriotism.  
(facts from the lesson must be added to each point)

2. "When a people are enslaved, as long as they hold fast to their language it is as if they had the key to their prison." Justify the relevance of the statement.

3. Justify the title "The Last Lesson".

4. Why and how did the attitude of the French change towards their language?

### Lost Spring

**Anees Jung**

#### **Introduction**

The lesson is an interesting and revelatory description of the lives of two poor children and thereby in extension about underprivileged children in India. Sensitively written it brings out the conditions they live in, the circumstances they have to battle and the unrequited dreams they nurture. It forces the reader to think about children working not only as rag pickers and bangle workers but also in food stalls and shops in cities. In spite of their work they seem to be in a perpetual state of poverty.

#### **Theme**

The lesson deals with the plight of the children who are forced into labour early in life and denied the opportunity to better their circumstances through access to education. The vicious circle of poverty, governmental apathy and exploitation engulfs them. The story also highlights the indifferent attitude of the society and the political class towards the problem of child labour.

#### **Multiple Choice Questions:**

I. "Why not organise yourselves into a cooperative?" I ask a group of young men who have fallen into the vicious circle of middlemen who trapped their fathers and forefathers.

**a) Who is the writer speaking to?**

- (i) the bangle makers
- (ii) Saheb
- (iii) Mukesh



(iv) the ragpickers

**b) What does the author mean by that question?**

- (i) to maintain unity within the community
- (ii) to stand against injustice and inequality
- (iii) to ensure development and progress of their community
- (iv) to be together in their hour of need and help each other

**c) What role do the middlemen play?**

- (i) They raise their voice in favour of the bangle makers
- (ii) They bring the writer to meet the bangle makers
- (iii) They act as intermediaries to sell the bangles
- (iv) They raise their voice against the bangle makers

**d) Why is it referred to as a 'vicious circle'?**

- (i) They enjoy being in it
- (ii) They are too lazy to get out
- (iii) They don't know any other job
- (iv) They can't find any other job

**II. A few days later I see him running up to me, "Is your school ready?"**

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

**a) Who does 'him' refer to?**

- (i) Mukesh
- (ii) Saheb
- (iii) the narrator
- (iv) Mukesh's brother

**b) Why is 'I' embarrassed?**

- (i) she had promised to buy him a school
- (ii) she had promised him a job in the school
- (iii) she had promised to build him a school
- (iv) she had promised him admission in a school

**c) Why does she refer to his world as bleak? Which statement is NOT TRUE?**

- (i) He and his family are ragpickers
- (ii) They don't have ration cards
- (iii) They live in terrible conditions
- (iv) He is not able to go to school

**d) 'Abound' here refers to**

- (i) existing in large numbers
- (ii) existing in his life
- (iii) existing in small numbers
- (iv) existing where he lives

Choose the most appropriate option:

a) What is the author's impression of Saheb when she sees him with a steel canister. He's..

- (i) resigned
- (ii) happy
- (iii) joyless
- (iv) frustrated

- 1) i & ii
- 2) iii & iv
- 3) i & iii
- 4) ii & iv

b) "It is his karam, his destiny." Who is the speaker and what destiny is she referring to?

- (i) Saheb's grandmother about ragpicking
- (ii) Mukesh's grandmother about bangle making
- (iii) Saheb's grandmother about bangle making
- (iv) Mukesh's grandmother about ragpicking

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

1. Why is Saheb's name full of irony?

**Value points:**

- Sahib-e-Alam : lord of the universe
- Sahib is a poverty stricken, barefoot ragpicker, depends on garbage for his survival
- Name- total contrast to his condition in life and hence ironical

2. Describe the kind of accommodation that the ragpickers live in.

3. Why did Saheb spend his time going through garbage dumps?

4. Why can't the bangle makers organize themselves into a co-operative?

5. How do the children and adults view garbage differently?

6. Describe the living conditions of Mukesh's family. What explanation does the author offer for the children not wearing footwear?

7. Mention the hazards of working in the glass bangles industry.

**8. What does Anees Jung want to reveal in her story 'Lost spring' stories of lost childhood?**

Anees Jung has portrayed two stories in 'Lost Spring' and both depict the grinding poverty, pitiable condition of life and the other traditions that condemn the children to a life of exploitation. For the rag-pickers of Seemapuri, garbage is gold and means of survival. The bangle makers of Firozabad live in dingy cells and stinking lanes. Even after much toil, they do not get one square meal.

**9. In what way is Mukesh different from his people?**

**Value Points**

- Mukesh's family engaged in bangle-making
- However he wants to become a motor mechanic
- Though there are difficulties he refuses to give up his dream (garage is far from his home)

10. Bring out the difference in the standard of living of the priests of the past and the present?

**Long Answer Questions (150 words)**

**1. The life of bangle makers of Firozabad was full of obstacles which forced them to lead a life of poverty and deprivation. Discuss.**

**Value Points**

- They are very poor as there are many middlemen who fleece them-money lenders, policemen, politicians and bureaucrats.
- Thus they have no money to eat or repair their houses- cannot send their children to school. They live in abject poverty.
- Bangle making is hazardous- they work in glass furnaces with high temperature and in dark rooms. This and the dust from polishing bangles lead to blindness.

**2. For most women, the bangles are dreams in glass but for the bangle makers of Firozabad they are like a vicious circle. Comment.**

**3. Saheb and Mukesh are mute victims of an apathetic and insensitive social set up. Justify.**

### **Deep Water** **By William Douglas**

#### **Introduction**

This lesson is an extract from 'Of Men and Mountains' an autobiographical book by William Douglas in which he deals with the theme of overcoming fear. He talks of his childhood fear of water and how he finally overcame it. The childhood experience of being knocked down by the waves at the California beach and the incident in the swimming pool where he was almost drowned by a bully led to a fear of water which haunted him even as an adult. He could not enjoy swimming, fishing or boating like others and finally decided to overcome his fear. His subsequent efforts to overcome the fear show his grit and determination. Thus the message conveyed to us is that one has to overcome the fear of fear.

**I. My introduction to the YMCA swimming pool revived unpleasant memories and stirred childish fears. But in a little while I gathered confidence. I paddled with my new water wings, watching the other boys and trying to learn by aping them.**

**a) Name the author of this lesson.**

- (i) Steven Spender
- (ii) Louis Fischer
- (iii) William Douglas
- (iv) Adrienne Rich

**b) Which unpleasant memory is being referred to?**

- (i) getting knocked down by waves at the age of 3 or 4
- (ii) a drowning incident of childhood
- (iii) a bad dream of a drowning incident
- (iv) getting swallowed by water while swimming

**c) At what age did the author decide to learn swimming?**

- (i) 3 to 4
- (ii) 17 to 18
- (iii) 10 to 11
- (iv) 7 to 8

**d) Why did he decide to learn swimming at the YMCA pool?**

- (i) it was close to his house

- (ii) all his friends went there
- (iii) it was considered safe
- (iv) his brother swam there

**II. When I was in the middle of the lake, I put my face under and saw nothing but bottomless water. The old sensation returned in miniature. I laughed and said, "Well, Mr. Terror, what do you think you can do to me?" It fled and I swam on.**

**a) What is the 'old' sensation?**

- (i) dizziness
- (ii) fear of the unknown
- (iii) vomiting
- (iv) fear of water

**b) 'Returned in miniature' means**

- (i) he felt smaller
- (ii) a larger degree
- (iii) a lesser degree
- (iv) in a different form

**c) He laughed out of**

- (i) a sense of nervousness
- (ii) a sense of confidence
- (iii) a feeling of victory
- (iv) a feeling of happiness

- 1) ii & iii
- 2) ii & iv
- 3) iii & iv
- 4) i & ii

**d) How had Mr. Terror affected him earlier?**

- (i) it made him sick and weak
- (ii) he developed an aversion to water
- (iii) he stopped going out with his friends
- (iv) it made him cry and tremble

**Choose the most appropriate option:**

**a) The 'misadventure' that the narrator refers to was**

- (i) almost drowning in the pool
- (ii) hearing stories of drownings
- (iii) the incident at the beach
- (iv) falling into the water

**b) "The instructor was finished. But I was not finished. What are the things Douglas DIDN'T try after this?"**

- (i) Swam across to Stamp Island
- (ii) He went to Lake Wentworth
- (iii) Went wading in the Bumping river
- (iv) Swam across Warm Lake



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

1. What were the reasons for Douglas's aversion to water?
2. What 'misadventure' does Douglas refer to?
3. How did the near drowning experience at the pool affect him?
4. Why did Douglas engage an instructor?
5. What other activities did Douglas engage in other than swimming?
6. "In the midst of the terror came a touch of reason." How did the two forces work in contrast and how did Douglas face them?

**7. Which factors led Douglas to re-use the YMCA Pool?**

Much to the relief of Douglas, YMCA pool was safe. It was only two to three feet deep at the shallow end and it was nine feet deep at the other. Moreover, the drop was gradual. The Yakima River was treacherous and had drowned so many. So he decided in favour of YMCA pool.

**8. Justify the title 'Deep Water'.****Value Points**

- 'Deep Water' literally refers to the water of the ocean and of the swimming pool that instilled a deep fear in him of going near water.
- It also signifies the fear that took over a large part of his life. It did not allow him to enjoy many activities till he finally overcame it with determination and hard work.

**9. How did the near drowning experience at the pool affect Douglas?**

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

(any four)

**Long Answer Questions****1. "The instructor was finished. But I was not finished." What does Douglas mean by this?****Value Points**

- The instructor made a swimmer of him step by step
- Cured him of his fear of water so that he was able to swim in the pool
- Douglas felt he had to challenge himself further
- Started swimming alone in the pool
- Lake Wentworth....swam 2 miles across the lake.... laughed at his fear
- Warm Lake..... swam to the other shore and back
- Realised all we have to fear is fear itself

2. How did Douglas know that he had finally conquered his fear?

3. What impression do you get of Douglas from the lesson?

**The Rat Trap**

**By Selma Lagerlof**

**Introduction**

The story is set in Sweden during the Industrial Revolution. During this time many iron workers lost their jobs to machines and many others got jobs at the factories. The main character in this story is one such worker who has lost his job. Perhaps it is this situation that leads him to think of the whole world as one giant rat trap.

### The Philosophical Note

The story also has a philosophical note to it. Firstly the comparison between one's life and the giant rat trap. Like the rat trap 'life' has many temptations which act like baits. If you give in to these temptations then you will get trapped by the consequences of those actions. Secondly, the story touches on the concept of retribution and second chance. If one atones for a wrongful deed then he/she deserves another chance.

### Multiple Choice Questions:

**I. The world, of course, had never been very kind to him, so it gave him unwonted joy to think ill of it in this way. It became a cherished pastime of his, during many dreary ploddings, to think of people he knew who had let themselves be caught in the dangerous snare, and of others who were still circling around the bait.**

**a) Who does 'him' refer to in the extract?**

- (i) the author
- (ii) the peddler
- (iii) the crofter
- (iv) the ironmaster

**b) Why does the protagonist like to think ill about the world?**

- (i) He's a pessimistic person.
- (ii) He's not a kind-hearted person.
- (iii) He gave back to the world what he got.
- (iv) He never cared about people around him.

**c) What are the baits being offered to people?**

- (i) cheese and pork
- (ii) good food and possessions
- (iii) hard work and labour
- (iv) rattraps

**d) Why had the world never been kind to him?**

- (i) He was pessimistic and unhappy.
- (ii) He was poor and had a petty job.
- (iii) He sold rat traps made of wire.
- (iv) He dressed in shabby clothes.

**II. The old man was just as generous with his confidences as with his porridge and tobacco. The guest was informed at once that in his days of prosperity his host had been a crofter at Ramsjo Ironworks and had worked on the land. Now that he was no longer able to do day labour, it was his cow which supported him. Yes, that bossy was extraordinary. She could give milk for the creamery every day, and last month he had received all of thirty kronor in payment.**

**a) Who is the old man?**

- (i) The peddler
- (ii) The crofter
- (iii) The blacksmith
- (iv) The ironmaster

**b) The term 'confidences' refers to**

- (i) secrecy
- (ii) tales
- (iii) confidence
- (iv) secrets

**c) Kronor is the currency of**

- (i) Switzerland
- (ii) France
- (iii) Sweden
- (iv) Italy

**d) Why is the crofter unable to do day labour now?**

- (i) as he's old now
- (ii) as he wants to be alone
- (iii) as he's lazy now
- (iv) as he's sick now

**Choose the most appropriate answer:**

**a) The rattrap peddler had gone into the forest because**

- (i) he was looking for the iron mill
- (ii) he had stolen the crofter's money
- (iii) he was looking for the crofter's house
- (iv) he was looking for Edla's house

**b) What doubts did Edla have about the peddler?**

- (i) she felt he wasn't educated
- (ii) she felt he wasn't a peddler
- (iii) she felt he wasn't a captain
- (iv) she felt he had stolen something

- 1) i, ii, iii
- 2) i, ii, iv
- 3) i, iii, iv
- 4) ii, iii, iv

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

1. Why did the peddler have to go into the forest? Why was the situation ironic?
2. What kind of a person was the owner of the Ramsjo mills?
2. How was the peddler treated by the crofter?

**5. At the end in his letter to Edla why does the peddler sign himself as 'Captain Von Stahle'?**

Value Points

- He behaves like a real Captain thus he signs as one
- He also says that he would have remained a rat in the world's rat trap if Edla had not raised him to the level of a Captain
- His way of showing her that he was a changed man

**6. Does the peddler evoke the reader's sympathy? Give reasons. Did the peddler expect the kind of hospitality that he received from the crofter?**

No, the peddler had never expected the hospitality that he received from the crofter. He expected sour faces when he knocked at the door and requested for the night shelter. But the crofter was happy to get someone to talk to in his loneliness. He immediately put the porridge on the fire and gave the peddler supper. Then he gave him a big slice of tobacco for the stranger's pipe to smoke. Finally, he entertained the stranger by playing the game of cards "mjolis" until bedtime.

**7. What made the peddler think that he had indeed fallen into a rattrap?**

After stealing money from the old crofter, the man was pleased with his smartness. He dared not to walk on the public highway. So he turned off into the forest to avoid being caught. It was a big and confusing forest. The paths turned back and forth so strangely. He walked and walked the whole day but he realised that he had only been walking around in the same part of the forest. Suddenly he recollected his ideas about the world and the rattrap. Now his own turn had come. He had let himself be tempted by a bait and had been caught. The whole forest had closed in upon him like an impenetrable prison from which he could not escape.

**Long Answer Questions (Answer the following in about 125-150 words)**

**1. The peddler comes out as a person with a subtle sense of humour and this serves in lightening the seriousness of the theme of the story. Do you agree?**

- The concept of the world as a rattrap is quite humorous.
- The reaction of the peddler when his reality is exposed at the ironmaster's house is also amusing.
- The story analyses human behavior in the face of poverty and temptation. The writer shows the latent honesty and integrity in all human beings.
- Anyone can succumb to temptations but if given a chance, humans also have the predisposition to redeem themselves.
- However, this message is effectively conveyed with the use of humorous and ironic situations.

2. Edla writes to her friend Adela about her experience with the peddler and how it has strengthened her belief in Man's inherent goodness. Write the letter on her behalf.

**3. Justify the title "The Rattrap".**

Value Points

- The peddler felt the whole world was a rat trap.
- Its only purpose was to set bait for people- riches and joys, shelter and food, heat and clothing just as the rat trap offered cheese and pork.
- As soon as one touched the bait, the world closed in on one.



- After the peddler stole the crofter's money he lost his way in the forest. He thought he had given in to the temptation by stealing and now he was lost in the forest.
- He tells the ironmaster about the world being a rat trap. All the good things being offered were nothing but temptation to drag people into trouble. None escaped the trap.
- In the end a rat trap is left as a Christmas present to show Edla that the respect and kindness shown to him had changed him.
- Thus the title is apt for the metaphor of the rat trap serves to highlight the theory of crime and punishment.

4. In what way does humour help us to sympathize with the peddler?
5. How does the metaphor of rattrap serve to highlight the human predicament?
6. How does the peddler interpret the acts of kindness and hospitality shown by the crofter, the ironmaster and his daughter?
7. What are the instances in the story that show that the character of ironmaster is different from that of his daughter in many ways?

### Indigo By Louis Fischer

#### Introduction

This lesson is an extract from the book, 'The Life of Mahatma Gandhi' by Louis Fischer. It refers to the period when Gandhi went to Champaran in Bihar to learn about the unjust system which exploited the poor peasants who grew indigo. Gandhi's subsequent appearance in court, The demonstration by peasants and the official enquiry that followed marked the first triumph of the Civil Disobedience Movement.

#### The 'Indigo' Problem

Most of the land under cultivation in Champaran district was divided into large estates owned by Englishmen. Indian tenants worked for them and the chief commercial crop grown was indigo. All the Indian tenants had to plant indigo in 15% of their land and give up the entire produce as rent to their English landlords. In 1917 the landlords had learnt that Germany had developed synthetic indigo. Thus the British were not interested in getting any more of the indigo crop. To cut their losses and take advantage of the ignorance of the peasants, they now insisted that the Indian tenants pay them compensation so that they could be released from the '15% agreement'. The sharecroppers (those who were growing indigo) refused and engaged lawyers to fight their case. The landlords on the other hand hired thugs to counter this. Also, some sharecroppers had signed the agreement when they learnt about the synthetic indigo. Now they wanted their money back from the English landlords.

#### Multiple Choice Questions:

**I. Under an ancient arrangement, the Champaran peasants were sharecroppers. Rajkumar Shukla was one of them. He was illiterate but resolute. He had come to the Congress session to complain about the injustice of the landlord system in Bihar, and somebody had probably said, "Speak to Gandhi".**

**a) What do you understand by the term 'sharecroppers'?**

- (i) Owner of the land who rents out his land
- (ii) Tenant of the land who takes the land on rent
- (iii) A farmer who gives part of the crop as rent to the owner

(iv) A middleman who works as a link between the landlord and owner

**b) Champaran is a place in the state of**

- (i) Bengal
- (ii) Bihar
- (iii) Gujarat
- (iv) Uttar Pradesh

**c) Where did Rajkumar Shukla meet Mahatma Gandhi for the first time?**

- (i) In 1917, in Calcutta
- (ii) In 1916, at his ashram
- (iii) In 1916, in Lucknow
- (iv) In 1917, in Champaran

**d) Which word means the same as 'resolute'?**

- (i) upright
- (ii) genuine
- (iii) determined
- (iv) indecisive

**II. Early in the Champaran action, Charles Freer Andrews, the English pacifist who had become a devoted follower of the Mahatma, came to bid Gandhi farewell before going on a tour of duty to the Fiji Islands. Gandhi's lawyer friends thought it would be a good idea for Andrews to stay in Champaran and help them. Andrews was willing, if Gandhi agreed. But Gandhi was vehemently opposed.**

**a) The word 'pacifist' means**

- (i) a revolutionary
- (ii) a peacemaker
- (iii) a freedom fighter
- (iv) a nationalist

**b) Why did Gandhi oppose the idea of Andrews helping them?**

- (i) He wanted them to fight their own battle.
- (ii) He was against the British.
- (iii) He was arrogant and proud.
- (iv) He didn't want to be directed by an outsider.

**c) The word 'vehemently' means**

- (i) loudly
- (ii) coolly
- (iii) emotionlessly
- (iv) forcefully

**d) What did he hope to achieve at the end?**

- (i) being self-reliant
- (ii) being patient
- (iii) being optimistic
- (iv) being arrogant

**Choose the most appropriate option:**

**a) Rajkumar Shukla took Gandhiji to Dr. Rajendra Prasad's house because**

- (i) he and his party supported home rule
- (ii) he was the President of the country
- (iii) he was the President of the Congress
- (iv) he was a lawyer who could help peasants

**b) What was the lesson for the peasants in the Champaran incident?**

- (i) they learnt self reliance
- (ii) they learnt better methods of farming
- (iii) they learnt courage
- (iv) they learnt to fight for what was right

- 1) i, ii, iii
- 2) ii, iii, iv
- 3) i, ii, iv
- 4) i, iii, iv

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

- 1) What was the positive quality about Rajkumar Shukla? How did he benefit from this quality?
- 2) Why did Gandhiji go to Champaran?
- 3) Why did Gandhiji not consider it important to bargain over the 25 percent settlement?
- 4) How was Gandhiji able to influence the lawyers?
- 5) What 'conflict of duties' did Gandhiji experience?

**6) What message did the Champaran episode carry?**

**Value Points**

- Justice can be achieved through negotiation and oppression must be fought against.
- Determination, freedom from fear and self-reliance must be developed otherwise we will always be dominated over and never be free.

**7) What according to Gandhi was more important than getting legal justice for the peasants?**

**Value points**

- Farmers were crushed and fearful and had limited resources so legal battles were difficult and not very helpful. Also legal justice would bring them limited profits.
- They needed lessons in courage so that they could fight oppression and not allow anyone to ever take advantage of them.

**8) Why do you think the servants thought Gandhiji to be another peasant at Rajendra Prasad's house?**

Rajkumar Shukla was a regular visitor at Rajendra Prasad's house and the servants very well knew this face but Gandhiji was in his company and dressed in loincloth, so they mistook him for a peasant. His simplicity and humility also led to his mistaken identity.

**Long Answer Questions (Answer the following in about 125-150 words)**

1) Gandhi never contented himself with large political or economic issues. Explain.

**2) When did Civil Disobedience triumph in India for the first time?**

**Value Points**

- Gandhi received summons to appear in court when he refused to leave Motihari.
- Thousands of peasants surrounded the courthouse and held demonstrations there. This fearlessness made the officials feel powerless.
- Officials asked Gandhi for help. This showed the peasants' liberation from fear.
- Prominent lawyers from Bihar felt it would be shameless desertion if they left when Gandhi was prepared to go to jail for them. Their willingness to go to jail and the show of strength on the part of the peasants won the battle of Champaran'.
- Civil Disobedience had triumphed for the first time in India.

**3) On the basis of the lesson 'Indigo' write a character sketch of Gandhi in 150 words.**

**Value Points**

- Man of outstanding qualities.
- Was thorough in his work and very organized - went to Muzaffarpur himself to get the real and complete picture. Looked into all minute details, gathered information from lawyers and evidence against landlords.
- Empathy for the peasants- he understood their situation and spent many months in Champaran in an effort to help them.
- Persuasive and fearless- he attempted to meet the Secretary of the British Landlords Association and the British official Commissioner of Tirhut division. When asked by the British to quit Champaran, he refused. Dealt with all the moves of the British without getting intimidated.
- Far sighted and practical-convincing everyone to accept the 25% compensation as the lesson in courage was far more important than the monetary compensation. Thought of the health conditions and tried to improve their social and cultural backwardness.

4) How did Gandhiji exhibit the qualities of fearlessness, negotiation, self-control and search for truth when he fought for the rights of the Champaran farmers?

**5) The events in this part of the text illustrate Gandhi's method of working. Can you identify some instances of this method and link them to his ideas of satyagraha and non-violence?**

Gandhi was a man of principles and did not want to set a bad example as a lawbreaker but he wanted to render humanitarian and national service. Gandhi was asked to quit Champaran. He received the notice but wrote on it that he would disobey. Next day he had to appear in court. The peasants came to know about it and the town of Motihari became crowded with peasants in the morning. They demonstrated around the courthouse. It was the beginning of their liberation from fear of the British. The authorities failed to control the situation and they sought Gandhi's cooperation to regulate the crowd. His idea of non-violence and satyagraha came into operation. For him the voice of conscience was above any law. Meanwhile Gandhi was allowed to remain at liberty. These instances link them to his ideas of non-violence and satyagraha.

His basic theories of fighting for a just cause, self-reliance and non-violence through satyagraha became the greatest challenge to the might of British ruling India.

## POETS AND PANCAKES

This chapter is an extract from *My Years with Boss*, written by Asokamitran, the Sahitya Akademi award winner who had worked at Gemini Studio of Madras from 1952-1966. He uses



humour to depict life at the studio and delineate characters of some famous personalities who worked there.

**Multiple Choice Questions:**

**I. In all instances of frustration, you will always find the anger directed towards a single person openly or covertly and this man of the make-up department was convinced that all his woes, ignominy and neglect were due to Kothamangalam Subbu.**

**a) Which 'man' is being referred to?**

- (i) Asokmitran
- (ii) the director
- (iii) Subbu
- (iv) the office boy

**b) How old was he?**

- (i) in his early forties
- (ii) in his early thirties
- (iii) in his early twenties
- (iv) nobody knew his age

**c) Who was Kothamangalam Subbu?**

- (i) the director
- (ii) the head make-up man
- (iii) the main man at Gemini Studios
- (iv) the second in command at Gemini Studios

**d) Why was the 'man' angry at Subbu?**

- (i) He felt Subbu had an unfair advantage over him
- (ii) He felt Subbu was too cheerful all the time
- (iii) He felt he was better educated than Subbu
- (iv) He felt Subbu was useless at his work

**II. Most of them wore khadi and worshipped Gandhiji but beyond that they had not the faintest appreciation for political thought of any kind.**

**a) Who is the author referring to?**

- (i) writers
- (ii) the directors
- (iii) poets
- (iv) the office boys

**b) What were they averse to?**

- (i) Communism
- (ii) The Congress

- (iii) Communalism
- (iv) Dictatorship

**c) Where did they usually meet?**

- (i) At Gemini Studios
- (ii) at a coffee shop
- (iii) at a bar
- (iv) at the author's house

**d) Why did they wear khadi?**

- (i) that's all they could afford
- (ii) to show their support to the Congress
- (iii) it was a fad at that time
- (iv) it was compulsory at the time

**Choose the most appropriate option:**

**a) "His visit remained an unexplained mystery." 'His' refers to**

- (i) Subbu
- (ii) Asokmitran
- (iii) Stephen Spender
- (iv) Frank Buchman

**b) Which book did the author buy from the footpath in Madras?**

- (i) A God who Failed
- (ii) A God that Failed
- (iii) The God that Failed
- (iv) The God who failed

**Answer the following questions in 30-40 words:**

- a. What is the significance of the title?
- b. What does the writer say about national integration in the studio?  
**In the studio the people from different regions and religions working together presented a glimpse of national integration. The make-up department was first headed by a Bengali. He was succeeded by a Maharashtrian. He was assisted by a Kannadiga from Dharwar and Andhra, Madras Indian Christian, an Anglo-Burmese and usual local Tamils. All this shows that there was a great deal of national integration in the makeup room of the Gemini Studio.**
- c. What kind of hierarchy was maintained in the make-up department?
- d. Why was the legal adviser dismissed?
- e. What work did the 'Office Boy' do in the Gemini Studio? Why was he frustrated?

**It was the duty of the 'office boy' to do the make-up of the crowd players at Gemini studio. He mixed his paint in a big container and slapped it on the crowd players.**

The office boy had joined Gemini Studios in the hope of becoming a star actor, a top screenwriter, a director or a lyricist. He was frustrated as his dreams remained unfulfilled as he remained merely an office boy.

- f. What impact did Frank Buchman have on Gemini Studio?
- g. Stephen Spender's visit baffled all. Why?

**Long answer questions (120-150 words):**

- a. Comment on the author's use of humour and satire to give a true depiction of the life in the studio.
- b. Describe the Moral Re-Armament Army's visit to Gemini Studios.

### THE INTERVIEW

*The Interview* in Part I introduces the students to the subject of media writing. Interviews were invented more than a century back and ever since have become quite popular. While some believe it is a source of truth and an art, others feel it is an invasion of privacy. In spite of the drawbacks, interviews have become an excellent medium for forming opinions of people.

Part II is an interview of Umberto Eco by Mukund Padmanabhan. Umberto Eco, a professor at the University of Bologna in Italy, is a scholar par excellence and has done an in depth study of semiotics, literary understanding and medieval aesthetics. He has written academic texts, essays, children's books and newspaper articles but started writing fiction at the age of 50 years. His book, *The Name of the Rose*, published in 1980 sold more than 10 million copies.

**Multiple Choice Questions:**

**I. My American publisher said while she loved my book, she didn't expect to sell more than 3000 copies in a country where nobody has seen a cathedral or studies Latin.**

**a) Which book is being referred to?**

- (i) The God that Failed
- (ii) The Bed of Roses
- (iii) The Name of the Rose
- (iv) The Name of a Rose

**b) How many copies were sold in America?**

- (i) 3 to 4 million
- (ii) 2 to 3 million
- (iii) 1 to 2 million
- (iv) 1 to 2 billion

**c) What was the book about?**

- (i) medieval past
- (ii) ancient past
- (iii) recent past
- (iv) contemporary issues

**d) Where did the publisher expect the book to sell more?**

- (i) Canada
- (ii) Europe
- (iii) South America
- (iv) Australia

**II. I work in empty spaces. While waiting for your elevator to come up from the first to the third floor, I have already written an article!**

**a) 'I' refers to**

- (i) Mukund Padmanabhan
- (ii) Stephen Spender
- (iii) Umberto Eco
- (iv) Roland Barthes

**b) What did he call those empty spaces?**

- (i) interstitial
- (ii) interslices
- (iii) interstices
- (iv) interstate

**c) Who is he speaking to?**

- (i) Mukund Padmanabhan
- (ii) Stephen Spender
- (iii) Umberto Eco
- (iv) Roland Barthes

**d) What did the speaker mean by this line?**

- (i) He utilised every moment
- (ii) He was a fast writer
- (iii) He was in a great hurry
- (iv) He was very impatient

**Choose the most appropriate option:**

**a) "I am a professor who writes on Sundays." Who said this?**

- (i) Mukund Padmanabhan
- (ii) Stephen Spender
- (iii) Umberto Eco
- (iv) Roland Barthes

**b) "..... was said to have had a just horror of the interviewer and he never consented to be interviewed."**

- (i) V. S. Naipaul
- (ii) Lewis Carroll
- (iii) Rudyard Kipling
- (iv) H. G. Wells

**Answer the following questions in 30-40 words:**

**a) What are the views of the writer with regard to journalism?**

**b) What are the two facets of an interview as a form of reporting?**

- Some think of it as a form of truth
- Others call it an art
- Some call it an intrusion of privacy

**c) What were Lewis Carroll's views about an interview?**

**d) What was Kipling's experience about being interviewed?**



- e) What do people who advocate an interview say to support it?  
 f) What was Umberto Eco's justification about doing many things together?  
 g) **How did Umberto deal with empty spaces?**  
 • Didn't waste any time  
 • Worked in empty spaces  
 • Mentally wrote an article while using the elevator  
 h) How did Umberto take to writing novels?  
 i) According to the author what led to the success of *The Name of the Rose*?  
 j) What was Mukund's opinion about Umberto's writing style?  
 k) What was Umberto Eco's first published work? Why did he keep that style?

**Long answer questions (120-150 words):**

- a) On the basis of the interview, give a brief character sketch of Umberto Eco.  
 b) Write a note on the literary genius of Umberto Eco.  
 c) How does Umberto Eco analyse his own style of writing?

**Going Places**

**By A R Barton**

**Introduction**

Sophie, a teenage girl, lives in a world of fantasy. She fantasizes about owning a boutique, about becoming an actress and meeting a famous football player. Her friend Jansie is more realistic and knows that they will both end up working in the biscuit factory. Sophie's account of her meeting with Danny Casey, a football player, is a figment of her imagination. Though her brother Geoff believes her, her father thinks that it is one of her 'wild stories'. Sophie believed in her own fantasy to the extent that she actually waited for him. In the end she accepts that Danny was not coming to meet her. Coming to terms with reality is both disappointing as well as disillusioning for her.

**Multiple Choice Questions:**

**I. She shook her head chastened at his unawareness that he was always the first to share her secrets.**

**"I don't believe it."**

**"There I was looking at the clothes in Royce's window when someone came and stood beside me, and I looked around and who should it be but Danny Casey."**

**a) Who was she talking to?**

- (i) Derek  
 (ii) Danny  
 (iii) her father  
 (iv) Geoff

**b) What didn't he believe?**

- (i) that she had seen Danny Casey at the match  
 (ii) that she had met Danny Casey  
 (iii) that she was going on a date with Danny Casey  
 (iv) that she hadn't told her father

**c) Who was Danny Casey?**

- (i) a school friend
- (ii) an Irish basketball player
- (iii) an English football player
- (iv) an Irish football player

**d) Why did she shake her head?**

- (i) She was asked if she had told Jansie
- (ii) She was asked if she had told her mother
- (iii) She was asked if she had told her father
- (iv) She was asked if she had told Derek

**II. Sophie glared at the ground. Damn that Geoff, this was a Geoff thing not a Jansie thing. It was meant to be something special just between them. Something secret. It wasn't a Jansie kind of thing at all.**

**a) Why did Sophie glare at the ground?**

- (i) Geoff had told Jansie her secret
- (ii) Geoff had told their father her secret
- (iii) Geoff had told Frank her secret
- (iv) Geoff had told Derek her secret

**b) What was meant to be special between them?**

- (i) she had told Geoff she was opening a boutique
- (ii) she had told him she wasn't going to work in the biscuit factory
- (iii) she had told him she had met Danny Casey
- (iv) she had told him she was going to be a manager soon

**c) Who was Geoff?**

- (i) Sophie's elder brother
- (ii) Sophie's younger brother
- (iii) Sophie's best friend
- (iv) Sophie's neighbour

**d) Why wasn't it a Jansie thing? Choose the statement that's NOT true.**

- (i) Jansie was too inquisitive
- (ii) She had a habit of telling people's secrets
- (iii) She was nosey by nature
- (iv) It was something meant only for Geoff's ears

**Choose the most appropriate option:**

**a) "They wouldn't make you manager straight off."**

- (i) Sophie says this to Jansie
- (ii) Geoff says this to Sophie
- (iii) Geoff says this to Jansie
- (iv) Jansie says this to Sophie

**b) 'Resignation was no sudden thing'. Sophie was resigned to the fact that**

- (i) she would never own a boutique

- (ii) Geoff would not take her to the city
- (iii) she would always work at the biscuit factory
- (iv) Danny Casey would not come for their date.

**Short Answers (30-40 words)**

- 1) What are the indicators of Sophie's family's financial status?
- 2) Jansie appears to be more practical than Sophie. Justify.
- 3) How would you describe the character and temperament of Sophie's father?
- 4) Why did Sophie like her brother, Geoff, more than any other person?
- 5) What impression do we get of Sophie's mother from the chapter?
- 6) Why does Sophie resent Geoff's life which she feels does not include her?
- 7) **Who was Danny Casey?**

**Value Points**

- A young Irish football prodigy
- Played for the English Club United.
- A brilliant player and a celebrity.
- Sophie fantasized about him.

- 8) What is the 'burden' that Sophie feels she has to live with?
- 9) Sophie flits from one dream to another. What trait of hers is brought out by this action?
- 10) According to Sophie's father, what dangers does Danny Casey face in his career as a football player?

**11) Why was Sophie jealous of Geoff's silence?**

Sophie's brother Geoff was an apprentice mechanic. He was almost grown up yet he hardly spoke anything of his own life. Words were prized out of his mouth like stones from the ground. She could only suspect areas of his life which she wanted to hear from him. So she was jealous of his silence. She took him to be out there in the world, when he was not speaking.

**12) Sophie and Jansie were classmates and friends. What were the differences between them that showed up in the story?**

Sophie : Imaginative , day dreamer, live in the world of fantasy , harbours unrealistic dreams, escapist ,optimist ,romantic , hero worships Danny Casey, good at concocting stories  
Jansie; Mature , sensible , realistic, practical , well-wisher of Sophie : dissuaded her from living in the world of fantasy, did not nurture big dreams ,accepted her reality , nosey , gossip monger .

**Long Answer Questions (Answer the following in about 125-150 words)**

- 1) **Sophie's dreams and disappointments stem from her socio-economic background.**

**Value Points**

- Sophie- poor middle class family
  - Wished to be rich and lead a glamorous and sophisticated life.
  - Cannot accept reality, dissatisfied with her present life
  - Dying to break free from her middle class existence
  - Dreams of meeting Danny Casey-to her family he is a hero
- 2) Contrast Sophie's real world with her fantasies.
  - 3) Justify the title 'Going Places'.

**4) Describe Sophie's fascination for 'the places and the vast world'.**

Being a young school girl, Sophie loves to dwell in her realm of dreams. Most of her dreams are beyond her reach. Her ambitions have no relation with the harsh realities of life. She thinks of having a boutique. She wants to have the most amazing shop this city has ever seen. Then she

entertains the idea of being an actress as there was real money in it. If need be, she can be a fashion designer. She does not realise that her family is not rich enough and her dreams cannot be fulfilled.

Sophie develops a romantic fascination for Danny Casey. He is a young Irish football player and the hero of her dreams. She indulges in hero worship. She tells a story that she met Casey. Her father calls it another of her 'wild stories'. Even Geoff does not believe her. He tries to caution her as Casey is a celebrity and has a great female fan following.

But Sophie is an incurable dreamer. She has seen Casey only once, but all the time she thinks of him. She sits alone and waits for his arrival. She becomes sad and despondent when Casey does not come. She suffers because of her dreams. These dreams and disappointment are all creations of her mind

**5) Maintaining a balance between one's fantasies and the real world is the key to survival. Give your opinion on Sophie's character in the light of the above statement.**

**Sophie's real world**

- Sophie the protagonist- a teenager belongs to the poor socio economic background
- she doesn't own a decent house.
- her brother Geoff is an apprentice mechanic
- her father worked hard for a living
- her mother had a crooked back due to the household burden
- both her parents as well as her brother lacked sophistication
- she is earmarked for working in a biscuit factory

**Sophie's fantasies**

- Sophie lives in a world of her own
- she wants to start a boutique
- she wants to earn money by becoming a manager, an actress or even a fashion designer
- 'areas of Geoff's life' which are unknown to her hold a special fascination for her
- she fantasizes and goes to places in her imagination
- she is fond of hero worship and fantasizing
- her hero is an Irish player Danny Casey
- dreams of meeting him and taking his autograph
- is so much obsessed with meeting him
- starts believing her imaginations as real
- she crosses the border of normalcy when she tells her family that she actually met him and that he wants to take her on a date
- nobody believes her
- then she actually goes to the place and literally waits for him to appear
- feels disappointed
- she still believes that she had met him. (any 3 value pts.)

(views of the students to be given credit)

**FLAMINGO**

**POEMS**

**My Mother at Sixty- six**  
**Kamala Das**



The poem examines the theme of advancing age and the fear of losing a dear one and of separation from her. It is written in blank verse.

As the poet is driving away from her parents' home to go to the Cochin airport she becomes aware of how her mother has aged and is pained at the thought of losing her mother. The mother is dozing in the car and she looks almost like a corpse. To forget her unhappy thoughts, the poet looks outside the car and she sees trees which appear to sprint and young children who are playing excitedly. These are representative of energy and youth and are a direct contrast to her aging mother. The mother's pale face resembles a winter's moon. The familiar childhood fear and her insecurity of being separated from her mother resurface. Yet when she leaves her at the airport, she summons a smile and bids her a cheerful goodbye, "See you soon, Amma", masking her inner turmoil and also as if to reassure her mother as well as herself.

Kamala Das has used many figures of speech to express her feelings

Personification/Metaphor: the trees are described as "sprinting", like young children

Metaphor: the children are "spilling out" like the gushing waters of a stream.

Similes: her face like that of a corpse; as a late winter's moon -which effectively describes her mother's pale and wan face, like that of a lifeless person or the hazy moon in winter.

#### A. Multiple Choice Questions:

**I. Put that thought away, and  
look 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**

**a) What 'thought' is the poet referring to?**

- (i) The terrible thought of losing her mother
- (ii) The thought of missing her flight
- (iii) The thought of seeing her mother fall sick
- (iv) The thought of meeting an accident

**b) Which figure of speech is used in the expression 'trees sprinting'?**

- (i) simile
- (ii) hyperbole
- (iii) personification
- (iv) metaphor

**c) Which of the following is similar to 'wan'?**

- (i) glowing and healthy
- (ii) pale and sick
- (iii) old and lazy
- (iv) active and alert

**d) Which figure of speech is used in the expression 'merry children spilling out'?**

- (i) simile

- (ii) hyperbole
- (iii) personification
- (iv) metaphor

**II. Driving from my parents' home to Cochin last Friday morning, I saw my mother, beside me doze, open mouthed, her face ashen like that of a corpse and realised with pain that she was as old as she looked**

**a) Where was the poet driving to?**

- (i) her home
- (ii) her parents' place
- (iii) the railway station
- (iv) the airport

**b) Which thought did the poet find painful?**

- (i) thought of leaving her mother behind
- (ii) the thought of losing her mother
- (iii) the thought of her mental state
- (iv) thought of her physical state

**c) Identify the poetic device in 'face ashen like that of a corpse'.**

- (i) simile
- (ii) metaphor
- (iii) symbolism
- (iv) personification

**d) What did the poet notice about her mother?**

- (i) Age
- (ii) Frailty
- (iii) Sleepiness
- (iv) Laziness

**Choose the most appropriate option:**

**a) Why does the poet look out of the car window?**

- (i) to create a contrast
- (ii) to enjoy the trees
- (iii) to look at the children
- (iv) to distract herself

**b) "See you soon, Amma" reflects the poet's**

- (i) love
- (ii) care
- (iii) optimism
- (iv) heartbreak

**II. Answer in 30 – 40 words:**

- a) What makes the poet smile at her mother at the airport?
- b) Why was the mother's face compared to a winter moon?

- c) Why does the poet mention “the merry children” and “sprinting trees”?
- d) How does the poet behave at the airport and why?
- e) What is the kind of pain and ache that the poet feels?
- f) ‘Smile and smile and smile’ is a poetic device. Identify it and explain the significance.

g) Why does the poetess look at ‘young trees ‘and ‘merry children’?

- To distract her mind from unhappy thoughts of her mother’s old age.
- To look at the freshness of life

### An Elementary School Classroom in a Slum Stephen Spender

The poem concentrates on the theme of social injustice and class inequalities. The plight of impoverished and deprived children of a school in a slum area is described here. Their classroom is shabby; the pictures on the wall depict the wonderful world outside which is out of reach for the children. The children are condemned to a dismal life as they are caught in a web of poverty and exposed to the indifference of the society around them. It is inhuman to show them glimpses of a better world, confusing them, tempting them to give in to deception and using unfair means to achieve what that world promises.

The poet concludes with the hope that someone who is in a position to help them, (governor, inspector, visitor) will take on the moral responsibility of giving these children meaningful education and leading them from their narrow alleys and bleak worlds to the wonderful world of letters. If that is not done, then these classrooms will be the cemetery of their dreams.

All education, without opportunity is meaningless and so it is important to let them grow unrestricted and liberated and creative, lead them to write “history theirs whose language is the sun.” Only the educated can transform the world.

The poem is written in a simple and lucid manner and the poet has done away with regular rhyme to denote social disorder, confusion and chaos. The poem is replete with imagery and symbols which help in conveying the message in an effective manner.

Some of the Figures of Speech used in the poem:

**Alliteration:** Far far from, break o break

**Metaphors:**

- a) paper seeming boy with rat’s eyes – thin boy, with hungry/furtive eyes
- a) Of squirrel’s game – free, liberated, happy life
- b) Sour cream walls- coloured; like that of sour cream, grimy, shabby
- c) Future painted with a fog- gloomy, a future without hope
- d) Lead sky- dark and unpromising
- e) History is theirs whose language is the sun- grow unrestrained, life as bright and cheerful as the sun
- f) From fog to endless night-the present situation of the children which is without joy or hope compared to fog and their bleak future is compared to an endless night suggesting death
- g) Slag heap-refers to the miserable and unhygienic living conditions of these children.

**Similes:**

- a) Like rootless weeds- comparison between the waif like children and weeds.
- b) Like bottle bits on stone- lives shattered like bottles and pieces strewn around

- c) Lives like catacombs- suffocating lives, unaired and grave like
- d) As big as doom- life / slum like a terrible disaster

**Symbolism:**

- a) Weighed down head
- b) Endless night
- c) Language is the sun
- d) Mended glass

**Transferred Epithet:** Gnarled disease

**Multiple Choice Questions:**

**I. 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. At back of the dim class One unnoted, sweet and young. His eyes live in a dream, Of squirrel's game, in tree room, other than this.**

**a) The tall girl with her weighed down head means she**

- (i) has her head bent with shame
- (ii) is ill and exhausted
- (iii) has untidy hair
- (iv) is carrying something on her head

**b) The paper seeming boy with rat's eyes means that he is**

- (i) sly and secretive
- (ii) thin, hungry and weak
- (iii) unpleasant looking
- (iv) has protruding eyes

**c) His eyes live in a dream means he is**

- (i) full of hope for the future
- (ii) physically and mentally ill
- (iii) distracted and daydreaming
- (iv) wants to play outside

**d) Reciting a father's gnarled disease means**

- (i) talking about his father's disease
- (ii) inheriting a disease called gnarled
- (iii) inheriting his father's disease
- (iv) talking about a disease with his father

**II. On sour cream walls, donations. Shakespeare's head, Cloudless at dawn, civilized dome riding all cities. Belled, flowery, Tyrolese valley. Open handed map Awarding the world its world. And yet, for these Children, these windows, not this map, their world.**

**a) 'Sour cream walls' refer to**

- (i) walls with off white paint



- (ii) dirty and discoloured walls
- (iii) artistically painted walls
- (iv) walls with old paint on them

**b) Who has donated these pictures on the walls?**

- (i) The Principal
- (ii) The authorities
- (iii) Rich people
- (iv) The school staff

**c) Why is the world of the slum children confined to the windows?**

- (i) They are not educated enough to look beyond these windows.
- (ii) They are not interested in exploring the outside world.
- (iii) They have a very limited existence with few opportunities.
- (iv) They are quite content with their life in the slums.

**d) What kind of future do they have?**

- (i) Dull
- (ii) Hopeful
- (iii) Promising
- (iv) Bleak

**Choose the correct option:**

**a) Governor, inspector, visitor refer to**

- (i) the heads of the school
- (ii) people who visit them
- (iii) people in positions of authority
- (iv) people who check them

**b) Fog to endless night means**

- (i) a situation that will go from bad to worse
- (ii) extremely bad weather conditions
- (iii) darkness and poor visibility
- (iv) a situation that will soon get better

**II. Answer the following in 30-40 words:**

a). What does the poet wish for the children of the slums?

b). What do the "green fields" and "gold sands" in the poem refer to?

**Value points**

- Freedom to explore the beautiful nature which is in sharp contrast to their present living conditions
- Economic and social justice; access to education
- Various opportunities

c). How is the world depicted on the class room walls different from the world of the slum children?

d). Who can improve the condition of the underprivileged children and how?

e). Explain "His eyes live in dream".

f). How does "the map" become their "window"?

**Value points:**

- Map is symbolic of the world beyond the reach of the slum children.
- This map on the walls of the classroom can be their reality if those in power like the governor give them opportunities and access to education

**g) What is the message that Stephen Spender wants to give through the poem 'An Elementary School Classroom in a Slum'? (V. Imp.)**

In 'An Elementary School Classroom in a Slum', Stephen Spender deals with the theme of social injustice and class inequalities. There are two different worlds. Art, culture and literature have no relevance to slum children. They live in dark, narrow cramped, holes and lanes. Unless the gap between the two worlds is abridged, there can't be any real progress or development. The children will have to be made mentally and physically free to lead happy lives.

**h) The poet says: 'And yet, for these children, these windows, not this world, are 'world'. What is the real world for them and which is not for them?**

The conquerors and dictators can change the map of the world at will. But their 'map' and world is not the world of slum children. Their world is the world of stinking slums. Narrow lanes and dark cramped holes make their world. Their world is not the world of 'domes', 'bells' and 'flowers'. Their world is the world of poverty and disease.

**i) What should governors, teachers, inspectors and other important and powerful persons do to improve the lot of children living in slums? (V. Imp.)**

Two worlds exist. They are quite opposite and incompatible to each other. The gap between them must be abridged. Governors, teachers and powerful persons can play an important role in it. They can help in removing social injustice and class inequalities. They must bring them out of their ugly and dirty surroundings. All good things of life, the sea, the sun and the fields should be within their easy reach.

**j) 'History is theirs whose language is the sun'. Justify the veracity of this statement.**

Stephen Spender concludes the poem with a beautiful metaphor. 'History is theirs whose language is the sun'. This world is not ruled by the dumb and driven people. Only those who speak with confidence, power and authority are heard and obeyed. Their language must have the warmth and power of the sun.



Keeping Quiet

Pablo Neruda

This is an anti-war poem and the poet feels that the need of the hour is introspection and meditation and a higher level of existence. Only this will save the world from self-destruction. He appeals to the people to slow down the pace of their lives. This period of life will benefit mankind immensely. Wars lead to total destruction and hollow victories with no survivors. Stopping all activities and sharing of silence is the only hope for a peaceful world. However, total inactivity is not what the poet advocates and neither does he think death is the answer. He advises the people to let earth be our teacher. Just as, when earth may look dead, life goes on under the surface, preserving seeds to sprout later etc. in the same way, from our silence will come true knowledge and the meaning of life. We should make a conscious and resolute effort to calm the mind, stop all activity and do some quiet introspection. Then we can hope for mutual understanding among human beings, and harmony among the people of the world.

**Theme:** Only by keeping quiet and stopping all destructive activities can we find peace and tranquility. Silence creates a unique moment when all differences are removed and a feeling of brotherhood prevails. It provides an opportunity for introspection and better understanding of self.

**Figures of speech used:****Symbolism:**

- a) fishermen in the cold sea would not harm whales- symbolizing man's indiscriminate exploitation of nature for his vested interests.
- b) Man gathering salt would look at his hurt hands- stands for self- destruction
- c) put on clean clothes- start life afresh, a peaceful life

**A. Multiple Choice Questions:**

**I. It would be an exotic moment without rush, without engines, we would all be together in a sudden strangeness.**

**Fishermen in the cold sea would not harm whales and the man gathering salt would look at his hurt hands.**

**a) Which 'exotic moment' does the poet refer to?**

- (i) a moment of complete silence and introspection
- (ii) a moment of spirituality
- (iii) a moment to rest and recoup
- (iv) a moment of entertainment

**b) The poetic device used in the last 4 lines is**

- (i) simile
- (ii) alliteration
- (iii) metaphor
- (iv) symbolism

c) The 'sudden strangeness' will instill a sense of

- (i) brotherhood
- (ii) mutual understanding
- (iii) unity
- (iv) violence

d) What message do you get from the given extract?

- (i) Pause, self analyse and act wisely
- (ii) Take a break, pause and enjoy
- (iii) Pause, rest and restart
- (iv) Stop, look around and refresh

**II. Perhaps the Earth can teach us  
as when everything seems dead  
and later proves to be alive.  
Now I'll count up to twelve  
and you keep quiet and I will go.**

a) The poem is \_\_\_\_\_ and the poet is \_\_\_\_\_.

- (i) A Thing of Beauty, Kamala Das
- (ii) Keeping Quiet, Pablo Neruda
- (iii) My Mother at Sixty-Six, Pablo Neruda
- (iv) Keeping Quiet, Kamala Das

b) What does the Earth teach us?

- (i) It teaches us the best lesson in silence.
- (ii) It teaches us to achieve success.
- (iii) It teaches us to remain quiet and count till twelve.
- (iv) It teaches that the Earth can be the best teacher.

c) What does the poet want to achieve by counting up to twelve?

- (i) He wants silence without the noise around.
- (ii) He wants people to understand one another's language.
- (iii) He wants to unite people in peace and togetherness.
- (iv) He wants everyone to relax and take a break.

d) How do you interpret 'everything seems dead and later proves to be alive'?

- (i) Be patient in life to experience a better situation.
- (ii) Change is the only constant in life.
- (iii) People should change their approach as per the situation.
- (iv) There can be amazing life under apparent stillness.

**Choose the most appropriate option:**

a) When the poet tells people to put on 'clean clothes', which of the following is he NOT referring to?

- (i) clean clothes mean they are not involved in war
- (ii) cleaning our minds by removing all negative thoughts
- (iii) clean clothes on account of not killing innocent people
- (iv) living with others in peace, harmony and brotherhood

b) The poetic device used by the poet in 'victory with no survivors' is



- (i) simile
- (ii) metaphor
- (iii) personification
- (iv) irony

**B. Answer the following in 30-40 words:**

- a) What will counting up to twelve and keeping still help us to achieve?
- b) What is the 'exotic moment' the poet is referring to?
- c) What symbol of nature does the poet use to make us understand the lesson?
- d) Why is Pablo Neruda against 'total inactivity'?
- e) Who do the 'fishermen' and 'man gathering salt' refer to?

**f) What importance does the poet give to The Earth, when he says that it can teach us an essential meaning of life?**

Ans. The poet says that when during winter everything seems dead on the surface of the earth, there pulsates and throbs life underneath which is just waiting to come out in spring. It means that the earth should be seen and understood in the right perspective. When we stop all physical activity, it appears as if we are doing nothing but that is the time we are able to introspect.

**g) What is the sadness referred to in the poem?**

The sadness Pablo Neruda refers to in his poem, 'Keeping Quiet', is that of never being able to understand ourselves that we are causing our own destruction. It arises out of our mad rush to achieve everything materialistic in nature.

**A Thing of Beauty  
John Keats**

In this poem, the Romantic poet, John Keats speaks about the power of beautiful things, which have the ability of giving pleasure time and time again. A thing of beauty is an everlasting source of happiness. It makes a lasting impression on the mind and can never be forgotten. Human life is full of malice and disappointments, of gloomy and dull days; but a thing of beauty removes the pain and lifts our spirits. The beauty of nature inspires us to aspire for better lives like our magnificent heroic forefathers. The poet says that even thoughts regarding grand legacies of the mighty dead and the tales we have heard or have read about, can all be counted among the things of beauty. Nature's bounty is like an endless fountain of heavenly drink (elixir), which rejuvenates and refreshes us.

**Figures of speech:**

**Metaphor:**

- i) 'morrow are wreathing a flower band' - pleasant memories are compared to a garland of flowers that bind us to the earth and give us joy despite all the unhappiness around us/ we need to stay connected to nature like the flowers in a wreath.
- ii) "Some shape of beauty moves away the pall" - pall or funeral cover. Some beautiful thing (of nature) lifts our depression/ grief like a funeral cover is lifted. Nature has a healing effect and it alleviates our pain and suffering.
- iii) "an endless fountain of immortal drink" - Nature's bounty being compared to a heavenly fountain which is continuous and joy

**Alliteration:**

- i) noble natures

ii) cooling covert

**Questions:**

*Therefore, on every morrow, are we wreathing  
A flowery band to bind us to the earth,  
Spite of despondence, of the inhuman dearth  
Of noble natures, of the gloomy days,  
Of all the unhealthy and o'er-darkened ways  
Made for our searching: yes, in spite of all,  
Some shape of beauty moves away the pall  
From our dark spirits.*

1. Name the poem and the poet.
  - a. A Thing of Beauty by John Keats
  - b. The Thing of Beauty by John Keats
  - c. Thing of Beauty by Stephen Spender
  - d. A Thing of Beauty by William Wordsworth
2. Flowery band signifies
  - a. a beautiful band made of flowers
  - b. beautiful things that keep us tied to the earth
  - c. beautiful flowers in nature
  - d. flowers which bloom with happiness
3. From our dark spirits' is a reference to
  - a. our dampened and demoralized spirits
  - b. dark coloured ghosts
  - c. unhappy moments
  - d. the happy side of our personality
4. What removes the pall from our lives?
  - a. dark spirits
  - b. Trees old, and young
  - c. all the unhealthy things
  - d. Nature's beauty

*For simple sheep; and such are daffodils  
With the green world they live in; and clear rills  
That for themselves a cooling covert make  
'Gainst the hot season; the mid forest brake,  
Rich with a sprinkling of fair musk-rose blooms;  
And such too is the grandeur of the dooms  
We have imagined for the mighty dead;  
All lovely tales that we have heard or read;  
An endless fountain of immortal drink,  
Pouring unto us from the heaven's brink*

1. What makes for itself a cooling covert against the hot season?
- the sheep which graze in the meadows
  - the daffodils which bloom in the green world
  - the musk rose which fill the air with fragrance
  - the clear rills which facilitate the growth of shady trees on its banks

2. Mighty Dead refers to :
- The powerful people who died
  - The might of the people who changed the world
  - Our ancestors whose achievements were inspirational
  - The grandeur of the dead

3. The fountain of immortality is a source of immense joy as
- It comes from the heaven above
  - It metaphorically refers to the eternal beauty of nature
  - It tells lovely tales about the dooms

- i      b. ii      c. i, ii      d. i, ii, iii

4. The glories and magnificence of our forefathers are incomparable. Which phrase captures this sentiment aptly?
- grandeur of the dooms
  - lovely tales that we have heard or read;
  - endless fountain of immortal drink,
  - Pouring unto us from the heaven's brink

**Select the most appropriate answer**

1. How does a thing of beauty provide shelter and comfort?
- By giving a sense of joy and happiness
  - by removing pain and suffering
  - like a bower
  - All of the above
2. Which of the following conveys the message of the poem?
- Beauty of nature is ephemeral
  - Beauty of nature gives us joy and happiness
  - Beauty of nature removes negative things from our lives
  - Beauty of nature is like an endless fountain

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

**Answer the following in 30-40 words:**

- a) What makes humans unhappy and how do they find a release from this state?
- b) What is the "endless fountain" a reference to? What are its effects?
- c) What makes human beings love life despite trouble and suffering?
- d) Why is grandeur associated with the mighty dead?

**e) List the things of beauty mentioned in the poem.**

Every little or big thing of nature is a thing of beauty and a source of pleasure. The sun, the moon, trees old and young and daffodil flowers are all things of beauty. So are small streams with clear water, mass of ferns and the blooming musk-roses. They are constant sources of joy and pleasure.

**f) List the things that cause suffering and pain.**

There are many things that cause human suffering and pain. The biggest source of suffering is our malice and disappointment. The lack of noble qualities is another. Our unhealthy and evil ways also give birth to so many troubles and sufferings. They depress our spirits. They are like a pall of sadness over our lives.

**g) What does the line, 'Therefore are we wreathing a flowery band to bind us to earth', suggest to you?**

John Keats is a sensuous poet. He is firmly attached to the endless beauty of the earth. The link of man with nature is constant and unbroken. The things of beauty are like wreaths of beautiful flowers. We seem to wreath a flowery band that keeps us attached to the beauties of this earth.

### A Roadside Stand By Robert Frost

The poet presents the lives of rural people who have put up a roadside stand to sell their products. As they wait in vain for the passing cars to buy their products, we see the lack of sympathy for the rural people.

**Read the extracts and answer the questions that follow:**

*No, in country money, the country scale of gain,  
The requisite lift of spirit has never been found,  
Or so the voice of the country seems to complain,  
I can't help owning the great relief it would be  
To put these people at one stroke out of their pain.  
And then next day as I come back into the sane,  
I wonder how I should like you to come to me  
And offer to put me gently out of my pain.*

1. Who is 'I' in these lines?



- a. The poet
- b. The country people
- c. The owner of the roadside stand
- d. The city people

2. What would be a *great relief*?

- a. To bring an end to the lives of the country people
- b. To buy the things being sold by the people in the stand
- c. To bring back sanity in our lives
- d. To lift up the spirit of the country people

3. The *requisite lift of spirit has never been found* refers to

- i. The lack of progress in the country
- ii. The lack of financial gain in the lives of the country people
- iii. The lack of empathy among the city people

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

4. The last two lines show that (select the answer which conveys the meaning exactly)

- a. The poet feels the pain of the country people
- b. The poet realises that his earlier solution is a heartless one
- c. The poet is gaining sanity over a period of time
- d. The poet feels relief as the pain is now gone

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*Sometimes I feel myself I can hardly bear  
 The thought of so much childish longing in vain,  
 The sadness that lurks near the open window there,  
 That waits all day in almost open prayer  
 For the squeal of brakes, the sound of a stopping car,  
 Of all the thousand selfish cars that pass,  
 Just one to inquire what a farmer's prices are.  
 And one did stop, but only to plow up grass  
 In using the yard to back and turn around;  
 And another to ask the way to where it was bound;  
 And another to ask could they sell it a gallon of gas  
 They couldn't (this crossly); they had none, didn't it see?*

1. The longing is childish as

- i. It depicts the futility of the longing
- ii. It depicts the innocence of the country people
- iii. It depicts the vanity of those who pass the stand
- a. i, ii, iii
- b. i, ii
- c. ii, iii
- d. i, iii

2. The figure of speech in selfish cars is

- a. Metaphor
- b. Personification
- c. Transferred epithet
- d. synecdoche

3. Why did the cars stop?

- i. To ask for directions
- ii. To ask for fuel
- iii. To turn around the car
- iv. To express their anger
- a. i,ii,iii,iv
- b. i,ii,iii
- c. ii,iii
- d. ii,iv

4. Why does sadness lurk near the open window?

- a. The rural people are sad because no car halts there to buy anything from their roadside stand and the rural folk are unable to earn some extra money.
- b. These rural folk are sad as they nurture many unfulfilled dreams and desires which might never be satisfied.
- c. They crave in vain like children waiting for their wishes to be fulfilled while standing at the window of their roadside stand.
- d. They keep their windows open expecting some prospective customers to turn up.

**Select the most appropriate answer**

1. Why are the good doers described as *greedy* and *beasts of prey*?
    - a. Their charity is not inspired by any compassion for the deprived roadside stand.
    - b. The charity and other deeds are aimed at lulling the country folk into complacency so that they are unable to think for themselves.
    - c. They only pretend to do good for the owners of the stand whom they disdain.
    - d. They prey on the innocent people and exploit them by not paying appropriate prices for the goods on sale.
  2. What do the poor country folk really expect from the rich people from the city?
    - a. The rich should provide them with the same comfort that is available in the city.
    - b. The city people should give them dole and uplift their financial condition.
    - c. The city people should buy the produce displayed on the roadside stand.
    - d. The city people should build a theatre and a store in the country.
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**Answer in 30-40 words:(Sample Answers)****i) Why is the poet's complaint different from that of the rich city men?**

The rich city men have their hollow complaints that come out of their failure to understand the basic struggles of the poor. They complain about the damage to the scenery caused by the stand. But the poet can see the poverty and suffering of the people in the stand.

**ii) What do you mean by the trusting sorrow of the poor people?**

The poor people are instinctively sensitive and expectant to the promises of the rich and the mighty. They believe their hollow promises and wait for their realization. But finally their hopes give way to the miserable realization that the promises made by the rich are not meant to be fulfilled.

**iii) What do you understand when the poet says that the trusting sorrow of the poor people is 'unsaid'?**

The poor people place their trust in the fake promises of the rich people and the ruling parties and consequently become sorrowful. The poet complains that this sorrow of the poor people has not been taken seriously by the concerned authorities, media and the public.

**Answer in 30-40 words:**

1. Why were the rural people angry with the people in cars driving past?
2. What is the poet's feelings about the roadside stand?
3. Do the Government agencies help the rural people? Give reasons.
4. Why was the roadside stand put up?

**Aunt Jennifer's Tigers**

Adrienne Rich

The poem addresses the constraints of married life experienced by a woman in a male-dominated world. It is about gender struggle that is reflected in the way she creates an alternative world for herself, in her tapestry work.

In the beginning we see the fantasy world, which Aunt Jennifer wishes to be in. The tigers that she embroiders are fearless, chivalrous and full of life and colour. They are in direct contrast to the timid and meek aunt. Perhaps in embroidering these ferocious beasts, aunt is able to express her secret longing for a life of freedom and confidence.

But Aunt Jennifer's reality is quite different. Her nervous fingers are unable to even hold the ivory needle or bear the weight of the oppressive marriage she is caught in (by the "weight of uncle's wedding band").

The third stanza is a prediction of the future. Even death is not a liberator for Aunt because when she dies, she will still remain terrified, defeated. She even loses her identity and is only 'aunt' at the end. The irony is that the tigers she created will forever remain immortal and fearless, blatantly proclaiming their freedom.

### Figures of speech

#### a) Metaphor:

Topaz denizens-unafrail of their environment, as contrasted with Aunt's ringed fingers-surrounded by obstacles, oppressed by marriage

#### b) Alliteration:

Prancing, proud  
Fingers fluttering

c) **Synecdoche:** terrified hands- aunt is frightened of uncle and so she is perpetually in a nervous and fearful state of mind, which is revealed by her trembling fingers.

#### d) Symbolism in the poem:

Adrienne Rich has employed the use of symbolism to convey the state of an oppressed and downtrodden woman in a patriarchal/male-dominated society:

- a) **tigers** symbolize aunt's unfulfilled wishes and yearning to be free and to be able to live her life as she wishes; free spirit
- b) **topaz-** striking presence; **denizens:** symbolic of an uninhibited, fearless and confident life, dark picture of the uncle
- c) **needlework/embroidery/tapestry work:** reveals aunt's passive outlook on life, unable to take on anything more exciting or active. Also symbolic of her creativity.
- d) **the massive weight of uncle's wedding band:** the trials and tribulations of her married life, trapped in a timid and suppressed life due to social and cultural expectations. She finds it difficult to express her repressed feelings even through needlework.
- e) **aunt-** all women oppressed by the patriarchal society

**Rhyme scheme:** aa bb cc dd etc -mimics the movement of the tigers.



**Questions:**

**Read the extracts and answer the questions that follow:**

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

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

1. Name the poem and poet.

- a. Aunt Jennifer's Tigers by Adrienne Rich
- b. Aunt Jennifer's Tiger by Adrienne Rich
- c. Aunt Jennifer's Tigers by Kamala Das
- d. Aunt Jennifer's Tiger by Kamala Das

2. Which figure of speech is contained in the phrase 'fingers fluttering'?

- a. Alliteration
- b. Metaphor
- c. Simile
- d. Synecdoche

3. What is the significance of 'massive weight'?

- a. The ring is an expensive and heavy one
- b. The marriage was an oppressive one
- c. Aunt Jennifer was burdened by responsibilities of married life.
- d. Aunt Jennifer did not like embroidery.

4. Why did Aunt Jennifer find it difficult to pull the needle?

- a. She was old and frail
- b. She had been rendered weak and nervous by patriarchal oppression
- c. She was not good at embroidery and with other responsibilities at home
- d. She found it difficult to express herself through the embroidery

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*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.*

1. Identify the figure of speech in 'terrified hands'.

- a. Synecdoche
- b. Personification
- c. Metaphor

d. Simile

2. The word 'mastered' shows that

- a. Aunt Jennifer was a master of her craft
- b. Aunt Jennifer had a master
- c. Aunt Jennifer was subservient to her husband
- d. Aunt Jennifer's master was unhappy

3. The word 'ringed' imply

- a. Aunt Jennifer was wearing the wedding ring despite all troubles
- b. Aunt Jennifer was surrounded by problems and the ring was a reminder of the cause of these
- c. Aunt Jennifer's ring was extraordinary and always had caught everyone's attention
- d. Aunt Jennifer had embroidered a ring to express her heart's desire

4. What happens to the tigers when Aunt is no longer alive?

- a. The tigers remain on the tapestry forgotten by all
- b. The tigers continue to remain bright, courageous and unafraid
- c. The tigers are buried with Aunt Jennifer
- d. The tigers remind people about Aunt Jennifer's beautiful needlework

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**Select the most appropriate answer**

1. Why did aunt embroider tigers on the panel?

- (a) to express her desire to be free and brave like the tigers
- (b) to express her strengths as a woman
- (c) to express her woes
- (d) to show her appreciation for tigers

2. How are tigers described in the poem?

- (a) as ferocious and angry
  - (b) fearless and chivalric
  - (c) stealthy and cunning
  - (d) bright and green
-

**Answer in 30-40 words:**

- i. What is the theme of the poem?
- ii. Give examples from the poem that suggest that Aunt Jennifer found her marriage a terrifying state.
- iii. What role do the tigers play to highlight the character traits of Aunt Jennifer?
- iv. What does Aunt Jennifer's ring stand for?
- v. What happens to Aunt Jennifer's tigers when she is no more?
- vi. What impression do you get of Uncle from the various images used in the poem?

**vii) Describe Aunt Jennifer's tigers. How are they different from her?**

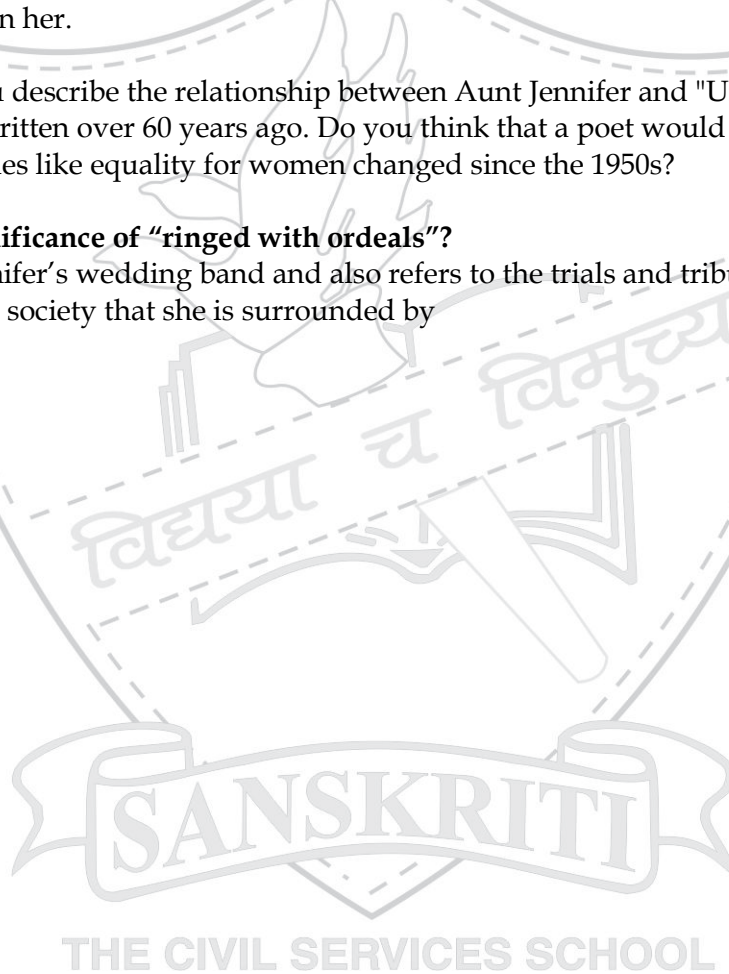
Aunt Jennifer's embroidered tigers prance across a green screen. They are fearless. They are not afraid of the men beneath the tree. They move elegantly with pride and confidence which is opposite to Aunt Jennifer's character who is meek and timid because the burden of a patriarchal society lies heavily on her.

viii) How would you describe the relationship between Aunt Jennifer and "Uncle"?

ix) This poem was written over 60 years ago. Do you think that a poet would write a similar poem today? Have the issues like equality for women changed since the 1950s?

**x) What is the significance of "ringed with ordeals"?**

It refers to Aunt Jennifer's wedding band and also refers to the trials and tribulations of married life and a patriarchal society that she is surrounded by



VISTAS**THE THIRD LEVEL**

*The Third Level* is the story of a commuter who discovers a train leaving from a different level of the Grand Central Station of New York city. It is the year 1894 and Charley accidentally finds a corridor that transports him back in time. This short story by Jack Finney is one of the best examples of a concise, entertaining story about time travel in the genre of science fiction.

**Read the lines given below and answer the questions which follow:**

*At the stamp and coin store I go to, I found out that Sam bought eight hundred dollars' worth of old-style currency. That ought to set him up in a nice little hay, feed and grain business; he always said that's what he really wished he could do, and he certainly can't go back to his old business. Not in Galesburg, Illinois, in 1894.*

1. Name the chapter and the author.
  - a. The Third Level by Jack Finney
  - b. Third Level by Jack Dawson
  - c. The Third Level Pearl S Buck
  - d. Third Level by Pearl Buck
2. *He certainly can't go back to his old business. Why?*
  - a. His profession had not been discovered in 1894
  - b. This profession had no relevance in peaceful Galesburg of 1894
  - c. He hated his profession and did not want to pursue it.
  - d. He needed more money for this profession in 1894.
3. Why did Sam buy old-style currency?
  - a. New currency was not in use where he was going
  - b. He was fond of collecting old-style currency.
  - c. He wanted to set up a new business.
  - d. Illinois had a different currency.
4. Who was Sam?
  - i. Psychiatrist
  - ii. Author's friend
  - iii. Louisa's husband
  - iv. A city boy
  - a. i, ii, iii, iv
  - b. i, ii, iv
  - c. i, ii, iii
  - d. i, iii, iv



*Sometimes I think Grand Central is growing like a tree, pushing out new corridors and staircases like roots. There's probably a long tunnel that nobody knows about feeling its way under the city right now, on its way to Times Square, and maybe another to Central Park. And maybe..... because for so many people through the years Grand Central has been an exit, a way of escape ..... maybe that's how the tunnel I got into... But I never told my psychiatrist friend about that idea.*

i. The narrator says that Grand Central was growing like a tree because.....

- a. it had roots that were spreading
- b. every now and then he stumbles upon new corridors and staircases
- c. it had lots of trees around it.
- d. it had continuously been under construction

ii. Identify the figure of speech used in the sentence 'pushing out new corridors and staircases 'like roots'.

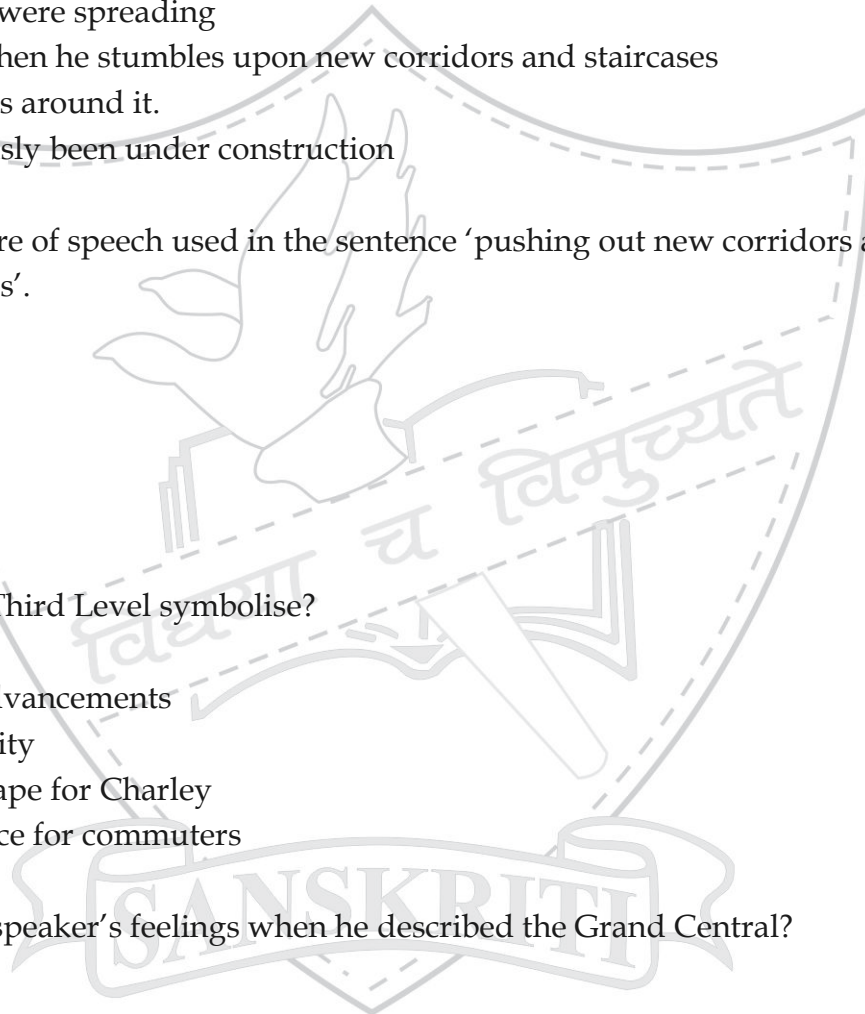
- a. metaphor
- b. simile
- c. synecdoche
- d. Personification

iii. What does the Third Level symbolise?

- a. Technological advancements
- b. Progress of the city
- c. a medium of escape for Charley
- d. More convenience for commuters

iv. What were the speaker's feelings when he described the Grand Central?

- a. he was shocked
- b. he got upset
- c. he got anxious
- d. he was fascinated



**Select the most appropriate answer**

1. *But I've never again found the corridor that leads to the third level at Grand Central Station, although I've tried often enough.*

**Why did Charlie give up looking for the third level?**

- Charlie never found it and was disappointed.
- Charlie preferred stamp collecting and wanted to work on his grandfather's collection.
- Charlie never found the third corridor and Louisa, who was very worried, wanted him to stop.
- Sam Weiner disappeared and Charlie was worried about him.

2. Which of the following did Charlie notice in the third level?

- Man in the booth wore a blue eyeshade and long brown sleeves
- Open-flame gaslights
- A locomotive, a very small Currier & Ives locomotive with a funnel-shaped stack
- Brass spittoons on the floor

- i, ii, iii, iv
- i, ii, iii
- ii, iii, iv
- i, iii, iv

**Answer the following questions in 30-40 words:**

- What did Charley discover when he was returning one night from office?
- What did Charley's friends and psychiatrist say about the third level?
- What was Louisa's reaction to Charley's strange experience?
  - Was extremely worried
  - Felt he was losing his grip on reality
  - Was angry when Sam interpreted that Charley was unhappy
- Why wasn't Charley surprised when he lost his way in the tunnel?
- Why did Charley decide to go to Galesburg?
- How did the clerk at the ticket counter react when Charley gave him money?
- Did Charley travel to Galesburg? Give reasons for your answer.
- What convinced Charley and Louisa that the third level actually existed?
- What is a first day cover? What role does it play in this story?
- Why couldn't Sam practise psychiatry in Galesburg?
- Why was Charley's plan of buying old style currency a futile exercise?

**Long answer questions (120-150 words):**

- What explanation did the psychiatrist give of Charley's experience of the third level? How did Charley refute it?

**Value Points**

- Called it a waking dream, perhaps a wish fulfillment
- Charley was unhappy like many others in the modern world
- Modern world is full of trials and tribulations, worries and insecurities

- Charley wanted to escape this world
- People indulge in some hobby to escape this world
- Even stamp collecting was a kind of temporary escape

Charley refuted this by saying

- People do not wander about due to stress
- His grandfather had also collected stamps and he had lived in a stress free world

b) What differences did Charley notice when he reached the third level?

### The Tiger King

- Kalki

#### **Introduction**

The story is a political satire which highlights how rich and powerful people misuse their position and power to fulfill their vested interests. The story also shows us the callous and indifferent attitude of the people towards animals. The self-centered attitude of the Maharaja goes against all that a Maharaja stands for. The well-being of all his subjects appears to be of no concern to him. The author also highlights the blind faith people have in astrologers.

What is **dramatic irony**?

Dramatic irony is when the words and actions of the characters of a work of literature have a different meaning for the reader than they do for the characters. This is the result of the reader having a greater knowledge than the characters themselves. Thus when the hundredth tiger is killed, the reader knows that the tiger is not actually dead and can thus anticipate the death of the king at the hands of another tiger. On the other hand the Maharaja is not aware of this fact.

#### **Humour**

The story is replete with instances of humour. The title of the king which suggested grandeur was completely antithetical to his character and personality. His idiosyncrasies and his single minded devotion to killing tigers (he ignores his duties as a king and a father!) make him a humorous but despicable figure. The entire conversation between the king and the dewan about the king's marriage generates a lot of humour. The dramatic irony at the end of the story is also a source of humour.

#### **Satire**

- Satire on young princes and maharajas of native Indian states having long names and descriptive titles
- satirizes the upbringing and education of crown princes of Indian States. Ridicules the attitude of Indian princes who emulate the British
- Criticizes Indian who considered the British as Gods and Goddesses (durai ,duraiani)
- Satirises the conceit and whims of those in power

**Read the lines given below and answer the questions which follow:**

*There would be some sense in it if you could tell us the manner of that death*

1. Name the chapter and the author
  - a. Tiger King by Kalki
  - b. The Tiger King by Kalkee
  - c. The Tiger King by Kaalki
  - d. The Tiger King by Kalki
2. Who says the above line?
  - a. Tiger King
  - b. Astrologer
  - c. Dewan
  - d. Durai
3. Whose death is being predicted?
  - a. Tiger King
  - b. Astrologer
  - c. Dewan
  - d. Durai
4. What manner of death would be predicted in the story?
  - a. Death would come from the tiger
  - b. Death would come from the ninety ninth tiger
  - c. Death would come after hundredth tiger
  - d. Death would come from a tiger hunt

*From that day onwards it was celebration time for all the tigers inhabiting Pratibandapuram.*

1. Which figure of speech can you find in the above sentence?
  - a. Alliteration
  - b. Metaphor
  - c. Irony
  - d. Simile
2. Why were the tigers celebrating?
  - a. Tiger hunting was banned for everyone except the Maharaja
  - b. Maharaja would only kill the tigers in his wife's kingdom
  - c. Dewan had convinced the Maharaja not to kill any tiger
  - d. The Durai was not allowed to kill the tigers
3. Do you think the tigers should be celebrating?



- a. Yes, tiger hunting was banned.
- b. No, the Maharaja could not be trusted.
- c. No, the Maharaja will kill them one by one
- d. Yes, if anyone would fling so much as a stone at a tiger, all his wealth and property would be confiscated.

4. Which characteristic of the Maharaja is highlighted by the events post this celebration by tigers?

- a. Wise, he knew how to get what he wanted.
- b. Brave, he often fought tigers with bare hands.
- c. Callous, as he did not care for innocent tigers
- d. Resolute, as he did not give up on his goal.

**Select the most appropriate answer**

1. Which of the following did the Maharaja do in his childhood?
  - a. he boy drank the milk of an English cow
  - b. Brought up by an English nanny
  - c. tutored in English by an Englishman
  - d. Read books by English novelists

2. *As the days passed, the Maharaja's fury and obstinacy mounted alarmingly. Many officers lost their jobs. Why was the Maharaja angry?*

- a. The tiger was not easily found and the Tiger King was waiting in the forest.
- b. The Durai insisted on hunting a tiger.
- c. The tiger population had dwindled in his state and he could not find any more tigers to hunt.
- d. The tiger farms had run dry even in his father-in-law's kingdom

**Short Answer Questions**

- 1) Describe the efforts made by the Tiger King to achieve his target of killing a hundred tigers.
- 2) "It was celebration time for all tigers inhabiting Pratibandapuram". Discuss the irony in the statement.
- 3) How did the Tiger King acquire his name?
- 4) How would you describe the behavior of the Maharaja's minions towards him?
- 5) When was the Maharaja in danger of losing his kingdom? How was the danger averted?
- 6) What is ironic about the end of the story 'The Tiger King'?

7) What lesson do we learn from the lesson 'The Tiger King'?

**Value Points**

- a) Those in power often misuse it to fulfill their own interests.

- b) Society as a whole is indifferent towards the plight of animals.
- c) People blindly believe in astrologers.

8) What is the connection between the bulletins of the war office and the new born Tiger King's claim?

9) What was Dewan's tiger like? How did he take it into the forest?

**10) What do you understand by "threat of a Stuka bomber"?**

Stuka Bomber was a German ground attack aircraft which was known for its high accuracy in hitting its target and terrorizing sound it emitted. Through the reference of Stuka Bomber, the author wants to convey that he intends to tell why Maharaja of Pratibandapuram came to be known as Tiger King and nothing, not even horrifying Stuka Bomber could compel him to digress from the topic.

**11) 'I shall cut my tuft, crop my hair short and become an insurance agent'.**

**Explain the context.**

- The astrologer had predicted that the hundredth tiger would be the cause of Maharaja's death.
- The Maharaja challenged the astrologer that what if he killed the hundredth tiger also.
- At this the astrologer promised to cut his hair, burn all his books and leave the profession.

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

1. How did the tiger King stand in the danger of losing his kingdom? How was he able to avert the danger?

**2. 'The operation is successful. The Maharaja is dead'. Comment on the irony of the situation.**

**Value Points**

- The entire situation is a satire on the life of the rich and powerful. Their illness and treatment even for a splinter needed surgeons and a specialist from Madras!
- The procedure of extracting a splinter needed discussion, debate and an operation.
- Finally the operation was successful but the Maharaja was dead. Thus it was the procedure that was important for them not life.
- The doctors' task was thus to concentrate on the technical aspects of the treatment not on saving the life of a patient.

**2. 'The Tiger King' is a story about crime and retribution. Comment.**

**Value Points**

i) Crime:

- Prince was born in the hour of the Bull which had Tiger as its enemy-thus that would be the cause of its death. Astrologer predicted that the hundredth tiger would be fatal. Prince vowed to attend to all other matters only after killing 100 tigers.
- Within ten years he killed 70 tigers.
- To kill thirty more he married a girl from the royal family of a state with a large tiger population.
- After that he killed 5-6 tigers every time he visited his father-in-law. In this way he killed 99 tigers.

ii) Retribution:

- Death was caused by a wooden tiger that cost only two and a quarter annas.

- The surface of the wooden tiger was rough and one of the slivers pierced him infecting his right hand.
- It developed into a sore which spread all over the arm. Despite famous surgeons operating on it, he could not be saved.

Thus the Maharaja of Pratibandapuram was punished for killing the tigers in and around his kingdom.

4. 'The Tiger King' is a political satire laced with humour and exaggeration. Elucidate.

**5. How would you describe the behaviour of the Maharaja's minions towards him? Do you find them truly sincere towards him or are they driven by fear when they obey him? Do we find a similarity in today's political order?**

Ans. The Maharaja's minions were subservient and sycophantic. Most of them were scared of Maharaja and tried to keep him in good humour by obeying his orders. They did not dare to disobey him as his displeasure could mean loss of their job or even loss of their lives. The astrologer was afraid of predicting his death, till Maharaja told him to "speak without fear". Dewan who should have advised the king not to kill the tigers did not dare to go against his wishes and aided his marriage to a princess whose father's kingdom possessed a large number of tigers. Being afraid of losing his job, he presented an old tiger to satisfy the whims of his Maharaja. Likewise, the hunters chose not to inform him of the survival of the 100th tiger and instead killed it themselves fearing that they might lose their jobs. Even the shopkeeper, who sold the king a cheap wooden toy tiger, quoted a higher price lest he should be punished under the rules of emergency.

So, it is evident that the king's minions were driven by fear rather than any feelings of sincerity towards their ruler.

Today's political order is no different – we know too well that many of the people in power are not there because of their ability but because of their influence and power. Moreover, others pander to them for their own vested interests rather than for the good of the country.

### **Journey to the End of the Earth** by Tishani Doshi

In this chapter the writer describes her experience of visiting Antarctica on a Russian research vessel, the *Akademik Shokalskiy*. Her first emotion on reaching Antarctica was relief but soon she was wonderstruck. She was impressed by its vastness and seclusion and also wondered how at one point of time India and Antarctica had been part of same landmass.

**Read the lines given below and answer the questions which follow:**

*To visit Antarctica now is to be a part of that history; to get a grasp of where we've come from and where we could possibly be heading.*

1. Name the chapter and the author.
  - a. Journey to the End of the Earth by Tishani Doshi
  - b. Journey to the End of the Earth by Tishani Joshi
  - c. Journey to End of the Earth by Tishani Doshi
  - d. Journey to the End of Earth by Tishani Doshi
2. What does 'that history' refer to?
  - a. When Antarctica had not been discovered

- b. When a giant amalgamated southern supercontinent, Gondwana, existed.
- c. When the microscopic phytoplankton had not become extinct
- d. When Antarctica was devoid of any human markers

3. What does Antarctica help us to understand?

- i. Significance of Cordilleran folds
- ii. Significance of pre-Cambrian granite shields
- iii. Significance of ozone and carbon
- iv. evolution and extinction

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

4. Which of the following is not a synonym of grasp?

- a. Grip
- b. Clasp
- c. Hold
- d. Release

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*Antarctica, because of her simple ecosystem and lack of biodiversity, is the perfect place to study how little changes in the environment can have big repercussions. Take the microscopic phytoplankton – those grasses of the sea that nourish and sustain the entire Southern Ocean's food chain. These single-celled plants use the sun's energy to assimilate carbon and synthesise organic compounds in that wondrous and most important of 2020-21 22 Vistas processes called photosynthesis.*

- 1. The author uses the example of phytoplankton as
  - a. they sustain a food chain
  - b. they depict how small changes can have far-reaching effects
  - c. they use photosynthesis.
  - d. these microscopic organisms are found in Antarctica only.

2. What does the parable of phytoplankton convey?

- a. Take care of the small things and the big things will fall into place
- b. It was nothing short of a revelation: everything does indeed connect.
- c. A lot can happen in a million years, but what a difference a day makes!



- d. It's an immersion that will force you to place yourself in the context of the earth's geological history.

3. These single-celled plants use the sun's energy to assimilate carbon and synthesise organic compounds.

Which word can replace synthesise in the above sentence?

- a. Manufacture
  - b. Invent
  - c. Convert
  - d. Analyse
4. Which of the following is not an appropriate use of *assimilate*?
- a. In this form vitamins can be easily assimilated by the body.
  - b. You shouldn't expect immigrants to assimilate into an alien culture immediately.
  - c. It's hard to assimilate so much information.
  - d. It was important to assimilate the warm weather when she moved to Chennai.

**Select the most appropriate answer**

1. What has the rapid increase of human population caused?
  - i. Battle with other species for limited resources
  - ii. unmitigated burning of fossil fuels
  - iii. blanket of carbon dioxide around the world
  - iv. Disruption of Gulf Stream ocean current
  - a. i,ii,iii,iv
  - b. i,ii,iii
  - c. ii,iii,iv
  - d. i,iii,iv
2. What is the reason for the success of *Students on Ice*?
  - a. It takes high school students to the ends of the world.
  - b. It's impossible to go anywhere near the South Pole and not be affected by it.
  - c. Climate change is one of the most hotly contested environmental debates of our time.
  - d. To visit Antarctica now is to be a part of history.

**Answer in 30-40 words.**

- a. 'Take care of small things and big things will take care of themselves.' What is the relevance of this statement in the context of Antarctica's Environment ?

The author gives the example of very small single celled plants called phytoplankton which nourish and sustain the entire southern ocean's food chain. The phytoplankton uses the energy to absorb carbon and also synthesize various organic compounds through photosynthesis. Scientists have forewarned that if Ozone layer depletes any further it will have a direct impact on the activities of the phytoplankton this will lead to a chain reaction adversely affecting the lives of marine animals and birds of the region which will further result in the disturbance global carbon cycle. So we have to pay special attention to tiny forms of animal and plant life and prevent the depletion of ozone layer by reducing carbon dioxide emissions. If we take care of small things big things will automatically fall into place

- b. Why is Antarctica a place to go to, to understand Earth's present, past and future?  
c. How has man played havoc with the ecological health of the earth?  
d. How is Antarctica untouched as compared to the rest of the world?  
e. How do programmes like 'Students on Ice' help?

**Answer in 120-150 words.**

- a. 'To visit Antarctica now is...to get a grasp of where we've come from and where we could possibly be heading.' Justify.  
b. Describe the impact of Antarctica on the writer?

### **The Enemy** By Pearl S. Buck

#### **Introduction**

This story tells us that humanitarianism is above patriotism and thus indirectly it condemns war. Pearl S. Buck believed in brotherhood and the equality of all men. 'The Enemy' written in 1942 confirms this belief. The story shows the conflict of a person who has to make difficult choices and raises certain moral questions-Is Sadao's obligation to his country above the obligation he has to his family, to himself and to his profession?

#### **Theme**

Pearl Buck's message is that above all we are fellow human beings and we need to co-exist and live in peace and brotherhood. Our need to kill the 'enemy' as well as all barriers of caste, creed and nationality must be eliminated. This message was particularly important during World War II when this story was written.

#### **Read the lines given below and answer the questions which follow:**

*For this reason he had been sent at twenty-two to America to learn all that could be learned of surgery and medicine. He had come back at thirty, and before his father died he had seen Sadao become famous not only as a surgeon but as a scientist. Because he was perfecting a discovery which would render wounds entirely clean, he had not been sent abroad with the troops.*

1. Name the chapter and the author.
  - a. The Enemy by Pearl S. Buck
  - b. The Enemy by Stephen Spender
  - c. Enemy by Pearl S. Buck
  - d. The Enemy by Pearl Spender
2. What does 'For this reason' refer to?
  - a. Sadao's education was his father's chief concern.
  - b. General's ill-health

- c. Sadao's father was unwell.
- d. Well-being of the POW

3. What was the second reason (apart from perfecting a discovery) for Sadao not being sent abroad with the troops?

- a. His father had recently died.
- b. General might need a surgery anytime
- c. He had recently married Hana.
- d. General was unhappy with Sadao.

4. Which of the following is not true about Sadao's father?

- a. Patriotic
- b. Joked and played with Sadao
- c. Serious about education
- d. He had a profound influence on Sadao

*"It was certainly very careless of me," the General said. "But you understand it was not lack of patriotism or dereliction of duty." He looked anxiously at his doctor. "If the matter should come out you would understand that, wouldn't you?" "Certainly, Your Excellency," Sadao said. He suddenly comprehended that the General was in the palm of his hand.*

1. How had the General been careless?

- a. He had not sent Sadao with the troops
- b. He had forgotten to send assassins
- c. He had not been concerned about Sadao's welfare
- d. He had not taken care of his health

2. Why was the General anxious?

- i. He could be charged with dereliction of duty.
- ii. Sadao could report him for failing to take care of the prisoner.
- iii. His medical condition made him dependent on Sadao.
- iv. Sadao was a shrewd person.
- a. i,ii, iii,iv
- b. I,ii,iii
- c. i, ii
- d. iii,iv

3. What does 'General was in the palm of his hand' mean?

- a. General was petrified of him
- b. General was in his complete control
- c. He could read the General's mind
- d. General could no longer send him to prison

4. Which of the following words cannot replace 'comprehended' in the above lines?

- a. Understood
- b. Grasped
- c. Apprehended
- d. Realised

**Select the most appropriate answer**

**1. The American landlady had once helped Sadao when**

- (a) she nursed him through influenza
- (b) she gave him food for a month
- (c) she had mended his clothes
- (d) had not taken rent for a month

**2. Sadao got his reward when**

- (a) the prisoner could escape
- (b) when he got an award from the government
- (c) when his servants returned
- (d) when his wife appreciated him

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

- 1) Did Hana think the Japanese tortured their prisoners of war? Why?
- 2) Why was it risky for Dr. Sadao to give medical help to the American soldier?
- 3) What was the attitude of the servants regarding the presence of the American soldier in the house?
- 4) In what way did Hana help in this operation?
- 5) What memories did Sadao carry of his American landlady and his teacher of Anatomy?
- 6) What are the two moral implications the story, 'The Enemy' is built upon?
- 7) Draw a character sketch of the General in the lesson, 'The Enemy'.
- 8) "But Sadao searching the spot of black in the twilight sea that night, had his reward". What was the reward?

**9) Why did the General overlook the matter of the enemy soldier?**

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

**Long Answer Questions (Answer the following in about 125-150 words)**

- 1) Is the title 'The Enemy' appropriate? Discuss.
- 2) Imagine you are Dr Sadao. You are relieved when you finally realize that the American soldier has finally managed to escape. Write down your feelings in your diary in 150 words.
- 3) After the American soldier escapes to his country, he writes to his friend recounting his harrowing experience in Japan and how he was saved by the Japanese doctor. Write the letter on his behalf in 150 words.

**4) Sadao and Hana were true patriots and human beings. Justify with reference to the story, 'The Enemy'.**



**Value Points**

- Both were patriots and were proud of their country and its culture-disliked Americans because of their prejudices against the Japanese.
- Did not hide the fact that the POW was with them-even told the General hoping he would help them.
- they wanted to give him to the authorities and if he had not suffered injuries they probably would have.
- However they were true human beings for they could not abandon an injured man even if he was the enemy.
- Both Sadao and Hana looked after the American soldier's health – Sadao could not ignore a patient who desperately needed medical help.
- When nothing else worked out Sadao gave him a boat, clothes and other essentials to help him escape-thus showing that were basically kind people who felt that their nationality is Mankind itself.

5) There are moments in life when we have to make a hard choice between our role as private individuals and as citizens with a sense of national loyalty. Discuss with reference to the Enemy.

**Should Wizard Hit Mommy**  
**By John Updike**

**Introduction**

John Updike is best known for his 'domestic fiction'. The underlying assumptions about gender roles reflect the attitudes that were prevalent in the 1950s and 1960s when these stories were written. This story contains a story within a story-so while Jack tells his four year old daughter a story about a wise Owl, a wizard, a skunk named Roger and his mother, it also talks about the validity of parental authority, of being true to one's inherent nature and about the desire for acceptability by one's peer group.

This story has two issues running through it. One is the parent child equation. Jack wants to tell his daughter the story in a particular manner, the conclusion being that parents know what is best for their children. 'Should Wizard hit Mommy?' raises the issue, 'Are parents always right'? Jo wants Roger Skunk to have the security of belonging to a group. To her, being accepted as part of the peer group is the most important thing. But Jack wants Roger Skunk to listen to his mother, though it means smelling bad again.

The other thread that weaves in and out of the story is Jack's discomfort with the independence that his wife and daughter have started showing. Jack is not a feminist and doesn't believe in it either. Whether in the story or real life, he would like to maintain the status quo – children should listen to their parents; his daughter and his wife are likeable when 'hanging on his words'. This attitude of Jack is what makes him feel 'caught in an ugly middle position'. He loves his family but is unhappy because of their independent thinking. Jo has started asking questions, and her gestures, demands and even the way she smiles show that she is growing up and acquiring a personality of her own. His pregnant wife is busy painting furniture. To Jack the woodwork seems like a 'cage' –he feels trapped in a life that he is not at ease with. And though his wife is 'in the cage with him', her independence makes him feel unwanted. He feels no bond with her, no desire. The 'half old tan and half new ivory' (last para of story) is a metaphor for his life – new feminist changes in the old family structure.

**Read the lines given below and answer the questions which follow:**

*He paused as a rapt expression widened out from his daughter's nostrils, forcing her eyebrows up and her lower lip down in a wide noiseless grin, an expression in which Jack was startled to recognise his wife feigning pleasure at cocktail parties. "And all of a sudden," he whispered, "the whole inside of the wizard's house was full of the smell of – roses! 'Roses!' Roger Fish cried. And the wizard said, very cranky, "That'll be seven pennies.*

1. Name the chapter and the author.
  - a. Should Wizard Hit Mommy ? by John Updike
  - b. Should the Wizard Hit Mommy ? by John Updike
  - c. Should a Wizard Hit Mommy ? by John Updike
  - d. Should Wizard Hit Mommy ? by John Lenox
2. Why was Jack startled?
  - a. His daughter was listening so intently.
  - b. His daughter resembled her mother.
  - c. His daughter had an ugly expression.
  - d. His daughter was grinning noiselessly.
3. Who was the protagonist of Jack's story?
  - a. Roger Fish
  - b. Roger Skunk
  - c. Roger Squirrel
  - d. Roger Chipmunk
4. Where was the Wizard's house situated?
  - a. Over the crick
  - b. Over the apple trees
  - c. Near the swamp
  - d. Near the sea

*"The poor kid," he answered, and with utter weariness watched his wife labour. The woodwork, a cage of moldings and rails and baseboards all around them, was half old tan and half new ivory and he felt caught in an ugly middle position, and though he as well felt his wife's presence in the cage with him, he did not want to speak with her, work with her, touch her, anything.*

1. What was the wife doing?
  - a. Moving furniture and painting rails
  - b. Telling a story to Jo
  - c. Fighting with Jack
  - d. Making a cage
2. *Half old tan and half new ivory* refers to the old and new perspectives related to
  - a. Marriage
  - b. Child- rearing
  - c. Gender roles
  - d. Painting
3. What is the significance of the word cage here?
  - i. The woodwork resembled a cage

- ii. He feels trapped in the marriage
- iii. He is unable to reconcile himself to changing roles
- iv. He was imprisoned by his position

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

4. Which word can replace *weariness* in above lines?

- a. Worry
- b. Fatigue
- c. Anger
- d. Frustration

### Select the most appropriate answer

1. Which part of the story was one of Jack's favourites?

- i. when mother hits the wizard
- ii. when Roger finds pennies from the magic well
- iii. when Jack imitates the wizard's voice
- iv. when Jack feels he is defending his own mother

2. What did the wizard demand to make Roger smell like a rose?

- a. 10 pennies
- b. 4 pennies
- c. 5 pennies
- d. 7 pennies

### Short Answer Questions (30-40 words)

1. What was the typical pattern of the story told by Jack to his daughter?
2. Why did Jo disapprove of Jack's ending of the story of Roger Skunk? How did she want it to end?
3. Why was Jack in a hurry to finish the story and go downstairs?
4. Which incidents show that Jo was growing assertive?
5. How did personal experience intrude into the story telling session of Jack?
6. Why was storytelling especially tiring for Jack on Saturday?
7. This was a new phase, just this last month, a reality phase. How did Jo behave in this 'reality phase' ?

8) Do you think the father in the story is, more or less, an alter ego of the author, as far as his childhood is concerned?

John Updike's childhood was tortured by 'psoriasis' and 'stammering' and he had to suffer humiliation and ridicule at the hands of his classmates on account of this. Like him, Jo's father too recalls certain moments of "humiliation of his own childhood". Thus the father more or less, was an alter ego of the author.

**9) What was Jack trying to tell Jo through the story of the skunk? What was Jo's reaction?**

**Value Points**

- One must be comfortable with one's own identity.
- Eventually people will accept you for what you are.
- Parents always know what is best for their children.
- Jo is unhappy as she wants Roger Skunk to be liked by the other animals so that he can play with them

**Long Answer Questions (Answer the following in about 125-150 words)**

1) The writer mentions that when Jack comes down, he sees his wife painting the chair and though he feels her presence in the cage, he has no desire to interact with her. What does the reference to the cage indicate? How do you account for his feelings?

2) Explain the story within the story in the lesson "Should Wizard Hit Mommy?"

**3) Justify the title of the story "Should Wizard Hit Mommy?".**

**Value Points**

- The story raises issues regarding parental prejudices foisted on children. Parents are not always right as their actions are based on their previous experiences and their perspectives on life which may be different from that of a child.
- The story depicts the conflicting views of a child and his mother regarding his future. Roger knows his problem, gets the solution and is happy. His mother however does not understand Roger's problem and wants him to grow up to be like her. She hits the Wizard for doing what Roger wants him to do.
- The title shows that the reader is left to decide about whether Roger and the Wizard are right in what they do or whether the Mother is right in insisting on her way.

**4) What issues does the story raise? Are they relevant in today's context?**

**Value Points**

- The story raises issues like- should parents impose their view on children, should parents take decisions for children and is it right for parents to ask for unquestioned obedience.
- The issue is also about children having the independence to take decisions regarding their own future and how important acceptance by one's peer group is for an individual.
- These issues are relevant even today as they are universal problems. Every generation wants to and tries to assert its own independence. Parents have to accept differing points of view and encourage their children to become independent individuals.

5) An adult's perspective towards life is different from that of a child. Discuss with reference to 'Should Wizard Hit Mommy'.

6) How does the reader get the impression that Jack was quite insensitive to the feelings of his daughter?

**7) Character Sketch of Jack.**

**Value points**

- conscious of his duties as a father and husband
- fatigued and confused by her constant questioning, pointing errors (roger fish instead of skunk), asking for clarifications and suggesting alternatives
- has the typical parental attitude that parents know what is best for their children



- stifles her objections and amendments shown by his defending the skunk's mother
- feels caught in an ugly middle position physically, emotionally and mentally
- did not like women to take anything for granted
- someone who is not used to his authority being questioned
- insensitivity and impatience comes across in his dealings with his daughter, and the fact that an adult's viewpoint is biased by personal experiences.
- Though a loving parent he finds it hard to accept the fact that Jo now has a mind of her own

**On The Face of It**  
**Susan Hill**

**Introduction**

This play brings out the pain and isolation that the physically handicapped go through and the lack of sympathy that they face from people in society. The play revolves around Mr. Lamb and Derry, a fourteen year old boy. Both characters suffer from a physical disability – one has a tin leg and the other a scarred face. Mr. Lamb has come to terms with his disability and has built a life for himself in spite of the tin leg. He still maintains a positive outlook towards life. Derry on the other hand is growing up and understands the look of disgust and repulsion that people have when they see his face. This has made him withdrawn and isolated. He now pretends that he doesn't care for company. A chance meeting with Mr. Lamb changes his perspective of life. The play is an effort to sensitize readers to the insecurities and fears that the disabled face and the longing to be accepted and loved for what they are, not pitied or ignored.

**Theme**

People who suffer from disabilities must always look at the bright side of things and adapt reality of life bravely. At the same time the actual pain or inconvenience caused by a physical impairment is often much less than the sense of alienation felt by the person. The disabled need support and acceptance and not our pity. The title 'On the Face of it' is used to mean that something seems to be good, true etc. but that needs to be changed when you know more about it.

Appearances are deceptive and most often, we go on dealing with impressions and prejudices about others without caring to know about them actually. People know Mr. Lamb as a lonely eccentric lame old man but in reality he is a very kind and generous man who longs for company and he loves his fellow human beings along with all the other creations of God. Similarly Derry appears to be an abominable ugly boy with a huge scar on his face whom no one loves or likes or befriends. He is the object of other people's hateful stares, ridicule and neglect. Even his mother does not dare to kiss him on the cheek with the scar. Yet this boy who is suffering from an acute inferiority complex has a tender and sensitive heart. He wants to love and be loved. Fortunately he meets Mr. Lamb who transforms him with his healing touch.

**Justification of Title**

According to the Oxford Advanced Learner's Dictionary, "On the Face of it" is an informal expression used to say that something seems to be good, true etc. but this opinion may need to be changed when you know more about it.

This definition of the expression should leave us in no doubt about the appropriateness of the title. An individual may be quite different from what we think of him or what he or she may apparently appear to be at first glance. There is the imperative need for us to view others by removing our glasses of prejudice, hatred, hearsay and dislike.

On the face of it, Mr. Lamb appears to be a mysterious, lonely, lame old fellow who lives in a neighbourhood house with a huge garden, but in reality he is very kind, generous, loving and altruistic. Similarly, although Derek has an ugly looking scary face, he is a fine lad of fourteen with a deep longing for love. There is nothing wrong with Mr. Lamb and Derek. What is wrong is the way people in their lives and around them view and treat them.

On the face of it, there is so much of diversity, so many differences and divides between the people and other species of the world but underneath is a oneness, a sameness – all of them are created by God and all of them need to live and grow together with love and mutual acceptance/ As the play progresses the characters' views about each other and our impression of them changes for the better.

Thus, Susan Hill has quite appropriately entitled her play "On the Face of it".

**Read the lines given below and answer the questions which follow:****1. *The world's got a whole face, and the world's there to be looked at.***

i. Name the chapter and the author.

- On the Face of It by Susan Hill
- On the Face of It by Jack Finney
- On the Face of His by Susan Hill
- On the Face by Susan Hill

ii. Who is saying these words and to whom?

- Derry to Mr Lamb
- Mr Lamb to Derry
- Mother to Derry
- Mr Lamb to himself

iii. Why does the speaker refer to the face?

- Derry had said that he will only have half a face.
- People judge others on the basis of face.
- We take people at face value.
- The world has a pretty face.

iv. Explain, "world's there to be looked at."

- We need to enjoy the world.
- We must not look at ugly things.

- c. We must look at the positive aspects of the world.
- d. We must look at only beautiful things in the world.

2. *That'd do you more harm than any bottle of acid. Acid only burns your face.*

i. Who says this and to whom?

- a. Derry to Mr Lamb
- b. Mr Lamb to Derry
- c. Mother to Derry
- d. Mr Lamb to himself

ii What is more harmful than acid?

- a. hatred
- b. misery
- c. anger
- d. sorrow

iii. How does "that" harm us?

- a. It makes the world feel dull
- b. It can burn us away inside
- c. It burns the face.
- d. It is like acid.

iv. Why does the speaker refer to acid?

- a. Acid is corrosive
- b. Acid had burnt Derry's face
- c. Acid had caused physical problems for Mr Lamb.
- d. Acid is harmful.

**Select the correct answer:**

1. Why did Mr. Lamb keep the door of his garden open?

- (a) to let the people come in
- (b) to get fresh air
- (c) to avoid opening the door again and again
- (d) to allow boys to take apples

2. If Derry didn't go back, he was scared \_\_\_\_

- (a) Mr Lamb would not let him in
- (b) Mr Lamb would make other friends
- (c) he wouldn't be able to pick crabapples
- (d) he'd never go anywhere in the world again

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

**1) In what context does Mr. Lamb tell Derry, "Acid only burns your face"?**

Ans: When Derry told Mr. Lamb that he hated some people, he answered by saying that acid had burnt his face but hatred would burn him up inside and cause him much more harm.

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

3) What is the bond that unites Mr. Lamb and Derry?

4) According to Derry what do people think and say about him?

**5) What does Derry say 'if I don't go back there I'll never go anywhere in this world'?**

**Value Points**

- For the first time Derry is encouraged to face his disability rather than hide behind it
- Generates a feeling of faith and confidence in Derry
- Gives him the courage to break free from his own fears.

6) How did Mr. Lamb's meeting with Derry become a turning point in Derry's life?

7) 'I am not afraid, people are afraid of me', why does Derry say so?

**8) It's all relative "Beauty and the Beast". What does Mr. Lamb mean by this statement?**

Mr. Lamb means to say that different people have different view-points to look at the same thing. Some find one thing beautiful, others find it ugly. It all depends on one's outlook and attitude. It is therefore important to adopt a positive attitude to everything in life just like the princess. Beauty who loved Monstrous Beast in the fairy tale but the beast, although he was the prince, failed to discover his reality. The point is that you are not what you look like, but what you are inside.

**9) Why does Mr. Lamb say, "So you are not lost, are you? Not altogether?"**

- Derry is bitter about life and people.
- Has no faith in the goodness of people.
- So when he says that he likes the sound of raindrops on roof
- Mr Lamb comments that some humanity is still left.
- Life has not distorted his vision totally.

**Long Answer Questions (Answer the following in about 125-150 words)**

1) Despite all that the old man says, he is yet a lonely man. How is this brought out in the course of the play? How does Mr. Lamb overcome this?

**2) How does Mr. Lamb try to change Derry's mindset?**

**Value Points**

- Welcomes Derry in his garden though he has jumped over the wall
- Talks to him without reacting to his disability



- Mr. Lamb asks him questions but does not probe
- Tells him that beauty is relative and what is inside is more important than what is outside
- Shows him that when one has accepted oneself then the fear of others will vanish (being called Lamey-Lamb did not bother him)

3) Society is indifferent to the needs of the physically challenged. Justify this statement with reference to the lesson 'On the Face of it'.

4) How are Derry and Mr. Lamb different in their attitudes to their respective disabilities?

### Evans Tries an O-Level

By Colin Dexter

#### Introduction

In this story James Roderick Evans, popularly known as Evan the Break escapes from Oxford Prison. Evans was a criminal but was not given to violence. He was however very clever and had helpful friends. He had already escaped from prison three times. Thus when he wanted to appear for the O level test in German the Governor of the prison feared another jail-break. He tried to take every precaution but Evans and his friends turned out to be too clever for the Governor and the other jail officials. Though the Governor manages to catch him once, he loses him due to his negligence.

#### Read the lines given below and answer the questions which follow:

1. *His Scots accent seemed broader than ever, and his long black overcoat, reaching almost to his knees, fostered the illusion that he had suddenly grown slimmer.*

i. Name the chapter and the author.

- Evans Tries an O- Level by Colin Dexter
- Evans Tries an A- Level by Colin Dexter
- Evans Tries the O- Level by Colin Dexter
- Evans Tries an O- Level by Susan Hill

ii. Who does 'his' refer to?

- Evans
- McLeery
- Evans' friend
- Stephen

iii. Why does it seem that he has grown slimmer?

- He had worked hard in prison.
- He had worn a double layer of clothes earlier.
- He had taken off his blanket.
- Evans was slimmer than McLeery.

iv. Which word can replace "illusion" in the above lines?

- appearance
- misconception
- deception
- conception

2. *There's no record of violence. Quite a pleasant sort of chap, they tell me. Bit of a card, really.*

- i. Who is saying this and to whom?
  - a. Secretary of Examination Board to Governor
  - b. Governor to Secretary of examination Board
  - c. Stephen to Governor
  - d. Governor to Stephen
- ii. Who are they talking about here?
  - a. Governor
  - b. Evans
  - c. Stephen
  - d. Jackson
- iii. What was the problem with the "chap"?
  - a. He was in jail for a long time.
  - b. He was a kleptomaniac
  - c. He was studying German
  - d. He would attack the prison guards.
- iv. Why were they discussing the "chap"?
  - a. The chap wanted to appear for O level German exam
  - b. The chap had escaped from prison.
  - c. The chap stolen something
  - d. The chap loved performing during Christmas.

**Select the correct answer.**

1. McLeery had directed the superintendent to lead him towards \_\_\_\_
  - (a) Radcliff Hospital
  - (b) Elsfield Way
  - (c) Broad Street
  - (d) Oxford Lane
2. The wounded man in the cell was \_\_\_\_
  - (a) McLeery
  - (b) Jackson
  - (c) Stephens
  - (d) Evans
3. Evans is told about the corrections on \_\_\_\_ by McLeery
  - (a) page three, line fifteen
  - (b) page three, line nine
  - (c) page two, line twelve
  - (d) page two, line fifteen
4. The names of the officers who visited Evans before the examination were \_\_\_\_
  - (a) Jackson and Stephens
  - (b) Jackson and Bell
  - (c) Jackson and Carter
  - (d) Carter and Bell

**Short Questions (30-40 words)**

**1) What was the unusual request received from Oxford prison by the Secretary of Examinations?**

Ans: One of the inmates of the prison wanted to appear for the German O-level examination so the governor requested the Secretary of Examinations to make the necessary arrangements.

2) What kind of a person was Evans?

3) Why didn't Evans take off his hat when Jackson ordered him to do so?

4) Why did the Governor feel that Evans had no chance of escape?

5) What clues did the answer sheet of Evans provide the Governor? What was the purpose of leaving behind the clue?

6) 'Evans the Break' lives up to his name. Justify.

**7) What arrangements did Evans' friends make to help him escape from prison?**

**Value Points**

- They bound and gagged Rev S McLeery and reached the prison impersonating the Rev.
- They cleverly carried into the cell all that was necessary to help Evans escape.
- They ensured that he got the correction paper that laid out the plan.

8) Who was Carter? What did the Governor ask him to do?

9) Who, do you think, has the last laugh- The Governor or Evans? How?

10) What two purposes did the correction slip serve? Which of them did Evans consider more important?

**11) Do you agree that between crime and punishment it is mainly a battle of wits? Discuss with respect to the story "Evan tries an o-level".**

There is always a war of wits between criminals and punishing authorities and invariably the smarter of the two wins the race. Evans and the prison authorities are engaged in a war of wits in which Evans and his gang have the last laugh; because they are all very good planners and are smart enough to foresee things. Thus they successfully foil all efforts of the punishing authorities. It is like a game of chess where the intelligent player is able to predict quite a few moves of his opponent. Evans and the Governor are actively engaged in outdoing each other. The Governor's taking precautions like bugging the cell during the examination and drawing the correct conclusion about the location of the hotel where Evans goes to after his escape are commendable, but in this war of wits, Evans and party carry the day and outwit all authorities, leaving them wringing their hands.

**Long Answer Questions (Answer the following in about 125-150 words)**

1) How did Evans plan his escape from the prison?

2) The Governor and Stephens received three phone calls. Why were all three calls important ones?

**3) Highlight some of the mistakes made by the jail authorities that helped Evans to escape?**

**Value Points**

- Jackson did not insist that Evans take his hat off.
- Governor allowed Stephens to keep a watch on Evans from outside the cell.
- The things taken into the cell were not examined carefully.eg. the rubber ring containing blood.

- Taking 'McLeery' at his word and not having him attended to first (cleaning the blood would have revealed who it really was)
- The Governor tried to catch Evans single-handed. He called neither the police nor the jail officials but asked the receptionist to call a prison van.

4) In spite of the fact that Evans was a prisoner and a habitual offender, readers have their sympathy with him rather than with the governor. Discuss.

5) Imagine that you are Evans. Write an account of how you planned and executed your escape from the prison at Oxford despite all the security measures that had been taken to ensure against that.

### Memories of Childhood By Zitkala-Sa and Bama

#### **Introduction**

This chapter depicts autobiographical incidents from the lives of two young girls who belong to the marginalized communities of society. Though separated by miles they face the same indignities by virtue of their birth and race. Caste based discrimination and racial bias sow the seeds of revolt in these girls as they question the validity of these prejudices and oppose them vehemently.

Gertrude Simmons Bonnin was better known by her pen-name Zitkala-Sa. She lived a traditional lifestyle till the age of eight when she left her reservation to attend a mission school in Indiana. This story offers an account of the hardships that she and other Native Americans endured when they were removed from their reservation life and put into boarding schools that were meant to 'civilize' them. Zitkala-Sa recounts her experiences in the Carlisle Indian School where her cultural identity was threatened. In a cold place where she had to wear uncomfortable clothes, speak an alien language and conform to regimental discipline her suffering is symptomatic of the exploitation of the Native American at the hands of the Euro-American settlers.

Bama, a Dalit writer was born at Puthupatti in Tamil Nadu. Fighting impossible odds she went through both school and college and trained as a teacher who imparts values aimed at building self-esteem and social consciousness. Bama is a victim of caste discrimination and the inhuman concept of untouchability. When her brother Annan tells her that they cannot command any respect, dignity or honour as they belong to the lower caste, she is disgusted and angry. Her observant and sensitive mind perceives the injustice prevalent in society. Hence she is determined to rise above the limitations imposed on her by her caste by working and studying hard.

**Read the lines given below and answer the questions which follow:**

1. *But this eating by formula was not the hardest trial in that first day.*
  - i. Name the chapter and the narrator.
    - a. Memories of Childhood-Bama
    - b. Memories of Childhood- Zitkala Sa
    - c. Memories of My Childhood- Zitkala Sa
    - d. Memories of My Childhood- Bama
  - ii. What was eating by formula?
    - a. Eating a special preparation by the teachers



- b. timed and regulated commands given by ringing the bell
  - c. Eating food she was unaccustomed to
  - d. Eating with cutlery which she was not used to
- iii. What was the hardest trial?
  - a. Her blanket had been taken away
  - b. She had been separated from her mother
  - c. She had to wear squeaking shoes
  - d. Her hair was cut
- iv. Where was the narrator spending the first day?
  - a. Carlisle Indian School
  - b. School for Indians
  - c. Land of oranges
  - d. Indian School for Girls
- 2. *But Annan was not amused. Annan told me the man wasn't being funny when he carried the package like that.*
  - i. Name the chapter and the narrator.
    - a. Memories of Childhood- Zitkala Sa
    - b. Memories of Childhood- Bama
    - c. Memories of My Childhood- Zitkala Sa
    - d. Memories of My Childhood- Bama
  - ii. Who was Annan?
    - a. Bama's brother
    - b. Bama's father
    - c. Bama's teacher
    - d. The old man who carried the packet
  - iii. Which incident was being referred to here?
    - a. cutting of the hair
    - b. Annan being asked where he lived
    - c. the old man carrying the packet with a string
    - d. The landlord eating the vadais
  - iv. Why wasn't it considered funny by Annan?
    - a. It depicted the unjust caste system in the society
    - b. It depicted the poverty in our society
    - c. It depicted the lack of hygiene
    - d. It depicted lack of empathy

### Select the correct answer

- 1. Why did Zitkala not want her hair to be cut?
  - a) because her mother told her that mourners and cowards keep such hair.
  - b) she liked long hair
  - c) she wanted to be different from others at the school

d) she didn't like anyone to touch her hair

2. Which of the following was not enjoyed by Bama on her way home?

- snake which the snake charmer kept in its box and displayed from time to time
- the cyclist who had not got off his bike for three days
- the dried fish stall by the statue of Gandhi
- the narikkuravan hunter gypsy with his wild jackal in cages

### Short Answers (30-40 words)

1) What does Zitkala Sa remember about her first day in the land of apples?

2) What were the indignities that Zitkala-Sa had suffered since the day she was taken from her mother?

**3) How was Judewin different from Zitkala-Sa?**

Judewin felt that the white people were stronger than them so they had no choice but to submit to them while Zitkala-Sa refused to accept this and rebelled.

**4) Why did the author not want to cut her hair short?**

They had been taught that only unskilled warriors who had been captured had their hair shingled by the enemy. Short hair was worn by mourners and shingled hair by cowards.

5) "Then I lost my spirit". In which context does Zitkala-Sa say this?

6) Describe Bama's first encounter with untouchability.

7) What did the landlord's man ask Bama's brother and what was its significance?

8) What valuable advice does Annan give Bama to overcome the evil of untouchability?

**9) Why did it take Bama more than half an hour to walk home from school?**

#### Value Points

Watched all the fun and games on the way. (the performing monkey, snake that was displayed from time to time, the cyclist with the rupee notes pinned to his shirt, the Maariyaata temple etc.)

**10) How would you interpret the author's statements, "Now I was only one of many little animals driven by a herder."**

The authorities of Carlisle Indian School refused to treat its students as human children and gave the same treatment to each and every child, for getting the basic truth that each child had a unique personality. The children were so shabbily treated that the author felt they were not human beings, but animals. So the author rightly felt that the author (she) was being "driven by the herder".

**11) What lesson do you learn from the episode "We too are human Beings"?**

"We too are human beings" teaches us the lesson that all human beings are equal and each one of us has human dignity, honor and self-respect. It also emphasizes the need of eradicating such evils as untouchability and discrimination on the basis of caste through education, empowerment and economic growth.

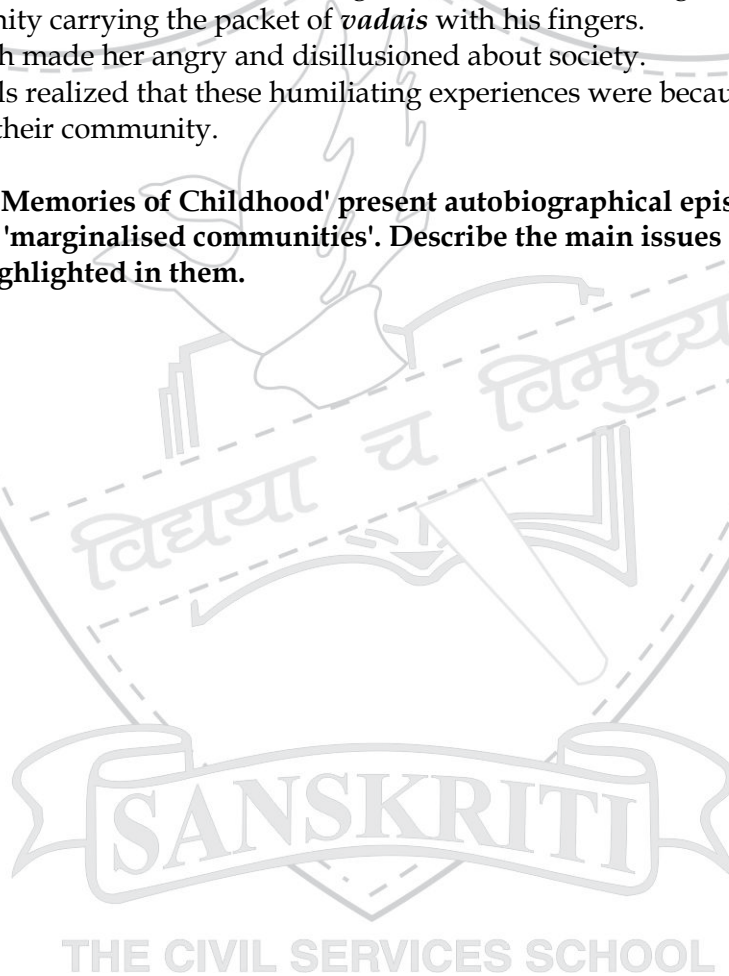
**Long Answer Questions (Answer the following in about 125-150 words)**

- 1) Describe how Zitkala-Sa tried in vain to save her hair from being cut.
2. How did Bama understand that a particular caste could bring untouchability and what did she resolve to do?
- 3) Though separated by time and space the childhood of both the girls was full of humiliating experiences due to bias in society.

**Value Points**

- Zitkala-Sa's first day was frightening ...the Indian girls were she felt immodestly dressed.
- The 'eating by formula' unnerved her as she kept making mistakes.
- Her unsuccessful attempts to hide and the cutting of her hair made her lose her spirit.
- Bama was naïve and innocent enough to be amused at the sight of the elder of the community carrying the packet of *vadais* with his fingers.
- The truth made her angry and disillusioned about society.
- Both girls realized that these humiliating experiences were because society was biased against their community.

- 4) Both the units of 'Memories of Childhood' present autobiographical episodes from the lives of two women from 'marginalised communities'. Describe the main issues raised as well as the common features highlighted in them.



**Grade 12 is a busy year for all of you. But it would be beneficial if you could find time to read a few books on any topic of interest to you. Also, read newspapers (editorial) and magazines (such as Time) regularly to enhance your writing skills. It will also improve the skills required to handle article/report/speech/debate/ letter writing which are in your course.**

