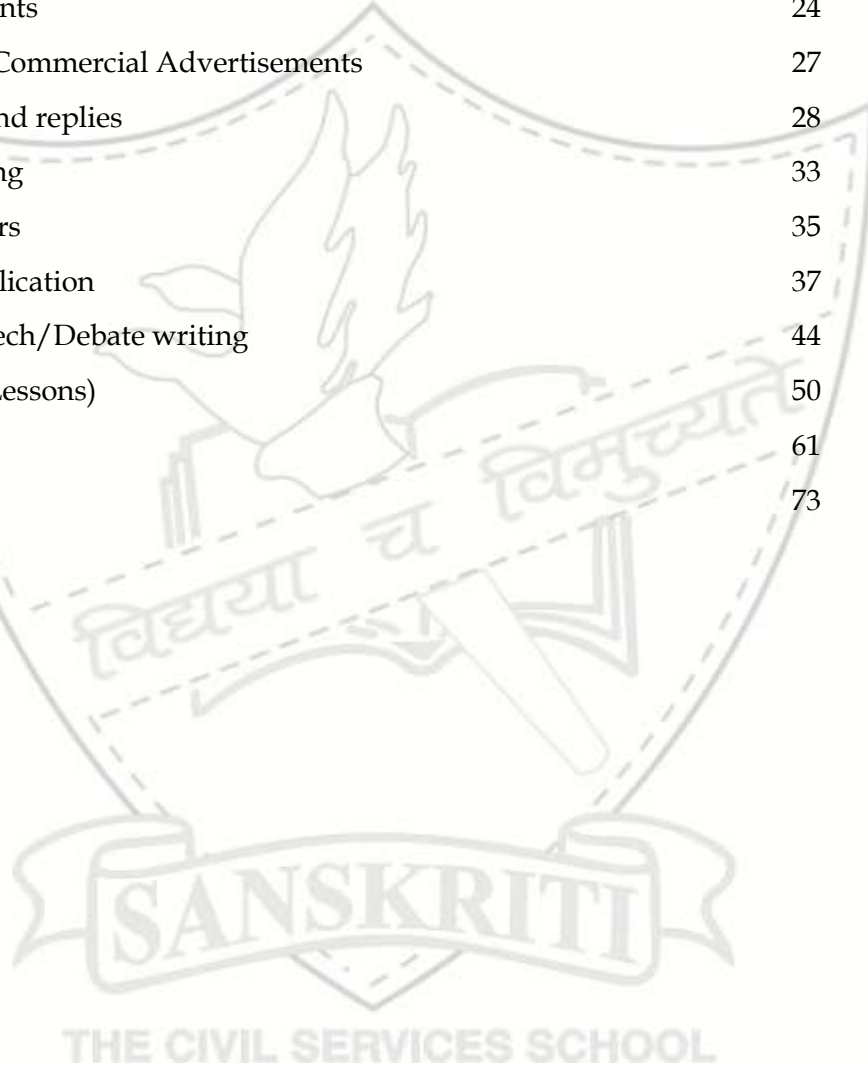


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**MARCH-APRIL**

**READING**

- Comprehension Passage
- Note Making

**WRITING**

- Articles, Speech, Debate
- Notice
- Advertisements and Posters
- Newspaper and Magazine Report
- Factual Description

**LITERATURE**

- My Mother at Sixty-Six
- Keeping Quiet
- The Tiger King

**MAY**

**READING**

- Note Making

**WRITING**

- Invitations

**LITERATURE**

- The Last Lesson
- The Rattrap
- The Enemy
- Poets and Pancakes

**JULY**

**READING**

- Comprehension Passage
- Note Making

**WRITING**

- Formal Letters

**LITERATURE**

- Lost Spring
- Deep Water
- An Elementary School Classroom in a Slum
- The Interview
- The Third Level

**AUGUST**

**READING**

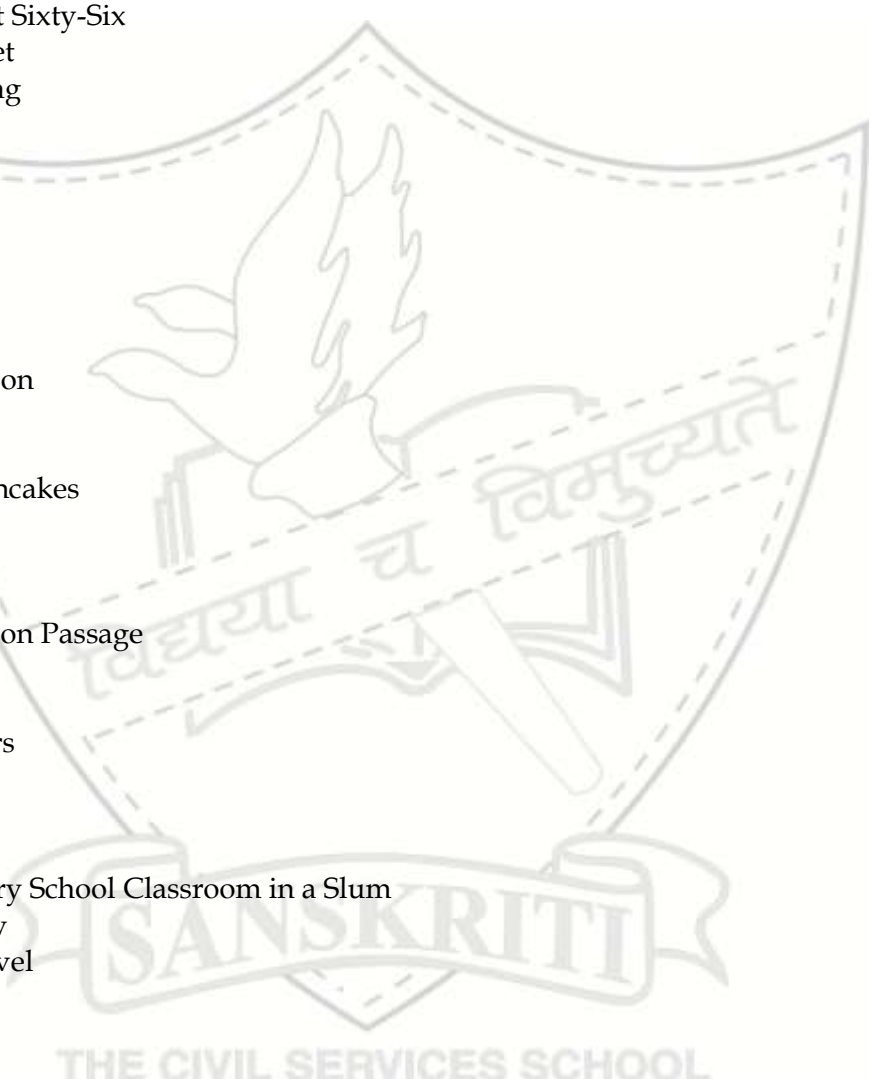
- Note making

**WRITING**

- Letter of Application with Bio Data

**LITERATURE**

- A Thing of Beauty
- Indigo
- A Roadside Stand



**SEPTEMBER**

READING

- Comprehension Passage
- Note Making

WRITING

- Revision of Articles and Reports

LITERATURE

- Should Wizard Hit Mommy
- Memories of Childhood

**OCTOBER**

READING

- Comprehension Passage

WRITING

- Revision of Letter of Application

LITERATURE

- Going Places
- Aunt Jennifer's Tigers
- Journey to the End of the Earth

**NOVEMBER**

READING

- Note Making

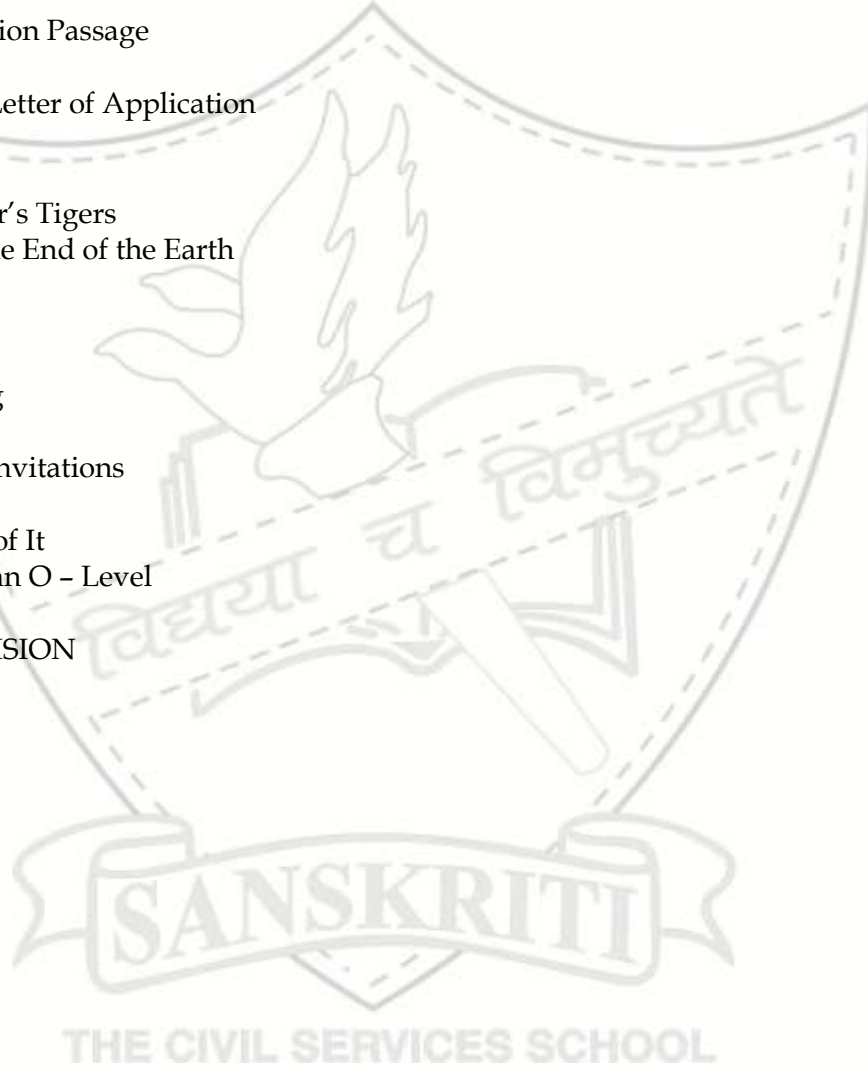
WRITING

- Revision of Invitations

LITERATURE

- On the Face of It
- Evans Tries an O - Level

**DECEMBER REVISION**



ENGLISH CORE (CODE NO. 301)  
CLASS - XII (2018-19)  
SECTION A  
READING COMPREHENSION ( 30 Marks)

**Reading Unseen Passages and Note making**

The section A will have two passages.

One unseen passage with a variety of Very Short Answer / Short Answer or Multiple Choice type questions to test comprehension, interpretation and inference.

Vocabulary such as word formation and inference of meaning will also be tested.

The total length of the passage will be between 800 - 900 words.

Five Multiple Choice Type questions (1 mark each), six Short Answer Type Questions (1 mark each) and three Short Answer Type questions (2 marks each) and three vocabulary based questions (3 marks) ( Total 20 Marks) shall be asked from this passage.

A. The passage will include one of the following:

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

A poem could be of 28-35 lines. The passages can be literary, factual or discursive to test comprehension.

B. The second passage will be of 800-900 words.

**Note-making and Abstraction will be assessed.**

i. one Long Answer Type Question( 5 Marks )

ii. one Long Answer Type Question to be answered in 100 words ( 5 marks)

**SECTION B WRITING SKILLS 30 Marks**

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

Long Answer Questions: Letters based on verbal / visual input. Letter types include

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

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

THE CIVIL SERVICES SCHOOL

**SECTION C LITERATURE TEXTBOOKS AND LONG READING TEXT 40 Marks**

Flamingo and Vistas

Very Short Answer Questions - Based on an extract from poetry to test comprehension and appreciation.

Short Answer Questions- Based on prose / drama / poetry from both the texts.

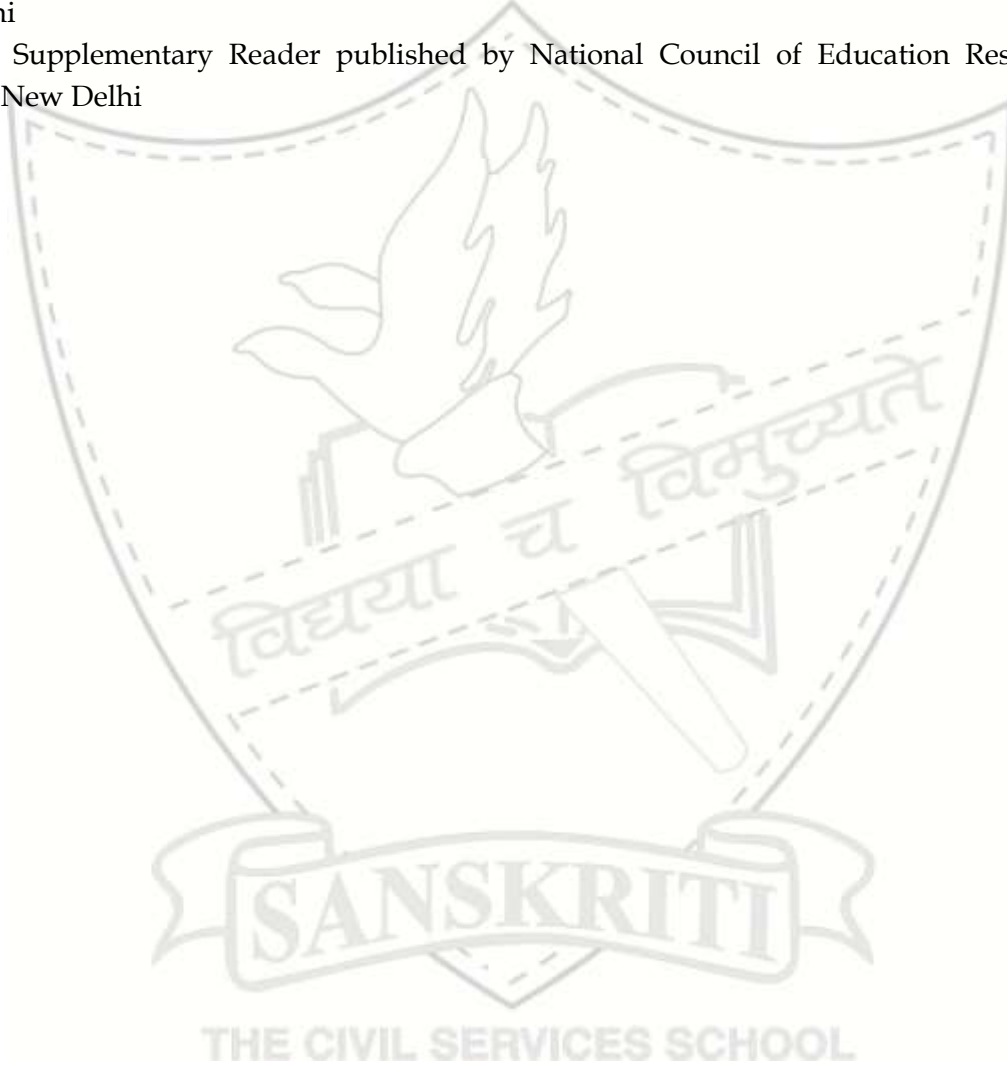
● Long Answer Question - Based on texts to test global comprehension along with analysis and extrapolation.

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

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

Prescribed Books

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



QUESTION PAPER DESIGN 2019-20  
English CORE XII (Code No. 301)

Time-3 hours

Marks -100

Typology	Typology of questions/ learning outcomes	MCQ 1 mark	Very Short Answer Question 1 mark	Short Answer Question 2 marks	Short Answer Question 3 marks	Short Answer Question 4 marks	Long Answer- 280 - 100 words 5 marks	Long Answer- 120- 150 words 6 marks	Very Long Answer 150 - 200 words (HOTS) 10 marks	Total marks
Reading Skills	Conceptual, understanding, decoding, Analysing, inferring, interpreting, appreciating ,literary conventions and vocabulary, summarising and using appropriate format/s	5	9	3		-	2	-	-	30
Writing Skills	Reasoning, appropriacy of style and tone, using appropriate format and fluency, inference, analysis, evaluation and creativity	-	-	-		1	-	1	2	30
Literary Text books and long reading text/novel	Recalling, reasoning, appreciating literary conventions, inference, analysis, evaluation, creativity with fluency	-	4		4	-	-	4	-	40
TOTAL		5x1=5	13x1=13	3x2=6	4x3=12	1x4=4	2x5=10	5x6=30	2x10=20	100

SECTION A (READING)

READING PASSAGES FOR COMPREHENSION

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

**PASSAGE 1**

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

1. A fisherman, enfeebled with age, could no longer go out to sea so he began fishing in the river. Every morning he would go down to the river and sit there fishing the whole day long. In the evening he would sell whatever he had caught, buy food for himself and go home. It was a hard life for an old man. One hot afternoon while he was trying to keep awake and bemoaning his fate, a large bird with silvery feathers alighted on a rock near him. It was Kaha, the heavenly bird. "Have you no one to care for you, grandpa?" asked the bird. "Not a soul." "You should not be doing such work at your age," said the bird. "From now on I will bring you a big fish every evening. You can sell it and live in comfort." True to her word, the bird began to drop a large fish at his doorstep every evening. All that the fisherman had to do was take it to the market and sell it. As big fish were in great demand, he was soon rolling in money. He bought a cottage near the sea, with a garden around it and engaged a servant to cook for him. His wife had died some years earlier. He had decided to marry again and began to look for a suitable woman.

2. One day he heard the royal courtier make an announcement. Our king has news of a great bird called Kaha," said the courtier. "Whoever can give information about this bird and help catch it, will be rewarded with half the gold in the royal treasury and half the kingdom!" The fisherman was sorely tempted by the reward. Half the kingdom would make him a prince!

3. "Why does the king want the bird," he asked. "He has lost his sight," explained the courtier. "A wise man has advised him to bathe his eyes with the blood of Kaha. Do you know where she can be found?" "No...I mean ...no, no..." Torn between greed and his sense of gratitude to the bird, the fisherman could not give a coherent reply. The courtier, sensing that he knew something about the bird, informed the king. The king had him brought to the palace.

4. "If you have information about the bird, tell me," urged the king. "I will reward you handsomely and if you help catch her, I will personally crown you king of half my domain." "I will get the bird for you," cried the fisherman, suddenly making up his mind. "But Kaha is strong. I will need help." The king sent a dozen soldiers with him. That evening when the bird came with the fish, the fisherman called out to her to wait. "You drop the fish and go and I never get a chance to thank you for all that you've done for me," he said. "Today I have laid out a feast for you inside. Please alight and come in." Kaha was reluctant to accept the invitation but the fisherman pleaded so earnestly that she finally gave in, and alighted. The moment she was on the ground, the fisherman grabbed one of her legs and shouted to the soldiers hiding in his house to come out. They rushed to his aid but their combined effort could not keep Kaha down.

5. She rose into the air with the fisherman still clinging onto her leg. By the time he realised he was being carried away, the fisherman was too high in the air to let go. He hung on grimly, and neither he nor Kaha were ever seen again.

**1.1 On the basis of your understanding of the above passage, answer each of the questions given below by choosing the most appropriate option: (1x5 marks)**

- (a) Why was the king desperately looking for Kaha the bird?
- The king wanted a pet bird.
  - A wise man advised the king to capture the bird for good luck.

- iii. Kaha was the only heavenly bird with silvery feathers.
- iv. The king was blind and required Kaha's blood for his eyes.

(b) Why did the bird volunteer to bring fish for the old man?

- i. The old man was inexperienced at fishing.
- ii. The bird took pity on the old man and wanted to help him.
- iii. The bird had caught more fish than required.
- iv. The bird wanted to make the old man rich.

(c) What led the courtier to sense that the fisherman might know something about Kaha ?

- i. The courtier had observed Kaha alight at the fisherman's house every evening.
- ii. The courtier had seen the fisherman talk to Kaha.
- iii. The fisherman fumbled when asked about Kaha.
- iv. Word went around that the fisherman was in contact with Kaha.

(d) Which of the following is not true about Kaha ?

- i. Kaha was a very considerate bird.
- ii. The blood of Kaha was precious.
- iii. Kaha was a strong bird.
- iv. Kaha saved the fisherman from the King's wrath.

(e) The dilemma faced by the fisherman when he heard that the king was looking for Kaha was

- i. he did not want to give up the fish he got every day
- ii. he was caught between gratitude and greed
- iii. he did not want to lose his new friend
- iv. He was scared of the king

**1.2 Answer the following questions briefly: (1x6 marks)**

- a. Why did the fisherman stammer when asked if he knew about the bird?
- b. How did the fisherman get Kaha to come down?
- c. What does the phrase 'rolling in money' in the passage refer to?
- d. Why was the fisherman doubtful about revealing information about Kaha to the courtier?
- e. Mention two traits of farmer's character revealed through the story.
- f. How did the bird manage to escape?

**1.3 Answer the following questions briefly: (2x3 marks)**

- a. Why did the fisherman start fishing in the river?
- b. How did the fisherman spend the day before he met Kaha?
- c. How did the fisherman betray Kaha?

**1.4 Pick out the words/phrases from the passage which are opposite in meaning to the following: (1x3 marks)**

- i. Take off (Para 1)
- ii. Released (Para 4)
- iii. Sincerely (Para 4)

**PASSAGE 2**

**2 Read the following passage and answer the questions given below.**

1. The advances in biological science and electronics have greatly changed the understanding of the human body and treatment of diseases. These advances have given great powers to medicine in prolonging human life using an array of gadgets - artificial respirator, pacemaker, synthetic valves, artificial bones and electronic implants - in addition to a vast array of new drugs. The hopeless medical case of yesterday is easily cured today. This has become a reality primarily because of the formulation of wonder drugs such as antibiotics, sulphur drugs, antiseptics, growth stimulants and rejuvenators. Thus, the pharmaceutical industries have become giants in every country, big or small.
2. "The desire to take medicine is perhaps the greatest feature which distinguishes man from animals," said William Oster. This desire has catalysed an awesome and uncontrolled development of drug industries all over the world. Taking drugs has become a veritable cult in this century. Even a healthy person swallows a few tablets a day in the hope of maintaining his health. The most extensively used medicines are painkillers, vitamins and antibiotics. Among these, aspirin is the number one drug in terms of quantities consumed. This has been in use for a century now. Over 30 million pounds of aspirin, or 150 tablets a person, are consumed in the U.S. alone each year. The worldwide production of this drug is a staggering 1,00,000 tons a year.
3. We have now to ask whether this habit of taking drugs is being exploited by the drug industries. Are the doctors, at least some of them, in league with the drug industries in promoting unfair sale of drugs? A commonly-voiced criticism against the doctors pertains to over-prescription, directing the patients to take more drugs than what is necessary. This causes physician-produced diseases (called iatrogenic diseases). Some doctors are responsible for drug addiction among their patients.
4. There is a growing concern among the medical practitioners themselves that antibiotics are prescribed irrationally and recklessly. These medicines, though potent in curing diseases, are not totally free from side effects. A survey conducted in Kolkata recently had indicated that over-prescription of antibiotics had led to serious kidney and liver problems in patients. Some persons are allergic to antibiotics and cases of deaths are known by callous administration of these drugs to such persons. Metaxform and Enterovioform are anti-diarrheal drugs. Until recently these could be bought off the shelf of the drug store without prescription. Today, consumption of these drugs has been proved to cause blindness and therefore these have been withdrawn from use.
5. A Swedish pediatric neurologist, Dr. Ollen Hansson, pioneered in igniting internationally against needless drug prescription. He, in spite of his affliction with cancer, campaigned against over-zealous prescription of drugs and succeeded in getting some harmful drugs withdrawn from use all over the world. May 24, the day he died is celebrated as the Ollen Hansson Day to keep alive his campaign against over-prescription.
6. Each drug we use, like a coin, has two sides, namely-its potency and toxicity. The border line between these two effects is thin in some cases. Therefore, doctors have a great responsibility in carefully prescribing such drugs.

**On the basis of your understanding of the passage answer the following questions: (5)**

1. The pharmaceutical companies have made great advances in
  - a. The understanding of the human body.
  - b. Playing a key role in the treatment of diseases.
  - c. Formulating wonder drugs such as antibiotics.
  - d. Helping prolong human life.
2. Ollen Hansson Day is celebrated to
  - a. Highlight advances made in biological science
  - b. Fight against needless drug prescription

- c. Promote the sale of wonder drugs
- d. Prevent the use of Mexaform and Enterovioform

3. The writer says that 'the doctors are in league with the drug industries'. This means that doctors

- a. Promote over-prescription.
- b. Are responsible for drug addiction among their patients.
- c. Encourage over-zealous prescription of drugs
- d. All of these.

4. According to the passage what causes blindness?

- a. Antiseptics
- b. Antibiotics
- c. Sulpha drugs
- d. Anti-diarrheal drugs

5. Uncontrolled growth of drug industries is caused by

- a. desire to get cured
- b. desire to get advancement
- c. desire to take medicine
- d. desire to prolong life

**Answer the following questions briefly: (6)**

- i. How has biological sciences changed medical treatment?
- ii. How is man distinguished from animals?
- iii. What is the concern regarding antibiotics?
- iv. Which drugs have been withdrawn from use and why?
- v. How do drugs have two sides?
- vi. What had the survey in Kolkata indicated?

**Answer the following in 25-30 words: (6)**

- i. Why have pharmaceutical industries become important?
- ii. What are iatrogenic diseases? How are they caused?
- iii. What is Ollen Hansson's contribution?

**Pick out the words/phrases from the passage which are similar in meaning to the following: (3)**

- a. carelessly (Para 4)
- b. poisonous (Para 6)
- c. instigating/exciting (para 5)

### PASSAGE 3

**3. Read the following passage carefully.**

Many of us believe that "small" means "insignificant". We believe that small actions and choices do not have much impact on our lives. We think that it is only the big things, the big actions and the big decisions that really count. But when you look at the lives of all great people, you will see that they built their character through small decisions, small choices and small actions that they performed every day. They transformed their lives through a step-by-step or day-by-day approach. They nurtured and nourished their good habits and chipped away at their bad habits, one step at a time. It was their small day-to-day decisions that added up to make tremendous difference in the long run. Indeed, in matters of personal growth and character building, there is no such thing as an overnight success.

Growth always occurs through a sequential series of stages. There is an organic process to growth. When we look at children growing up, we can see this process at work: the child first learns to crawl, then to stand and walk, and finally to run. The same is true in the natural world. The soil must first be tilled, and then the seed must be planted. Next, it must be nurtured and nourished with enough water and sunlight, and only then will it grow, bear fruit and finally ripen and be ready to eat.

Gandhi understood this organic process and used this universal law of nature to his benefit. Gandhi grew in small ways, in his day-to-day affairs. He did not wake up one day and find himself to be the "Mahatma". In fact, there was nothing much in his early life that showed signs of greatness. But from his mid-twenties onwards, he deliberately and consistently attempted to change himself, reform himself and grow in some small way every day. Day by day, hour by hour, he risked failure, experimented and learned from mistakes. In small and large situations alike, he took up rather than avoided responsibility.

People have always marveled at the effortless way in which Gandhi could accomplish the most difficult tasks. He displayed great deal of self-mastery and discipline that was amazing. These things did not come easily to him. Years of practice and disciplined training went into making his successes possible. Very few saw his struggles, fears, doubts and anxieties, or his inner efforts to overcome them. They saw the victory, but not the struggle.

This is a common factor in the lives of all great people: they exercised their freedoms and choices in small ways that made great impact on their lives and their environment. Each of their small decisions and actions, added up to have a profound impact in the long run. By understanding this principle, we can move forward, with confidence, in the direction of our dreams. Often when our "ideal goal" looks too far from us, we become easily discouraged, disheartened and pessimistic. However, when we choose to grow in small ways taking small steps one at a time, performing it becomes easy.

**On the basis of your understanding of the passage answer the following questions: (5)**

1. The main idea of the first paragraph is that
  - a. Big things, big actions and big decisions make a person great.
  - b. Small actions and decisions are important in one's lives.
  - c. Overnight success is possible for all of us.
  - d. Personal changes are not important.
2. What does the writer mean by saying 'chipped away at their bad habits' (Para 2)?
  - a. Gave up bad habits
  - b. Produced bad habits
  - c. Criticized bad habits
  - d. Did not like bad habits
3. Which of the following statements is true in the third paragraph?
  - a. Gandhi became great one in a day.
  - b. He avoided responsibility.
  - c. Every day Gandhi made efforts to change himself in some small way.
  - d. Gandhi was the Father of the Nation.
4. How did great people transform their lives?
  - a. Day - by - day
  - b. In small ways
  - c. One at a time
  - d. All of these

5. Growth consists of
  - a. organic process
  - b. sequence of stages
  - c. can be perceived in human and natural world
  - d. all of the above

**Answer the following questions briefly: (6)**

1. How do small actions and choices impact our lives?
2. How does growth occur? Give an example from the text.
3. What according to the author is the universal law of nature?
4. How did Gandhi accomplish the most difficult tasks effortlessly?
5. What is the common factor in the lives of great men?
6. How can we achieve our 'ideal goals'?

**Answer the following in 25-30 words: (6)**

- i. How did great people transform their lives?
- ii. How did Gandhi reform himself?
- iii. What is the message of the passage?

**Pick out the words/phrases from the passage which are similar in meaning to the following: (3)**

- a. take care of (Para 2)
- b. deep, very strongly felt (Para 5)
- c. filled with wonder (para 4)

**PASSAGE 4**

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

1. Hundreds of thousands of our qualified youngsters take off from different international airports every year for higher studies or highly lucrative jobs in the US, the UK, Germany, France and Australia. And most of these Indians prefer to settle down abroad, attracted by the facilities and the higher quality of life provided by these countries. We have been crying hoarse about the brain drain from India over the last five decades or more, without going in for a well-set blueprint to check the counterproductive phenomenon. Some of the public schools in our metros and our IITs (Indian Institutes of Technology) and IIMs (Indian Institutes of Management) are providing world class education. One might wonder that having spent a lot on infrastructure, training and other facilities and the best teaching staff, can the Government and the people of India look away as the talent, assiduously nurtured in India, is utilised by other countries for their development and excellence in different fields.
2. During the decade's long debate on the brain drain, it was said that our youngsters leave India just because excellence is neither recognized nor rewarded in India. This could have been partly true at the beginning of this debate. But today, things have changed beyond recognition and talented people can reach the highest position possible if only they are prepared to work hard.
3. Youngsters from India, whatever be the field they are working in, are today suitably recognised and rewarded.  
Take the field of sports where many of the celebrities are household names – Sania Mirza, Narain Karthikeyan, Sachin Tendulkar, Anju Bobby George, P.T. Usha and several others. Innovation and managerial skill get recognition when Indians can vie with others in excellence from any part of the world.
4. If there is one individual who has catapulted India to the number one position in milk production in the world, it's none other than Dr. Verghese Kurien, the father of the White Revolution. A top engineer who completed the Konkan Railway in record time, Mr. E. Sreedharan has built up the world class Delhi Metro. Mr. Amitabh Bachchan is no longer a

megastar of the Indian screen only. His presentation of Kaun Banega Crorepati and other ventures have made him a living legend of global proportions. Take the story of the Ambani brothers, the Tatas, the Mittals and others who are having their footprints in different continents. We have had so many Indians who rose to the summit as Miss Universe and Miss World, but none has earned so much acclaim globally, in Bollywood, Hollywood : or the Cannes Film Festival, as Ms. Aishwarya Rai. In the wake of globalisation, India has produced a galaxy of eminent entrepreneurs in IT; Biotechnology, civil aviation, steel production and the like. Just mention a field and we are already in the vanguard or moving ahead at a frantic pace. A time may come when India would be capable of reversing the so-called brain drain to India's supreme advantage.

5. And happily enough, this is already happening now. A report released by a high-tech lobbying group in the Silicon Valley in 2005 revealed that the highly skilled Indian born talent that once looked to the US was returning home, "turning America's brain drain into India's brain gain". Titled "Losing the Competitive Edge : The Challenge for Science and Technology in the US", the report said that countries like India and China, through the structuring of their economies, were dramatically increasing the skill sets of their workforce, thereby posing a challenge "to the US leadership in the technology domain. "Public private partnerships (in India)' have invested in technical universities and communications infrastructure to create cutting edge technology parks in places like Bangalore in Karnataka. This will make India more competitive and alluring to investors and multinational companies." The report further said: "They are dramatically increasing the skill sets of their workforce, investing in research and development, and adopting advanced technologies, all to create wealth and spur economic growth."

**A. Select the correct option from the ones given below. (1x5 marks)**

- (a) Our qualified and talented youngsters go abroad for
- holidaying.
  - higher study and better jobs.
  - propagating India's greatness.
  - helping Indian students in Australia.
- (b) A report from Silicon Valley states that skilled and talented Indians are
- coming back.
  - not interested in coming home.
  - demanding more wages.
  - turning to politics in India.
- (c) Our youngsters leave India just because
- the weather of India is very hot.
  - There is a lot of corruption in India.
  - excellence is neither recognized nor rewarded in India.
  - They like the Western countries more than India.
- (d) Technology parks are found in
- Konkan
  - Bangalore
  - Delhi
  - Gujarat
- (e) The person responsible for the Delhi Metro is
- Dr. Kurien
  - Mr Bachchan
  - Mr Sreedharan

iv) Mr Ambani

**B. Answer the following questions briefly : (2x6 marks)**

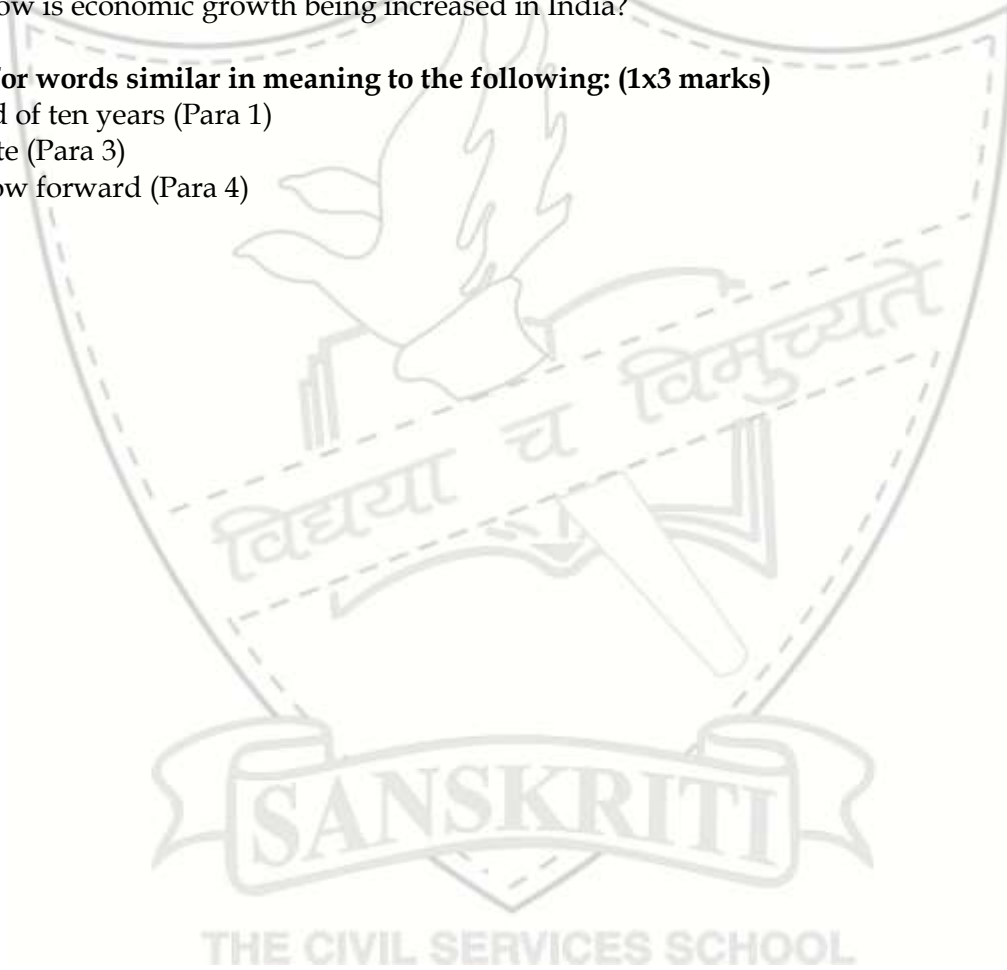
- What do you understand by Brain Drain?
- What is the contribution of Dr. Verghese Kurien?
- Talent can reach top if \_\_\_\_\_
- Name the engineer who has been credited with building of Delhi Metro?
- What does the counter-productive phenomenon refer to?
- How is India becoming more competitive and alluring to investors and MNCs?

**C. Answer the following questions briefly :- (2x3 marks)**

- Mention two achievements of Mr. E. Sreedharan.
- How has USA changed its brain drain to brain gain?
- How is economic growth being increased in India?

**D. Look for words similar in meaning to the following: (1x3 marks)**

- a period of ten years (Para 1)
- compete (Para 3)
- to throw forward (Para 4)



**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 : 3 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 5-6 words)

**Summary:**

Content : 3 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

**Key for abbreviations**

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

Summary:

**TITLE**

To be written in 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 an 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 sub-headings. Use recognizable abbreviations (wherever necessary-minimum four) and a format you consider suitable. Also supply an appropriate title to it.**

**(b) Write a summary of the passage in about 100 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 caly-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 per cent 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 portable 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 100 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 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 100 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 there by 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 100 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 sub-headings. Use recognizable abbreviations wherever necessary.**

**2. Write a summary of the above passage in 100 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 sub-headings. Use recognizable abbreviations wherever necessary.**

**b. Make a summary of the above passage in not more than 100 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 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 100 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 100 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.
- 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, 2018

**Interschool Cricket Tournament**

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, 2018 in the school grounds. 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.

Shilpi Ahuja  
( Sports Captain)

**Marking Scheme:**

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

b) Content: 3 marks - includes:

- what -- event
- when -- date / time
- where - venue
- for whom - eligibility
- other details ( passes / chief guest)

## 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 5p.m.-7 p.m.; 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 e-mail 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:**

Content 2 mks  
Expression 2 mks ( spellings, suitable style)

**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 desk top 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 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 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 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

#### Important Points:

- Highlight main topic, for eg. SAVE WATER in big and bold letters to draw attention.
- Make a catchy slogan.
- Give necessary verbal input.
- Can use match stick drawings / graphics.
- Use different font size & shape.
- Include imp information like 'what' 'when' 'where' 'how' wherever relevant.
- Make the layout *attractive*.
- Include name of organization issuing the notice.

#### 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 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 on 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- March 23, 2018)
  - 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, March 10, 2018, 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, March 26, 2018 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, 2018

Mr ABC  
Chief Minister  
Govt. of Delhi  
New Delhi

Dear Sir

Sub: Invitation as Chief Guest

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 have its investiture ceremony on March 28, 2018 at 10am, 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, Malcha Marg  
New Delhi

March 6, 2018

Dear Mohit

I am throwing a party on 26th March to celebrate my new job at NDTV.

I'm inviting our entire gang. Reach my place at 7.30pm. We can all go to TGIF from there. See you on the 26th then.

Yours sincerely

Arjun

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

Chief Minister  
Govt. of Delhi  
New Delhi

February 22, 2018

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 to the Investiture ceremony of the newly appointed Student Council, on March 28, 2018 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

March 20, 2018

Dear Arjun  
Congratulations on getting a fantastic job with NDTV. Thank you for inviting me on the 26th April, 2018 for the lunch at Hyatt Regency. I will surely be the first one to reach and of course like all other times the last to leave.

Yours sincerely  
Mohit

Marking Scheme- for invitation:

- a) Content  
2 marks (what, when where, why)
- b) Expression  
2 marks (grammatical accuracy, spellings, suitable style)

Marking Scheme- for reply:

- a) Content  
2 marks (express thanks, what, when, congrats, accept/regret giving reason)
- b) Expression  
2 marks (grammatical accuracy, spellings, suitable style)

### 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 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.

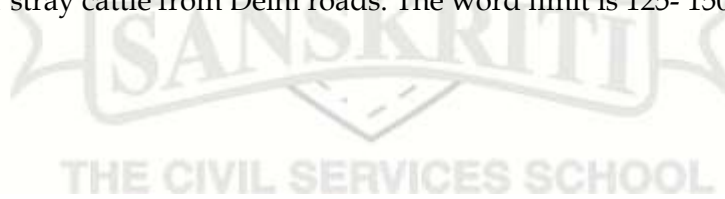
### Magazine Report

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 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 report factual. (Do not include 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 Educationist 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/Sharada, 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 resultant 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  
forexample, 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/\_200 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- 3 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- 3 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-3 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:

### Curriculum Vitae

Name:

Father's Name:

Date of Birth :

Permanent Address:

Telephone number:

E-mail address:

Educational Qualifications: **(Tabular Form)**

1. School level

2. Graduation

Professional qualification

Experience:

Interests:

References:

1

2

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- 3 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, 2018

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

Dear Mr. Sharma

Subject: Application for the 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**

Name : Shreedharan Nair  
Father's Name : Ramesh Nair  
Date of Birth : July 15, 1984  
Permanent Address : 10, Happy Home Apts ,Sector 3 ,Jay Nagar ,Bangalore - 40  
Telephone number : 080 284564321  
E-mail address : shree\_dharanair@gmail.com  
Educational Qualifications:

Sr. No.	Degree	Institution	Subjects	Percentage/Grade
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

Experience : Working with Satyam Software Solutions as Assistant Programmer since June 2005 till date

Interests : Reading, trekking

Salary Drawn :Rs 10 lakhs per annum

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, 2018

The Director  
Human Resources  
Bombay Dyeing  
Mumbai

Dear Sir

Subject: Application for the 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

### Curriculum Vitae

Name:

Father's Name:

Date of Birth :

Permanent Address:

Telephone number:

E-mail address:

Educational Qualifications:



Experience: (post, Company, duration)

Interests:

References: (Name, designation, address)

1

2

### Guided Exercise

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, 2018

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.

### Curriculum Vitae

Name:

Father's Name:

Date of Birth :

Permanent Address:

Telephone number:

E-mail address:

Educational Qualifications:


Experience:

Interests:

References:

- 1.
- 2.

### 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 ,Ahlcon 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 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 the 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 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 the extension of 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 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 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 make personally think otherwise.

Marking Scheme for Article:

Format - 1 mark      Title and writer's name

Content - 4 marks present situation, causes, solutions

Expression - 5 marks grammatical accuracy & spellings 2 ½ mks

Coherence, relevance of ideas, style 2 ½ mks

**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** :4 marks

**Expression:** 5 marks

Grammatical accuracy, appropriate words and spellings [2½]

Coherence and relevance of ideas and style [2½]

## 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: 4 marks

### Expression: 5 marks

Grammatical accuracy, appropriate words and spelling [2½ ]

Coherence and relevance of ideas and style [2½]

## 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 200-250 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 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."

#### **Marking scheme**

- Salutation - 1 mark
- Opening statement- 1 mark
- Body – 2 marks
- Concluding statement – 1 mark

**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 view, start striking back.
- Attack with credible points, facts and fictions.
- 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 super-power, 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/Arnav.
- 2) 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 200 words)
- 3) 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 200 words on the diversity of nature that you have experienced. You are Latha/Lalith.

- 4) Write an article on the topic, 'Poverty is the cause of all evils', to be published in the Young World of 'The Hindu', Chennai.
- 5) 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 of value education. You are Anu/Arun.
- 6) 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 200 words on the issue in 200 words giving your views and suggestions.
- 7) '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?'
- 8) Nuclear family system, lack of communication with parents and siblings, stress related to studies and peer pressure is 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 200 words suggesting ways of dealing with this problem. Give it a suitable heading.
- 9) '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 200 words, advocating the urgent need for a cleaner tomorrow for the new generation.
- 10) 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.
- 11) You are Arun / Aruna of APS, Gurgaon. Draft a debate for attending an Inter school contest on 'Why we have Indian body but European psyche and soul?'
- 12) 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.
- 13) 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 has largely affected marine life. In order to highlight the hazards of environmental pollution you decide to write an article for a local daily. (Word limits 200 words)
- 14) The Beggar Menace at important tourist spots is on the increase. Write an article in 200 words for a newspaper suggesting suitable measures to cure this problem.
- 15) 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 [200 words]

**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.

**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 told that it was the most beautiful language of the world. It was the clearest and the most logical of all languages. He asked the people to guard it among themselves and never forget it. As long as people 'hold fast to 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 French language. He urges others never to forget such a beautiful language.

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

8. **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.

**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 full 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 working 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 go for 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.

**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 farces work in opposite direction and how did Douglas face them?

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

Much to the relief of Douglas, Y.M.C.A. 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.

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

1. Why did the peddler have to go into the forest? Why was the situation ironical?
2. What doubts did Edla have about the peddler?
3. What kind of a person was the owner of the Ramsjo mills?
4. 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 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 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 "majolis" until bed time.

**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 ironical 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 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 shows 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 taking 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.

**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-convinced 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 the humanitarian and national service. Gandhi was asked to quit Champaran. He received the notice but wrote on it to disobey. Next day he had to appear in the court. The peasants came to know about it and the town of Motihari became cloud 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.

**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.

**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.

**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. 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 : dissuade 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 have 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 the 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 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 again. 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, lie that of a lifeless person or the hazy moon in winter.

**Questions.**

**I. Read the extract and answer the questions that follow:**

**a) I saw my mother,  
beside me  
doze, open mouthed, her face  
ashen like that of a corpse and realised with pain**

- i) Where was the poet headed?
- ii) Who was sitting beside her?
- iii) What does the poet compare her mother's face to and why?

**b)I looked again at her, wan, pale  
as a late winter's moon and felt that old  
familiar ache, that childhood fear.**

- i) Who do 'I' and 'her' refer to?
- ii) Where are they both going?
- iii) What does the 'familiar ache' refer to?
- iv) How does she part from her mother?

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

- a) Why do you think the narrator looks out of the window?
- b) What makes the poet smile at her mother at the airport?
- c) Why was the mother's face compared to a winter moon?
- d) Why does the poet mention "the merry children" and "sprinting trees"?
- e) How does the poet behave at the airport and why?
- f) What is the kind of pain and ache that the poet feels?
- g) 'Smile and smile and smile' is a poetic device. Identify it and explain the significance.
- h) **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

**Questions:**

**I. Read the extracts and answers the questions that follow:**

**a) Far far from gusty waves, these children's faces  
Like rootless weeds, the hair torn around their pallor:  
The tall girl with her weighed-down head. The paper  
Seeming boy, with rat's eyes.**

- i) What kind of room are the children sitting in?  
ii) Why does the poet refer to the children as "rootless weeds"?  
iii) Explain: weighed down head  
iv) Identify the figure of speech in the phrase "the paper seeming boy with rat's eye" and explain in your own words.

**b) Unless, governor, inspector, visitor  
This map becomes their window and these windows  
That shut upon their lives like catacombs,  
Break O break open till they break the town**

- i) What do the windows and map symbolize?  
ii) Who do the governor, inspector, visitor refer to?  
iii) What role should they play?  
iv) Explain the reference to 'catacombs'.

**c) Surely Shakespeare is wicked, the map a bad example,  
With ships and sun and love tempting them to steal-  
For lives that slyly turn in their cramped holes  
From fog to endless night?**

- i) Why is Shakespeare "wicked"?  
ii) Which map is a better example for these children?  
iii) Explain: "from fog to endless night"

**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.

Ans. 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 of 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 feeling of brotherhood prevails. It provides opportunity for introspection and better understanding of self.

**Figures of speech used:**

**Metaphor:**

- 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

**Questions:**

**I. Read the extracts and answer the questions that follow:**

**a) Those who prepare green wars,**

**Wars with gas, wars with fire, victory with no survivors**

**Would put on clean clothes**

**And walk about with their brothers**

**In the shade, doing nothing**

- i. Who are ' those ' in line 1 ?
- ii. What are green wars?
- iii. Explain:' victory with no survivors'.
- iv. Which figure of speech has been used in the above stanza?

**Value points:**

1. Over ambitious/eccentric people involved in waging wars to gain dominance
2. War against environment
3. None may survive to celebrate victory
4. Metaphor - clean clothes / their brothers

**b) It would be an exotic moment**

**without rush, without engines,**

**we would all be together**

**in a sudden strangeness**

- i) What does the poet refer to as the "exotic moment"?
- ii) What does the word "engines" signify?
- iii) What is the present condition of the world that forces the poet to make this request?

**c). If we were not so single minded**

**about keeping our lives moving,**

**and for once do nothing,**

**perhaps a huge silence**

**might interrupt this sadness**

**of never understanding ourselves**

**and of threatening ourselves with death.**

- i). Who does "we" refer to?
- ii). What is the cause of the sadness?

iii). What is man “single minded” about?

**d) Now we will count to twelve  
and we will all keep still.**

**This one time upon the earth,  
let’s not speak any language,  
let’s stop for one second,  
and not move our arms so much**

i) Why does the poet want us to count to twelve?

ii) What does the poet ask us to do?

iii) What is the significance of ‘twelve’?

iv) Why does the poet want us not to use our language and our arms?

**II. 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 everything seems dead on the surface of the earth, there pulsates and throbs life underneath. It means that the earth should be seen and realized in the right perspective. Keeping still for some time opens up its mysteries, when we introspect ourselves vis-à-vis of the earth.

**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 through introspection. It also arises out of our mad rush to achieve everything quickly due to our constant fear of the brevity of our lives.

**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:**

- a) '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.
- b) "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.
- c) "an endless fountain of immortal drink"- Nature's bounty being compared to a heavenly fountain which is continuous and joy

**Alliteration:**

- a) noble natures
- b) cooling covert

**Questions:**

I. Read the extracts and answer the questions that follow:

**1. A thing of beauty is a joy forever  
Its loveliness increases. It will never  
Pass in to nothingness; but will keep  
A bower quiet for us, and a sleep  
Full of sweet dreams, and health, and quiet breathing.**

- a) What is a bower?
- b) How can we overcome sorrows and sufferings?
- c) What are the effects of beautiful things on a man's spirit?
- d) What is the theme of the poem?

**2. Therefore, on every morrow, are we wreathing  
A flowery band to bind us to the earth,  
Spite of despondence, of the inhuman dearth  
Of noble natures, of the gloomy days,  
Of all the unhealthy and o'er darkened ways  
Made for our searching: yes, in spite of all  
Some shape of beauty moves  
away the pall  
From our dark spirits.**

- i. Explain "flowery band".
- ii. What are "unhealthy and o'er darkened ways"?
- iii. Explain the figure of speech in "moves away the pall..".

**3. .... yes, in spite of all,  
Some shape of beauty moves away the pall  
From our dark spirits. Such the sun, the moon,  
Trees old, and young, sprouting a shady boon  
For simple sheep; and such are daffodils  
With the green world they live in; and clear rills  
That for themselves a cooling covert make  
'Gainst the hot season;**

- i. What does the word 'all' in line 1 stand for?
- ii. What sprouts a shady boon for sheep and how?
- iii. Mention some of the things from the world of Nature that move away the pall from our dark spirits.
- iv. What do streams do?

- v. How do 'daffodils' and 'rills' enrich the environment?

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

- What makes humans unhappy and how do they find a release from this state?
- What is the "endless fountain" a reference to? What are its effects?
- What makes human beings love life despite trouble and suffering?
- Why is grandeur associated with the mighty dead?
- What images does Keats use to describe the beautiful bounty of the earth?
- 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.

**g) 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.

**h) 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:**

*The polished traffic passed with a mind ahead  
Or, if ever aside a moment, then out of sorts  
At having the landscape marred with the artless paint  
Of signs with S turned wrong and N turned wrong...*

Questions & Answers

**1. What do you mean by 'polished traffic'?**

Polished traffic portrays the insensitive attitude and gentlemanly appearances of the city-men. They appear to be 'polished' outside but their minds do not understand the sufferings of the poor people.

**2. Explain, 'passed with a mind ahead.'**

The city people who passed by the roadside stand were self-centered and their minds were restless with greed for money and ambitions for great profits in their business.

**3. What are the usual complaints made by the city men when they stop at the roadside stand?**

The rich people to and from the cities usually have the same sets of complaints. Having failed to see the wretchedness of the poor, they complain that the roadside stand, with its

artless paint, ruined the beauty of the nature. Another complaint is that the letters are wrongly written.

**4. How senseless do the rich men's complaints sound to the poor people?**

For the poor people of the roadside stand, the rich men's complaints, that the landscape is distorted with their poor sense of color, that they sell poor quality fruits and that they have a low literacy level, sound to be childish and infuriating and senseless.

*Offered for sale are wild berries in wooden quarts  
Or crook necked golden squash with silver warts,  
Or beauty rest in a mountain scene...*

**1. What articles are 'offered for sale' at the stand?**

Wild berries in wooden containers, crook-necked golden squash with silver warts and paintings of mountain scenery are for sale at the roadside stand.

**2. What qualities of the 'offered articles' make them unfit for sale?**

The articles for sale at the roadside stand are wild and therefore lack the polished look of the similar articles available in the cities. Moreover these articles are not packaged properly like those in the cities.

**3. What does, 'beauty rest in a mountain scene' mean?**

Beauty resting in a mountain scene is probably a scenic painting made by the inhabitants of the roadside stand meant for selling to the rich people.

*The hurt to the scenery wouldn't be my complaint  
So much as the trusting sorrow of what is unsaid:*

**1. 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 core level struggles of the poor. But the poet is concerned for the poor and therefore his complaints are relevant.

**2. 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.

**3. 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 brought to the serious concern of the concerned authorities, media and the public.

*It is in the news that all these pitiful kin  
Are to be bought out and mercifully gathered in*

*To live in villages, next to the theater and the store,  
Where they won't have to think for themselves anymore,  
While greedy good-doers, beneficent beasts of prey,*

*Swarm over their lives enforcing benefits*

*That are calculated to soothe them out of their wits,*

*And by teaching them how to sleep they sleep all day,*

*Destroy their sleeping at night the ancient way.*

- i. What has been provided to the rural people?
- ii. Why have these facilities been provided?
- iii. Name the poetic device in 'greedy good-doers, beneficent beasts of prey'.
- iv. What is implied by 'teaching them how to sleep they sleep all day'?

*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;*

- i. What is the childish longing?
- ii. Why is the longing in vain?
- iii. What does the poet pray for?
- iv. Why did the four cars pause?

**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 in to 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- unafraid 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:

**1. 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**

- i) Why is it so hard for Aunt Jennifer to pull the ivory needle?
- ii) Which poetic device has been used in line 1?
- iii) What is 'uncle's wedding band'?
- iv) Why does the poet use 'massive weight' and 'sits heavily' for uncle's ring?

**VALUE POINTS**

**1. Because Aunt Jennifer's fingers are trembling. Aunt Jennifer is afraid of her husband/ Aunt Jennifer is under a state of mental suppression.**

**2. Fingers fluttering - Alliteration**

**3. The wedding ring**

**4. Because of uncle's dominating/ terrifying nature**

**2. 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 and unafraid**

i) What figure of speech has been used in "terrified hands"?

ii) 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

iii) What is the symbolic meaning of the last two lines?

**3. Aunt Jennifer's tigers prance across a screen,**

**Bright topaz denizens of a world of green.**

**They do not fear the men beneath the tree;**

**They pace in sleek chivalric certainty.**

i) What is the significance of "sleek chivalric certainty"?

ii) How do you think the tigers are different from Aunt Jennifer?

**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 man beneath the tree. They move elegantly with brave style and confidence which is opposite to Aunt Jennifer's character who is meek and finds difficult to pull the ivory needle from the wool and on whom the responsibility of married life weighs heavily.

- 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?

### 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.

**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

- 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 ,duraisani)
- Satirises the conceit and whims of those in power

### 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 **ironical** about the end of the story '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.
- 7) What lesson do we learn from the lesson 'The Tiger King'?
  - 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.

3. '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 it's 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. 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.

**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 the 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.

**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 promises 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 as 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 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.

**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 story telling 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 the 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 other 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 Derek 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, ridicules 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 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 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".

### 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 was 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.

#### **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 preconceive 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 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.

**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.



Time: 3 hours

MM: 100

General Instructions:

1. Attempt all questions
2. Adhere to the word limit
3. This paper has 12 questions and 5 printed sides

Section A: Reading

(30 marks)

Q.1 Read the passage given below and answer the questions that follow:

1. Long years ago, we made a tryst with destiny, and now the time comes when we shall redeem our pledge, not wholly or in full measure, but very substantially. At the stroke of the midnight hour, when the world sleeps, India will awake to life and freedom. A moment comes, which comes but rarely in history, when we step out from the old to the new, when an age ends, and when the soul of a nation, long suppressed, finds utterance. It is fitting that at this solemn moment we take the pledge of dedication to the service of India and her people and to the still larger cause of humanity.
2. At the dawn of history India started on her unending quest, and trackless centuries are filled with her striving and the grandeur of her success and her failures. Through good and ill fortune alike she has never lost sight of that quest or forgotten the ideals which gave her strength. We end today a period of ill fortune and India discovers herself again. The achievement we celebrate today is but a step, an opening of opportunity, to the greater triumphs and achievements that await us. Are we brave enough and wise enough to grasp this opportunity and accept the challenge of the future?
3. Freedom and power bring responsibility. The responsibility rests upon this Assembly, a sovereign body representing the sovereign people of India. Before the birth of freedom, we have endured all the pains of labour and our hearts are heavy with the memory of this sorrow. Some of those pains continue even now. Nevertheless, the past is over and it is the future that beckons to us now.
4. That future is not one of ease or resting but of incessant striving so that we may fulfil the pledges we have so often taken and the one we shall take today. The service of India means the service of the millions who suffer. It means the ending of poverty, ignorance, disease and inequality of opportunity. The ambition of the greatest man of our generation has been to wipe every tear from every eye. That may be beyond us, but as long as there are tears and suffering, so long our work will not be over.
5. These dreams are for India, but they are also for the world, for all the nations and people are too closely knit today. Peace has been said to be indivisible; so is freedom, so is prosperity now and so also is disaster in this one world which no longer can be split into fragments.

6. On this day our first thoughts go to the architect of this freedom, the Father of our Nation, who, embodying the old spirit of India, held aloft the torch of freedom and lighted up the darkness that surrounded us. We have often been unworthy followers of his and have strayed from his message, but not only we but succeeding generations will remember this message and bear the imprint in their hearts of this great son of India, magnificent in his faith and strength and courage and humility. We shall never allow that torch of freedom to be blown out, however high the wind or stormy the tempest.
7. Our next thoughts must be of the unknown volunteers and soldiers of freedom who, without praise or reward, have served India even unto death.
8. We think also of our brothers and sisters who have been cut off from us by political boundaries and who unhappily cannot share at present in the freedom that has come. They are of us and will remain of us whatever may happen, and we shall be sharers in their good [or] ill fortune alike.
9. The future beckons to us. Whither do we go and what shall be our endeavour? To bring freedom and opportunity to the common man, to the peasants and workers of India; to fight and end poverty and ignorance and disease; to build up a prosperous, democratic and progressive nation, and to create social, economic and political institutions which will ensure justice and fullness of life to every man and woman.
10. We have hard work ahead. There is no resting for any one of us till we redeem our pledge in full, till we make all the people of India what destiny intended them to be. We are citizens of a great country on the verge of bold advance, and we have to live up to that high standard. All of us, to whatever religion we may belong, are equally the children of India with equal rights, privileges and obligations. We cannot encourage communalism or narrow-mindedness, for no nation can be great whose people are narrow in thought or in action.

To the nations and peoples of the world we send greetings and pledge ourselves to cooperate with them in furthering peace, freedom and democracy.

And to India, our much-loved motherland, the ancient, the eternal and the ever-new, we pay our reverent homage and we bind ourselves afresh to her service.

JAI HIND.

I. Answer the following questions by choosing the most appropriate option:(1 x 5 = 5 Marks)

(a) To grasp the opportunities in an independent India Indians need to:

- (i) celebrate freedom.                      (ii) be brave and wise.  
(iii) challenge the future.                      (iv) strive for greater achievement.

(b) The service of India means:

- (i) ending poverty.                      (ii) ending ignorance.  
(ii) to work to realize our dreams.                      (iv) all of the above.

(c) What does freedom bring along:

- (i) responsibility                      (ii) power  
(iii) action                      (iv) none of the above

(d) What has been the ambition of the greatest man of our generation?

- (i) peace and harmony                      (ii) fight injustice

(iii) wipe every tear from every eye (iv) all of the above

(e) To what does Nehru pledge himself at this solemn moment?

- (i) service of India (ii) service of its people  
(iii) larger cause of humanity (iv) all the above

II. Answer the following questions as briefly as possible.

(1 x 6 = 6 Marks)

- (a) What is the moment that Nehru mentions?  
(b) What has given strength to India since the dawn of history?  
(c) What does the future hold for India?  
(d) How are the dreams for India related to the dreams for the world?  
(e) What according to Nehru should we refrain from?  
(f) What responsibility rests with the constituent Assembly?

III. Answer the following questions in about 25-30 words:

(2 x 3 = 6

Marks)

- (a) On this day, who all does Nehru remember and pay homage to?  
(b) According to Nehru, what shall be our endeavours for the future?  
(c) How does Nehru end his speech?

IV. Find words from the passage which are similar in meaning to the following. (1 x 3 = 3 Marks)

- (a) fulfil or carry out (para 1) (b) continuous or sustained (para 4)  
(c) suffer patiently (para 3)

Q.2 Read the following passage carefully:

The concept of "race" generates the most tenacious kind of prejudice in relations between human groups and is the main cause of their clashes. This confusion stems from the heavy baggage accumulated by the concept of race, from misconceptions about human nature perpetuated by philosophers, biologists and anthropologists over the centuries.

In its old definition, the term "race" meant a group of individuals sharing externally visible physical traits (phenotypes) whose origin was considered genetic. Skin, hair and eye colour, size, shape of lips and head were the criteria most often applied to classify humanity into distinct races.

Racist doctrines are based on reasoning, express or implied, of the superiority of one human group over others and the belief that biological, social and cultural differences between human groups are transmitted hereditarily.

Racism is also a colonial ideology invented to promote the conquest of other continents by Europeans. The best way to exclude human beings to exploit them, sometimes as slaves, was to say they were not quite human. Therefore, the dominators had no moral obligation to face the dominated. Racist ideology is sometimes manifested openly, in insults, malicious jokes, acts of hatred, inequality. Nevertheless, in many cases, it is deeply rooted in values, beliefs and stereotypical attitudes.

Racism is also associated with power - institutional, political, economic and social - wielded by the dominant group in society. Thus, in Nazi Germany and South Africa under apartheid, State racism was official. Also in Europe, since the 1990s, many populist and xenophobic parties openly declare themselves racist (the Front National in France, British Party in the United Kingdom, Vlaams Blok in Belgium, etc.).

The concept of "human race" was abandoned about fifty years ago by scientists, because there is no genetic subdivision within the human species. Humans are too genetically similar (99.9%) for us to be able to speak of different "races" among the species, as the decoding of the human genome demonstrated in 2001. Clearly, the notion of human "races" cannot accurately

be applied, for the incredible diversity of human societies does not lend itself to any simple or scientifically acceptable classification.

The minor differences that we perceive between an Asian and a European, for example, are a fairly strong expression of common genes and secondary elements that reflect a process of environmental or dietary adaptation (skin colour varies according to the degree of sunlight; the number of red blood cells increases in higher altitudes; immunisation against certain viruses and predisposition to certain diseases vary according to region, and so on.)

(a) On the basis of your reading of the above passage make notes on it, using headings and sub-headings. Use recognisable abbreviations (wherever necessary-- minimum four). Also supply a suitable title. (5)

(b) Write a summary in about 100 words. (5)

Section B: Writing

(30 marks)

Q.3 After the rains cases of dengue, Chikungunya etc are on the rise in your city. As the Principal of Sunshine Public School, Mayur Vihar, you have decided to allow students to wear full sleeve shirts and trousers for a period of one month. Draft a notice for the same in about 50 words. (4)

Q.4 You are Saurabh/ Shweta Kapoor of 15 Arun Enclave, Ghaziabad. You read the following advertisement in HT Power Jobs and decided to apply for the same. Draft a job application giving your detailed resume. (6)

SAPPHIRE SENIOR SECONDARY SCHOOL  
Mira Enclave, Delhi

Requires Senior Librarian; graduate with diploma in library science, with at least 5-8 years of experience in similar position, pay scale and other benefits as per Government regulation. Apply with complete biodata to Principal within 10 working days.

Q.5 Victor Public School recently organised a two-day Career Fair for students of classes X and XII. Renowned career consultants Future Track conducted counselling sessions, workshops for parents and students. As the Editor of the School's newsletter draft a report for the same in about 150-200 words. (10)

Q.6 The Internet has condensed the world into a 'global village'. Write a speech in about 150-200 words for your school's morning assembly reflecting on the above statement. Focus on how the internet can be a valuable tool for national progress and international harmony. Also mention its drawbacks. You are Ravi/ Ria of Prayas House. (10)

Section C: Literature

(40 marks)

Q.7 Read the following extract and answer the questions briefly. (1 x 4 = 4 Marks)

*What I want should not be confused  
With total inactivity  
Life is what it is about;*

*I want no truck with death.*

- (i) Name the poem and the poet.
- (ii) What does the poet mean by 'inactivity'?
- (iii) Explain what life is all about, according to the poet?
- (iv) What is the ultimate expectation of the poet from all human beings?

Q.8 Answer the following questions in 30-40 words. (3 x 4 = 12 Marks)

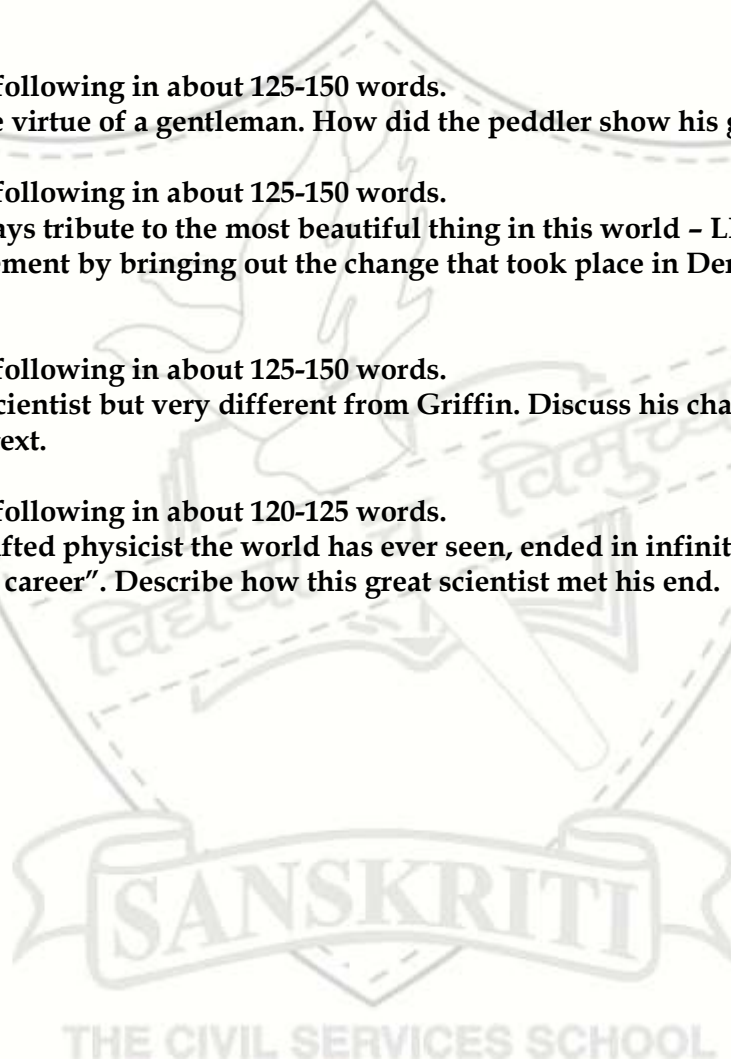
- (i) Two things happened in Sadao 's house on the seventh day? What were they?
- (ii) How did the Governor of Oxford Prison describe Evans to the Secretary of the Examinations Board?
- (iii) How is Jansie a contrast to Sophie?
- (iv) Seemapuri is on the periphery of Delhi yet miles away from it metaphorically. Explain.

Q.9 Answer the following in about 125-150 words. (6)  
To be grateful is the virtue of a gentleman. How did the peddler show his gratitude to Edla?

Q.10 Answer the following in about 125-150 words. (6)  
'On the face of it' pays tribute to the most beautiful thing in this world - LIFE. Bring out the validity of this statement by bringing out the change that took place in Derry after meeting Mr. Lamb.

Q.11 Answer the following in about 125-150 words. (6)  
Dr Kemp is also a scientist but very different from Griffin. Discuss his character with relevant examples from the text.

Q.12 Answer the following in about 120-125 words. (6)  
"Griffin the most gifted physicist the world has ever seen, ended in infinite disaster his strange and terrible career". Describe how this great scientist met his end.



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MM: 100

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Section A: Reading

(30 marks)

Q.1 Read the passage given below and answer the questions that follow:

1. Long years ago, we made a tryst with destiny, and now the time comes when we shall redeem our pledge, not wholly or in full measure, but very substantially. At the stroke of the midnight hour, when the world sleeps, India will awake to life and freedom. A moment comes, which comes but rarely in history, when we step out from the old to the new, when an age ends, and when the soul of a nation, long suppressed, finds utterance. It is fitting that at this solemn moment we take the pledge of dedication to the service of India and her people and to the still larger cause of humanity.
2. At the dawn of history India started on her unending quest, and trackless centuries are filled with her striving and the grandeur of her success and her failures. Through good and ill fortune alike she has never lost sight of that quest or forgotten the ideals which gave her strength. We end today a period of ill fortune and India discovers herself again. The achievement we celebrate today is but a step, an opening of opportunity, to the greater triumphs and achievements that await us. Are we brave enough and wise enough to grasp this opportunity and accept the challenge of the future?
3. Freedom and power bring responsibility. The responsibility rests upon this Assembly, a sovereign body representing the sovereign people of India. Before the birth of freedom, we have endured all the pains of labour and our hearts are heavy with the memory of this sorrow. Some of those pains continue even now. Nevertheless, the past is over and it is the future that beckons to us now.
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5. These dreams are for India, but they are also for the world, for all the nations and people are too closely knit today. Peace has been said to be indivisible; so is freedom, so is prosperity now and so also is disaster in this one world which no longer can be split into fragments.

6. On this day our first thoughts go to the architect of this freedom, the Father of our Nation, who, embodying the old spirit of India, held aloft the torch of freedom and lighted up the darkness that surrounded us. We have often been unworthy followers of his and have strayed from his message, but not only we but succeeding generations will remember this message and bear the imprint in their hearts of this great son of India, magnificent in his faith and strength and courage and humility. We shall never allow that torch of freedom to be blown out, however high the wind or stormy the tempest.
7. Our next thoughts must be of the unknown volunteers and soldiers of freedom who, without praise or reward, have served India even unto death.
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JAI HIND.

I. Answer the following questions by choosing the most appropriate option:

(1 x 5 = 5 Marks)

(a) To grasp the opportunities in an independent India Indians need to:

- (i) celebrate freedom. (ii) be brave and wise.  
(iii) challenge the future. (iv) strive for greater achievement.

(b) The service of India means:

- (i) ending poverty. (ii) ending ignorance.  
(iii) to work to realize our dreams. (iv) all of the above.

(c) What does freedom bring along:

- (i) responsibility (ii) power  
(iii) action (iv) none of the above

(d) What has been the ambition of the greatest man of our generation?

- (i) peace and harmony (ii) fight injustice

(iii) wipe every tear from every eye (iv) all of the above

(e) To what does Nehru pledge himself at this solemn moment?

- (i) service of India (ii) service of its people  
(iii) larger cause of humanity (iv) all the above

II. Answer the following questions as briefly as possible.

(1 x 6 = 6 Marks)

- (a) What is the moment that Nehru mentions?  
(b) What has given strength to India since the dawn of history?  
(c) What does the future hold for India?  
(d) How are the dreams for India related to the dreams for the world?  
(e) What according to Nehru should we refrain from?  
(f) What responsibility rests with the constituent Assembly?

III. Answer the following questions in about 25-30 words:

(2 x 3 = 6 Marks)

- (a) On this day, who all does Nehru remember and pay homage to?  
(b) According to Nehru, what shall be our endeavours for the future?  
(c) How does Nehru end his speech?

IV. Find words from the passage which are similar in meaning to the following. (1 x 3 = 3 Marks)

- (a) fulfil or carry out (para 1) (b) continuous or sustained (para 4)  
(c) suffer patiently (para 3)

Q.2 Read the following passage carefully:

The concept of "race" generates the most tenacious kind of prejudice in relations between human groups and is the main cause of their clashes. This confusion stems from the heavy baggage accumulated by the concept of race, from misconceptions about human nature perpetuated by philosophers, biologists and anthropologists over the centuries.

In its old definition, the term "race" meant a group of individuals sharing externally visible physical traits (phenotypes) whose origin was considered genetic. Skin, hair and eye colour, size, shape of lips and head were the criteria most often applied to classify humanity into distinct races.

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The concept of "human race" was abandoned about fifty years ago by scientists, because there is no genetic subdivision within the human species. Humans are too genetically similar (99.9%) for us to be able to speak of different "races" among the species, as the decoding of the human genome demonstrated in 2001. Clearly, the notion of human "races" cannot accurately

be applied, for the incredible diversity of human societies does not lend itself to any simple or scientifically acceptable classification.

The minor differences that we perceive between an Asian and a European, for example, are a fairly strong expression of common genes and secondary elements that reflect a process of environmental or dietary adaptation (skin colour varies according to the degree of sunlight; the number of red blood cells increases in higher altitudes; immunisation against certain viruses and predisposition to certain diseases vary according to region, and so on.)

(a) On the basis of your reading of the above passage make notes on it, using headings and sub-headings. Use recognisable abbreviations (wherever necessary-- minimum four). Also supply a suitable title. (5)

(b) Write a summary in about 100 words. (5)

Section B: Writing (30 marks)

Q.3 After the rains cases of dengue, Chikungunya etc are on the rise in your city. As the Principal of Sunshine Public School, Mayur Vihar, you have decided to allow students to wear full sleeve shirts and trousers for a period of one month. Draft a notice for the same in about 50 words. (4)

Q.4 You are Saurabh/ Shweta Kapoor of 15 Arun Enclave, Ghaziabad. You read the following advertisement in HT Power Jobs and decided to apply for the same. Draft a job application giving your detailed resume. (6)

SAPPHIRE SENIOR SECONDARY SCHOOL  
Mira Enclave, Delhi

Requires Senior Librarian; graduate with diploma in library science, with at least 5-8 years of experience in similar position, pay scale and other benefits as per Government regulation. Apply with complete biodata to Principal within 10 working days.

Q.5 'Incredible India'. Write an article in about 150-200 for a travel magazine dwelling upon this slogan and throwing light on India's incomparable natural beauty, diverse culture as well as the various facilities offered to domestic and international tourists. (10)

Q.6 "Our large population is not a cause of poverty but an asset, a resource." Draft a debate in about 200 words for or against the motion. You are Satvik/Seema of Gyan Bharti School .

Section C: Literature (40 marks)

Q.7 Read the following extract and answer the questions briefly. (1 x 4 = 4 Marks)

*Far far from the gusty waves these children's faces.*

*Like rootless weeds, their hair torn around their pallor;*

*The tall girl with her weighed down head.*

(i) Name the poem and the poet.

(ii) Who are these children?

(iii) Which figure of speech has been used in the first two lines?

(iv) Why is the tall girl's head 'weighed down'?

Q.8 Answer the following questions in 30-40 words. (3 x 4 = 12 Marks)

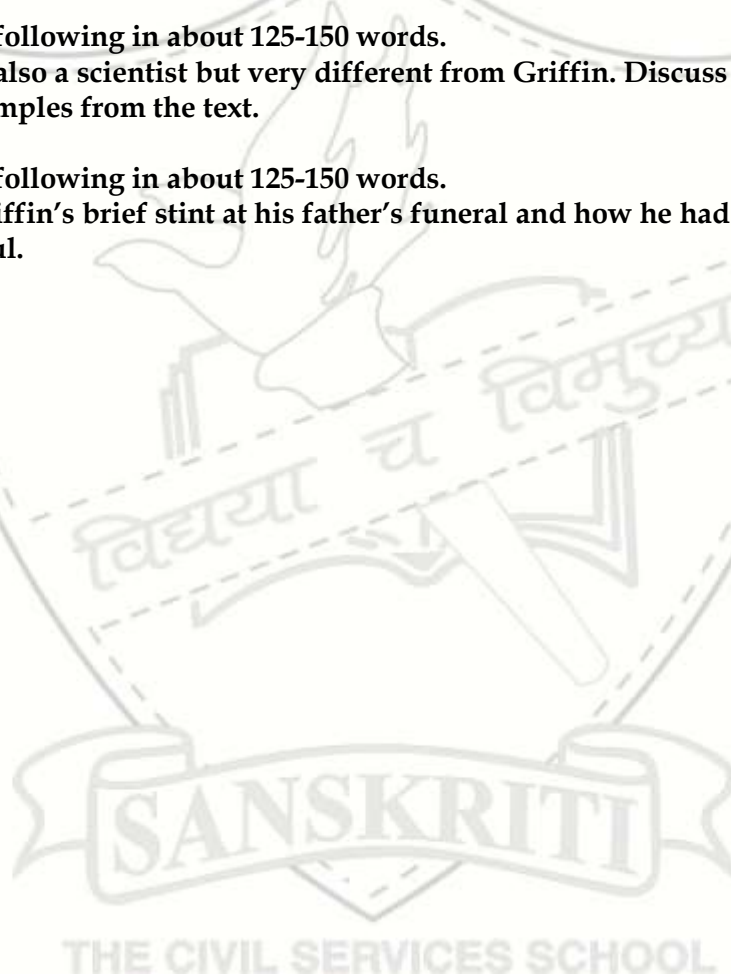
- (i) "Stupid Yumi" - what made Hana comment so?
- (ii) How did the Governor of Oxford Prison describe Evans to the Secretary of the Examinations Board?
- (iii) Why did the State of Pratibandapuram ban tiger hunting?
- (iv) Justify the title Lost Spring, Stories of Stolen Childhood.

Q.9 Answer the following in about 125-150 words. (6)  
To be grateful is the virtue of a gentleman. How did the peddler show his gratitude to Edla?

Q.10 Answer the following in about 125-150 words. (6)  
Why did Jo disapprove of Jack's ending of the story of Roger Skunk? How did she want it to end? How is it related to the basic questions that Updike's story raises?

Q.11 Answer the following in about 125-150 words. (6)  
Dr Kemp is also a scientist but very different from Griffin. Discuss his character with relevant examples from the text.

Q.12 Answer the following in about 125-150 words. (6)  
Describe Griffin's brief stint at his father's funeral and how he had turned into a detached soul.



MARKING SCHEME -Second Term

Section A: Reading

- 1.a (ii) or (iii)
- 1.b (iv) all the above
- 1.c (i) responsibility
- 1.d (iii) wipe every tear from every eye
- 1.e (iv) all the above

II.

- a. The country gaining its independence. When the soul of the nation long suppressed finds utterance.
- b. Never lost sight of the quest or the ideals we stood by.
- c. incessant striving that we may fulfil pledges we have so often taken.
- d. Nations of the world are closely knit today; Peace is said to be indivisible; so is freedom; so is prosperity and disaster.
- e. We cannot encourage communalism or narrow mindedness, for no nation can be great whose people are narrow in thought or action.
- f. The assembly, a sovereign body, now has the responsibility of serving the millions who suffer. It means ending poverty, ignorance, disease and inequality of opportunity.

III.

- a. His first thoughts go to the father of the nation, who held aloft the torch of freedom. His next thoughts are of the unknown volunteers and soldiers of freedom who have served India even unto death. He also remembers brothers and sisters who have been cut off by political boundaries.
- b. To bring freedom and opportunity to the common man, to the peasants and workers of India; to fight and end poverty, ignorance and disease, to build up a prosperous, democratic and progressive nation.
- c. By sending out greetings to nations and people of the world and pledging support and cooperation. And paying homage to his much loved motherland and binding himself to her service.

IV. a. redeem

- b. incessant
- c. endured

Section B: Writing

- 3. Notice (C-2, F-1, A-1)
- 4. Job Application (C-2, F-2, A-2)
- 5. Article (C-4, F-1, A-5)
- 6. Speech/Debate (C-4, F-1, A-5)

Section C : Literature

Set 1

- 7. i. Keeping quiet by Pablo Neruda
- ii. No movement/ no growth
- iii. life is all about growth/ movement/ positive action
- iv. Stop all destructive activities—think—and act judiciously

- 8.a The General's condition deteriorated and he sends a messenger for Sadao and the servant leave.
- b. Evans was a pleasant sort of a chap with no record of violence. One of the stars at the Christmas celebrations. Just a congenital Kleptomaniac. Was given the sobriquet of Evans the break.

c. Sophie and Jansie were friends but polemical in thought. Sophie is a dreamer while Jansie is the realist. For Sophie the lines between fact and fiction are blurring while Jansie is on terra firma and realizes that they are marked for the biscuit factory. Knowing that her friend's dreams are incongruent to her conditions, she feels sad.

d. Seemapuri is a settlement of more than 10000 rag pickers. It is a place on the periphery of the country's capital yet miles away from it terms of its economic affluence. 10,000 rag pickers survive in settlements that are mere shacks with no water and drainage only their names on voter lists.

9. It is true that gratitude and thankfulness are virtues of a true gentleman. Our peddler proves to be one when he decides to redeem himself of his sins. Edla had raised him to the status of a captain and for the first time he had received such trust and compassion. He returns the thirty kroner and leaves behind a letter and a rattrap for her, symbolic of his gratitude towards her. It was for her that he wanted to prove himself.

10. Susan Hill pays a tribute to Life in the lesson On the Face of it. The two protagonists present two ways in which people view life. Mr Lamb helps Derry to undergo a complete metamorphosis of the soul and break the cocoon he has been living in to accept life with all its baggage.

11. Both Griffin and Kemp are scientists who have been together at the university yet differ completely in their temperaments, attitudes towards scientific research, aims and objectives in life. For Kemp, scientific research is all about contributing towards the welfare of humanity, for Griffin it is a means of self-aggrandizement. For him invisibility was a way of taking revenge from a world that did not recognize his brilliance. On the other hand, Kemp is the voice of reason and ethics.

12. Kemp had realized that he could use himself as the bait to catch the invisible Man. So Kemp escapes from his house and runs towards the thoroughfare of Burdock. When he reaches close to the Jolly cricketers, he sees a tram arriving. Kemp calls for help and at once the tram driver, his assistant and the people at Jolly cricketers follow suit. The navies working close by also run towards him. While Griffin is holding Kemp to the ground someone hits him with a spade and Kemp is able to overpower. Then the mob seizes control and showers kicks and punches. Only once cries for mercy are heard and then Kemp realizes that Griffin has stopped breathing. His naked body becomes visible soon after.

Set 2

7i. Elementary Classroom in a Slum by Stephen Spender

ii. Children residing in slums

iii. Alliteration/Simile

iv. due to the circumstances/ burdens of life

8a. When Yumi refused to wash the dirty white man in their house. There was so fierce a look on her face that Hana felt afraid. She calls her stupid because beyond the dirty white flesh lay a dying man who needed immediate medical attention which she refused to understand.

c. The maharaja banned tiger hunting as he had vowed to kill a 100 tigers in order to defy the prophecy. If anyone even dared to fling even a stone at a tiger, his property would be confiscated.

d. Lost Spring by Anees Jung is a very apt title as she describes the lives of two children, symbolic of many other who lose their childhood to the demands of survival. Sahib and Mukesh spend the spring of their lives rummaging through garbage or working in hazardous industries and thereby losing their childhood by becoming partners in survival.

10. Jo is unhappy with the way the story ends. She wants Jack to tell her that the wizard did not change the smell of roses and hit mommy skunk. We go back to the moral question raised by Updike's story- are parents always right? Updike talks about three major issues, the decisions made by parents, peer pressure and the changing gender roles in society.

12. He did not feel sorry for his father. He seemed to him a victim of his own foolish sentimentality. He went to bury him, but his mind was still on his research and he did nothing to save his father's reputation. He remembered the funeral, the cheap hearse, the scant ceremony, the windy frostbitten hillside, and the old college friend of his fathers who read the service. Walking back to the empty house, through the place that had once been his village, he felt a strange sense of detachment. It was all like a dream to him.



Time: Three hours

Max. Marks: 100

**General Instructions:**

- This paper has 8 printed sides.
- No **doubts/ clarifications** shall be entertained. In case of any, make reasonable assumptions and proceed.
- Follow proper sequence of questions while answering. Do **NOT** Mix Sections.
- Stick to the word limit wherever specified.

**Section A {Reading}**

**30**

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

**20**

We were talking of events which cannot be explained by natural causes at Dabney's last evening. Most of us had given an instance without producing much effect. Among the strangers to me was a little man with an anxious face. He watched each speaker with the closest attention, but said nothing. Then Dabney wishing to include him in the talk, turned to him and asked if he had no experience he could narrate - no story that could be explained. He thought a moment. "Well," he said, 'not a story in the ordinary sense of the word; nothing like most of your examples. Truth, I always believe, is not only stranger than a made up story, but also greatly more interesting. I could tell you an occurrence which happened to me personally and which strangely enough completed itself only this afternoon."  
We begged him to begin.

2. "A year or two ago," he said, "I was in rooms in an old house in Great Ormond Street. The bedroom walls had been painted by the previous tenant, but the place was damp and there were great patches on the walls. One of these - as indeed often happens - exactly like a face. Lying on a bed in the morning and delaying getting up I came to think of it as real as my fellow lodger. In fact, the strange thing was that while the patches on the wall grew larger and changed their shapes, this never did. It remained just the same.
3. "While there I fell ill with influenza, and all day long I had nothing to do but read or think, and it was then that the face began to get a firmer hold of me. It grew more and more real and remarkable. I may say that it filled my thoughts day and night. There was a curious curve of the nose and the forehead was remarkable, in fact the face of an uncommon man, a man in a thousand."

4. "Well, I got better, but the face still controlled me, found myself searching the streets for one like it. Somewhere, I was convinced, the real man must exist, and him I must meet. Why, I had no idea; I only knew that he and I were in some way linked by fate. I often went to places where people gather in large numbers - political meetings, football matches, railway stations. But all in vain. I had never before realized as I then did how many different faces of man there are and how few. For all faces differ, and yet they can be grouped into few types."
5. "The search became madness with me. I neglected everything else. I stood at busy corners watching the crowd until people thought me mad, and the police began to know me and be suspicious. I never looked at women; men, men, men, all the time."
6. He passed his hand over his brow as if he was very tired. "And then," he continued. "I at last saw him. He was in a taxi driving east along Piccadilly. I turned and ran beside it for a little way and then saw an empty one coming. 'Follow that taxi,' I said and leaped in. The driver managed to keep it in sight and it took us to Charing Cross. I rushed on to the platform and found my man with two ladies and a little girl. They were going to France. I stayed there trying to get a word with him, but in vain. Other friends had joined the party and they moved to the train in one group."
7. I hastily purchased a ticket to Folkstone, hoping that I should catch him on the boat before it sailed; but at Folkstone he got on the ship before me with his friends, and they disappeared into a large private cabin. Evidently he was a rich man."
8. "Again I was defeated; but I determined to go with him, feeling certain that when the voyage had begun he would leave the ladies and come out for a walk on the deck. I had only just enough for a single fare to Boulogne but nothing could stop me now. I took up my position opposite his cabin door and waited. After half an hour the door opened and he came out, but with the little girl. My heart beat fast. There was no mistaking the face, every line was the same. He looked at me and moved towards the way to the upper deck. It was now or never, I felt."
9. "Excuse me," I stammered, "but do you mind giving me your card? I have a very important reason in asking it."
10. "He seemed to be greatly surprised, as indeed well he might; but he granted my request. Slowly he took out his case and handed me his card and hurried on with the little girl. It was clear that he thought me mad and thought it wiser to please me than not."

11. "Holding the card tight in my hand I hurried to a lonely corner of the ship and read it. My eyes grew dim; my head reeled; for on it were the words; Mr. Ormond Wall, with an address at Pittsburgh, U.S.A. I remember no more until I found myself in a hospital at Boulogne. There I lay in a broken condition for some weeks and only a month ago did I return."  
He was silent.
12. We looked at him and at one another and waited. All the other talk of the evening was nothing compared with the story of the little pale man.
13. "I went back," he started once again after a moment or so, "to Great Ormond Street and set to work to find out all I could about this American. I wrote to Pittsburgh; I wrote to American editors; I made friends with Americans in London: but all that I could find out was that he was a millionaire with English parents who had resided in London. But where? To that question I received no answer."
14. "And so the time went on until yesterday morning, I had gone to bed more than usually tired and slept till late. When I woke, the room was bright with sunlight. As I always do, I looked at once at the wall on which the face is to be seen. I rubbed my eyes and sprang up. It was only faintly visible. Last night it had been clear as ever - almost I could hear it speak. And now it was a ghost of itself."
15. "I got up confused and sad and went out. The early editions of the papers were already out. I saw the headline, 'American Millionaire's Motor Accident.' You all must have seen it. I bought it and read. Mr. Ormond Wall, the Pittsburgh millionaire, and party, motoring in Italy, were hit by a wagon and the car overturned. Mr. Wall's condition was critical.
16. "I went back to my room and sat on the bed looking with unseeing eyes at the face on the wall. And even as I looked, suddenly it completely disappeared."  
  
"Later I found that Mr. Wall died of his injuries at what I take it to be that very moment."  
Again he was silent.  
  
"Most remarkable," we said, "most extraordinary," and so forth, and we meant it too.
17. "Yes," said the stranger. "There are three extraordinary, three most remarkable things about my story. One is that it should be possible for a patch on the wall of a house in London not only to form the features of a gentleman in America but also to have a close association with his life. Science will not be able to explain that yet. Another one is that the gentleman's name should bear any relation to the spot on which his features were being so curiously reproduced by some unknown agency. Is it not so?"
18. We agreed with him, and our original discussion on supernatural occurrences set in a experience rose up and said good-night. Just as he was at the door, one of the compai he considered the third most exciting thing in connection with his deeply interesting

19. "Oh, the third thing," he said, as he opened the door, "I was forgetting that. The third extraordinary thing about the story is that I made it up about half an hour ago. Good-night again."

**1.1 Answer each of the questions given below by choosing the most appropriate option: (1X5=5)**

- i. "The Face on the Wall" is a story invented by?  
a. Dabney  
b. E V Lucas  
c. The little man  
d. Spanton
- ii. Where did the stranger first see the man?  
a. Opposite the saloon door  
b. On the platform  
c. On the train  
d. In a taxi
- iii. The little man went to various places to find out the face, except  
a. Political meetings and football matches  
b. Railway stations and football matches  
c. Restaurants and hotels  
d. Railway stations and political meetings
- iv. What is the technique of narration used in the story?  
a. First person  
b. Second person  
c. Third person  
d. None of these
- v. In the story which of the following, the narrator says, resembled exactly like a human face?  
a. The bedroom walls  
b. Great patches of discoloration  
c. Old house in Great Ormond Wall  
d. Places in the old house

**1.2 Answer the following questions briefly: (1X6=6)**

- i. What were Dabney and other men talking about?
- ii. Why did the little man pass his hand wearily over his brow? What was its effect on his hearers?
- iii. Why did the little man wait outside the saloon?
- iv. "It was now or never, I felt." What was now or never? Why?
- v. What did the little man do to track down the mystery of Mr. Ormond Wall?
- vi. What did the little man, the narrator, ask the man he met outside the cabin in a ship?

**1.3 Answer any three of the following questions in 25-30 words: (2X3=6)**

- i. How did the attack of influenza bring the narrator close to the face on the wall?
- ii. What happened to the little man on reading the address of the mysterious man's visiting card? What was the reason?
- iii. What were the three extraordinary things about the story?
- iv. What happened to the face on the wall when the narrator went back home?

**1.4 Pick out words from the passage which are similar in meaning to the following: (1X3=3)**

- a. craziness (para 5)
- b. sputter (para 9)
- c. swirl (para 11)

**2. Read the given passage and answer the questions that follow: 10**

Multiple studies have shown the negative impact of the media on **body image**. Exposure to photo shopped images of unrealistic body ideals has been linked to low **self-esteem**, **depression**, and eating disorders. According to the **National Association of Anorexia Nervosa and Associated Disorders (ANAD)**, at least 30 million people of all ages and genders suffer from an **eating disorder** in the U.S., resulting in at least one death every 62 minutes. In a study published in the *Journal of Adolescent Health*, negative body image was determined to be a predictor of **suicidal** thoughts among college students, especially among young women.

A [new law in France](#) is now attempting to tackle what has become a public health issue in that country as well, where over 600,000 people suffer from [anorexia](#) or other eating disorders. The law, which went into effect this week, requires media images that are digitally altered to make models look thinner to be labeled as such. According to the [French Ministry of Health](#), “It will be mandatory to use the label ‘retouched photo’ alongside any photo used for commercial purposes when the body of a model has been modified by image-editing software to either slim or flesh out her figure.”

Following suit, Getty Images, one of the largest stock photo agencies in the U.S., has just banned submissions of any images that have been doctored to make models appear smaller or larger, an “industry first,” according to [B&T magazine](#). “Accurate, healthy depiction in [advertising](#) imagery has a direct correlation on fighting stereotypes,” they add, “creating tolerance and empowering communities.”

“Warning labels are a good start,” says child and adolescent psychiatrist Gayani De Silva, M.D. “For girls; this little reality check can slow down the process of becoming conditioned to unrealistic expectations about their bodies.” She describes Getty’s ban as an even more effective move to impede the objectification of women and halt the development of self-loathing in girls and women. “Any time people internalize an impossible-to-attain goal, it leads to feeling inadequate and developing poor [self-esteem](#). A warning label is a small but important step in pausing that internalization process.”

“We have become a society of unreal expectation and images. Retouched images falsely portray young and older women with a sense of perfection that is beyond reach,” says Dr. Lynn Anderson, Ph.D., naturopath and yoga therapist. “It is not only sculpting the body, but false images of wrinkle-free, flawless skin and long, flowing hair that affect how we see ourselves.” She says we should be promoting health and fitness instead of skin and bones as the ideal. “When it comes to eating disorders, we can’t blame photo retouching and model images as the only cause,” Anderson acknowledges. “We need to address the real issue, and that is mental health, self-esteem, and self-worth. So perhaps the laws need to take it a bit further and focus on being healthy and not falsely perfect.”

Both De Silva and Anderson pointed to that fact that women and girls are not the only ones to internalize these impossible standards; boys and men begin to hold them up to these standards as well, believing what they see in media. Health and wellness coach Kevin Bailey also agrees. “Some men feel like their ideal woman should look like that retouched model as well. They begin to search for a perfect body that does not exist.” He adds that this not only hurts the woman but also the man who may miss out on a perfect match for himself because “he is looking for a unicorn. If he does not change the image of what he is looking for in a woman, he will be chasing a dream for the rest of his life, [and end up] a lonely old man.” He goes on to say, “No one is perfect, so putting that image up before women and young girls, making it the standard of [beauty](#), is deceitful and just a blatant lie. It is not the model’s truth. I feel like if companies were honest, then everyone else could be honest about their own bodies.”

One [study](#) explored how our ideal of beauty has historically been shaped by social context—and has been historically difficult to achieve. “Current mass media is ubiquitous and powerful, leading to increased body dissatisfaction among both men and women,” according to the authors of the study, Jennifer L. Derenne, M.D., and Eugene V. Beresin, M.D., M.A. In looking at potential avenues for change, they suggest that [parents](#) limit their children’s exposure to media, and

they recommend instead encouraging physical activity and participation in other activities that increase self-esteem.

Perhaps all of us should take this advice. While it's true that we can control what we watch on TV and which magazines we choose to read, some exposure to these harmful messages can't be avoided. If you've ever ridden the subway in New York City, for example, you've likely been barraged by a number of ads telling women how they should look, including a breast augmentation ad with a frowning woman holding small tangerines over her breasts, followed by a happier version of herself with giant grapefruits. (Petitions to have the ads taken down were unsuccessful.)

Hopefully, with continued movements toward **body positivity**, the trend will begin to shift from body-shaming to celebrating women of all sizes, shapes, colors, and bra sizes. Or as Anderson says, "When the perfect image begins to be portrayed as a person with a healthy and fit body, mind and, soul, we'll discover the real image of beauty."

- a. **On the basis of your understanding of the above passage, make notes on it using headings and sub-headings. Use recognizable abbreviations (wherever necessary-minimum four) and a format you consider suitable. Also supply an appropriate title to it.** 5
- b. **Write the summary of the above passage in 100 words using the notes made and also suggest a suitable title.** 5

**Section B {Writing}** 30

3. You are Scout Master / Guide Captain of K.R. Sagar Public School, Mysore. You have decided to send a troop of scouts and guides of your school to the Jamboree to be held at Lucknow for a week. Draft a **notice** in not more than 50 words to be placed on the school notice board inviting the names of those scouts and guides who are interested to participate in the jamboree. Invent the necessary details. 4

OR

You want to purchase a well fitted Gym at a prime location of Mall Road, Kasauli. Draft an **advertisement** as per your requirements about location and price etc.(Word limit -50 words)

4. You are Nitin/Rashmi , a student of Class XII at Happy Public School, Faridabad. Nowadays students are required to cope with lot of pressure in a competitive environment. Write a **letter to the editor** of a national daily highlighting the increasing stress faced by students and suggest ways to combat the same.(Word Limit 100-125 words) 6

OR

You are Mallika/Rajeev, student of class XII, Modern School, Shimla. You are eager to join Heritage Hotel Management Institute, Shimla, after your board results. Write a **letter to the Director** of the Institute seeking information regarding admission procedure, eligibility criteria, fee structure, placement opportunities, etc.(Word Limit 100-125 words)

5. Despite studying many books in science, our students lack scientific temperament. A seminar was organized in your school to instill scientific temperament among the students. Write a **report** in 150 -200 words for your school magazine. You are Shubhra /Sandeep. 10

**OR**

School attendance has been an issue of deliberation over the past years. Students are in favour of optional school attendance and school authorities in favour of compulsory school attendance. Write a **debate** expressing your view point about school attendance issue and whether it should be made optional or mandatory.(Word limit :150-200 words)

6. "It is cruel to put stray dogs to sleep." Write a **speech** in 150 - 200 words for the morning assembly of your school. You are Rudraksh/ Shivani. 10

**OR**

Our performance in Asian Games held at Jakarta -Palembang has told us that we need to pay more attention to athletics and outdoor games .It is time we revised our attitude. With HPE being introduced, Sports have become an important part of school's daily routine. Write an **article**, in 150-200 words, on 'Importance of Outdoor Games". You are Saloni/ Abhishek.

**Section C {Literature}**

40

7. **Read the extract given below and answer the questions that follow:** 4

*On their slag heap, these children  
Wear skins peeped through by bones and spectacles of steel  
With mended glass, like bottle bits on stones.  
All of their time and space are foggy slum.  
So blot their maps with slums as big as doom*

- a. Which two images are used to describe the slums? 1
- b. What sort of life do these children lead? 1
- c. Explain: 'Wear skins peeped through by bones'. 1
- d. Which figure of speech has been used in the last line? 1

**OR**

*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.*

- a. Explain: 'grandeur of the dooms'.
- b. Who are the mighty dead?
- c. Identify and explain the poetic device used in the last two lines.
- d. What becomes of all the lovely tales we have heard or read?

8. **Answer any four of the following questions in 30- 40 words each:**

3x4

- a. What made M Hamel cry towards the end of the last lesson?
- b. Food is more important for survival than an identity. How is this statement true in the lives of the Seemapuri rag pickers?
- c. Why did Sophie long for her brother's affection?
- d. The manner of Tiger King's death is a matter of extraordinary interest. Comment.
- e. What does Zitkala Sa remember about her first day in the land of apples?
- f. What are the meanings of the word 'ringed' in Aunt Jennifer's Tigers?

9. **Answer any one of the following questions in 120-125 words:**

6

- i. Give an account of Gandhi's efforts to secure justice for the poor indigo share croppers of Champaran.
- ii. Desire, determination and diligence lead to success. Explain the value of these qualities in the light of Douglas' experience in 'Deep Water.'
- iii. Give examples from the story, 'The Rattrap' to show how the ironmaster is different from his daughter.

10. **Answer any one of the following questions in 120-125 words:**

6

- i. What lapses on the part of the police and the prison authorities helped Evans to escape from the police.
- ii. How do Mr. Lamb and Derry differ in their thoughts, traits and attitude to life?
- iii. What are the moral issues that the story 'Should wizard Hit Mommy' raises?

11. **Answer any one of the following questions in 120-125 words:**

6

- i. How did Dr Kemp use the knowledge given to him by Griffin to get him arrested? Were his attempts fruitful?

- ii. What strange thoughts or nightmare Griffin had when he was sleeping after he had executed his experiment on himself and why did he feel so? What do these suggest about his present state?

12. **Answer any one of the following questions in 120-125 words:**

6

- i. Griffin stands for science without humanity. Substantiate with examples from the novel *The Invisible Man*.
- ii. Describe and analyse the contribution of rustic characters in the development of plot of the novel.



**Academic Session: 2018 – 19**  
**Pre Board Examination**  
**Subject: English**  
**M/1/2**

**Time: Three hours**

**Max. Marks: 100**

**General Instructions:**

- This paper has 8 printed sides.
- No **doubts/ clarifications** shall be entertained. In case of any, make reasonable assumptions and proceed.
- Follow proper sequence of questions while answering. Do **NOT** Mix Sections.
- Stick to the word limit wherever specified.

**Section A {Reading}**

**30**

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

**20**

1. We were talking of events which cannot be explained by natural causes at Dabney's last evening. Most of us had given an instance without producing much effect. Among the strangers to me was a little man with an anxious face. He watched each speaker with the closest attention, but said nothing. Then Dabney wishing to include him in the talk, turned to him and asked if he had no experience he could narrate - no story that could be explained. He thought a moment. "Well," he said, 'not a story in the ordinary sense of the word; nothing like most of your examples. Truth, I always believe, is not only stranger than a made up story, but also greatly more interesting. I could tell you an occurrence which happened to me personally and which strangely enough completed itself only this afternoon."

We begged him to begin.

2. "A year or two ago," he said, "I was in rooms in an old house in Great Ormond Street. The bedroom walls had been painted by the previous tenant, but the place was damp and there were great patches on the walls. One of these - as indeed often happens - exactly like a face. Lying on a bed in the morning and delaying getting up I came to think of it as real as my fellow lodger. In fact, the strange thing was that while the patches on the wall grew larger and changed their shapes, this never did. It remained just the same.

3. "While there I fell ill with influenza, and all day long I had nothing to do but read or think, and it was then that the face began to get a firmer hold of me. It grew more and more real and remarkable. I may say that it filled my thoughts day and night. There was a curious curve of the nose and the forehead was remarkable, in fact the face of an uncommon man, a man in a thousand."

4. "Well, I got better, but the face still controlled me, found myself searching the streets for one like it. Somewhere, I was convinced, the real man must exist, and him I must meet. Why, I had no idea; I only knew that he and I were in some way linked by fate. I often went to places where people gather in large numbers - political meetings, football matches, railway stations. But all in vain. I had never before realized as I then did how many different faces of man there are and how few. For all faces differ, and yet they can be grouped into few types."
5. "The search became madness with me. I neglected everything else. I stood at busy corners watching the crowd until people thought me mad, and the police began to know me and be suspicious. I never looked at women; men, men, men, all the time."
6. He passed his hand over his brow as if he was very tired. "And then," he continued. "I at last saw him. He was in a taxi driving east along Piccadilly. I turned and ran beside it for a little way and then saw an empty one coming. 'Follow that taxi,' I said and leaped in. The driver managed to keep it in sight and it took us to Charing Cross. I rushed on to the platform and found my man with two ladies and a little girl. They were going to France. I stayed there trying to get a word with him, but in vain. Other friends had joined the party and they moved to the train in one group."
7. I hastily purchased a ticket to Folkstone, hoping that I should catch him on the boat before it sailed; but at Folkstone he got on the ship before me with his friends, and they disappeared into a large private cabin. Evidently he was a rich man."
8. "Again I was defeated; but I determined to go with him, feeling certain that when the voyage had begun he would leave the ladies and come out for a walk on the deck. I had only just enough for a single fare to Boulogne but nothing could stop me now. I took up my position opposite his cabin door and waited. After half an hour the door opened and he came out, but with the little girl. My heart beat fast. There was no mistaking the face, every line was the same. He looked at me and moved towards the way to the upper deck. It was now or never, I felt."
9. "Excuse me," I stammered, "but do you mind giving me your card? I have a very important reason in asking it."
10. "He seemed to be greatly surprised, as indeed well he might; but he granted my request. Slowly he took out his case and handed me his card and hurried on with the little girl. It was clear that he thought me mad and thought it wiser to please me than not."

11. "Holding the card tight in my hand I hurried to a lonely corner of the ship and read it. My eyes grew dim; my head reeled; for on it were the words; Mr. Ormond Wall, with an address at Pittsburgh, U.S.A. I remember no more until I found myself in a hospital at Boulogne. There I lay in a broken condition for some weeks and only a month ago did I return."

He was silent.

12. We looked at him and at one another and waited. All the other talk of the evening was nothing compared with the story of the little pale man.

13. "I went back," he started once again after a moment or so, "to Great Ormond Street and set to work to find out all I could about this American. I wrote to Pittsburgh; I wrote to American editors; I made friends with Americans in London: but all that I could find out was that he was a millionaire with English parents who had resided in London. But where? To that question I received no answer."

14. "And so the time went on until yesterday morning, I had gone to bed more than usually tired and slept till late. When I woke, the room was bright with sunlight. As I always do, I looked at once at the wall on which the face is to be seen. I rubbed my eyes and sprang up. It was only faintly visible. Last night it had been clear as ever - almost I could hear it speak. And now it was a ghost of itself."

15. "I got up confused and sad and went out. The early editions of the papers were already out. I saw the headline, 'American Millionaire's Motor Accident.' You all must have seen it. I bought it and read. Mr. Ormond Wall, the Pittsburgh millionaire, and party, motoring in Italy, were hit by a wagon and the car overturned. Mr. Wall's condition was critical."

16. "I went back to my room and sat on the bed looking with unseeing eyes at the face on the wall. And even as I looked, suddenly it completely disappeared."

"Later I found that Mr. Wall died of his injuries at what I take it to be that very moment."

Again he was silent.

"Most remarkable," we said, "most extraordinary," and so forth, and we meant it too.

17. "Yes," said the stranger. "There are three extraordinary, three most remarkable things about my story. One is that it should be possible for a patch on the wall of a house in London not only to form the features of a gentleman in America but also to have a close association with his life. Science will not be able to explain that yet. Another one is that the gentleman's name should bear any relation to the spot on which his features were being so curiously reproduced by some unknown agency. Is it not so?"

18. We agreed with him, and our original discussion on supernatural occurrences set in again with increased excitement, during which the narrator of the amazing experience rose up and said good-night. Just as he was at the door, one of the company recalled us to the cause of our excited debate by asking him, before he left what he considered the third most exciting thing in connection with his deeply interesting story. "You said three things, you know?" said he.
19. "Oh, the third thing," he said, as he opened the door, "I was forgetting that. The third extraordinary thing about the story is that I made it up about half an hour ago. Good-night again."

**1.1 Answer each of the questions given below by choosing the most appropriate option: (1X5=5)**

- i. "The Face on the Wall" is a story invented by?  
a. Dabney  
b. E V Lucas  
c. The little man  
d. Spanton
- ii. Where did the stranger first see the man?  
a. Opposite the saloon door  
b. On the platform  
c. On the train  
d. In a taxi
- iii. The little man went to various places to find out the face, except  
a. Political meetings and football matches  
b. Railway stations and football matches  
c. Restaurants and hotels  
d. Railway stations and political meetings
- iv. What is the technique of narration used in the story?  
a. First person  
b. Second person  
c. Third person  
d. None of these
- v. In the story which of the following, the narrator says, resembled exactly like a human face?  
a. The bedroom walls  
b. Great patches of discoloration  
c. Old house in Great Ormond Wall  
d. Places in the old house

**1.2 Answer the following questions briefly: (1X6=6)**

- i. What were Dabney and other men talking about?
- ii. Why did the little man pass his hand wearily over his brow? What was its effect on his hearers?
- iii. Why did the little man wait outside the saloon?
- iv. "It was now or never, I felt." What was now or never? Why?
- v. What did the little man do to track down the mystery of Mr. Ormond Wall?
- vi. What did the little man, the narrator, ask the man he met outside the cabin in a ship?

**1.3 Answer any three of the following questions in 25-30 words: (2X3=6)**

- i. How did the attack of influenza bring the narrator close to the face on the wall?
- ii. What happened to the little man on reading the address of the mysterious man's visiting card? What was the reason?
- iii. What were the three extraordinary things about the story?
- iv. What happened to the face on the wall when the narrator went back home?

**1.4 Pick out the words/phrases from the passage which are similar in meaning to the following: (1X3=3)**

- a. craziness (para 5)
- b. sputter (para 9)
- c. swirl (para 11)

## 2. Read the given passage and answer the questions that follow:

10

Multiple studies have shown the negative impact of the media on **body image**. Exposure to photo shopped images of unrealistic body ideals has been linked to low **self-esteem**, **depression**, and eating disorders. According to the **National Association of Anorexia Nervosa and Associated Disorders (ANAD)**, at least 30 million people of all ages and genders suffer from an **eating disorder** in the U.S., resulting in at least one death every 62 minutes. In a study published in the *Journal of Adolescent Health*, negative body image was determined to be a predictor of **suicidal** thoughts among college students, especially among young women.

A **new law in France** is now attempting to tackle what has become a public health issue in that country as well, where over 600,000 people suffer from **anorexia** or other eating disorders. The law, which went into effect this week, requires media images that are digitally altered to make models look thinner to be labeled as such. According to the **French Ministry of Health**, "It will be mandatory to use the label 'retouched photo' alongside any photo used for commercial purposes when the body of a model has been modified by image-editing software to either slim or flesh out her figure."

Following suit, Getty Images, one of the largest stock photo agencies in the U.S., has just banned submissions of any images that have been doctored to make models appear smaller or larger, an "industry first," according to **B&T magazine**. "Accurate, healthy depiction in **advertising** imagery has a direct correlation on fighting stereotypes," they add, "creating tolerance and empowering communities."

"Warning labels are a good start," says child and adolescent psychiatrist Gayani De Silva, M.D. "For girls; this little reality check can slow down the process of becoming conditioned to unrealistic expectations about their bodies." She describes Getty's ban as an even more effective move to impede the objectification of women and halt the development of self-loathing in girls and women. "Any time people internalize an impossible-to-attain goal, it leads to feeling inadequate and developing poor **self-esteem**. A warning label is a small but important step in pausing that internalization process."

"We have become a society of unreal expectation and images. Retouched images falsely portray young and older women with a sense of perfection that is beyond reach," says Dr. Lynn Anderson, Ph.D., naturopath and yoga therapist. "It is not only sculpting the body, but false images of wrinkle-free, flawless skin and long, flowing hair that affect how we see ourselves." She says we should be promoting health and fitness instead of skin and bones as the ideal. "When it comes to eating disorders, we can't blame photo retouching and model images as the only cause," Anderson acknowledges. "We need to address the real issue, and that is mental health, self-esteem, and self-worth. So perhaps the laws need to take it a bit further and focus on being healthy and not falsely perfect."

Both De Silva and Anderson pointed to that fact that women and girls are not the only ones to internalize these impossible standards; boys and men begin to hold them up to these standards as well, believing what they see in media. Health and wellness coach Kevin Bailey also agrees. "Some men feel like their ideal woman should look like that retouched model as well. They begin to search for a perfect body that does not exist." He adds that this not only hurts the woman but also the man who may miss out on a perfect match for himself

because “he is looking for a unicorn. If he does not change the image of what he is looking for in a woman, he will be chasing a dream for the rest of his life, [and end up] a lonely old man.” He goes on to say, “No one is perfect, so putting that image up before women and young girls, making it the standard of **beauty**, is deceitful and just a blatant lie. It is not the model’s truth. I feel like if companies were honest, then everyone else could be honest about their own bodies.”

One **study** explored how our ideal of beauty has historically been shaped by social context—and has been historically difficult to achieve. “Current mass media is ubiquitous and powerful, leading to increased body dissatisfaction among both men and women,” according to the authors of the study, Jennifer L. Derenne, M.D., and Eugene V. Beresin, M.D., M.A. In looking at potential avenues for change, they suggest that **parents** limit their children’s exposure to media, and they recommend instead encouraging physical activity and participation in other activities that increase self-esteem.

Perhaps all of us should take this advice. While it’s true that we can control what we watch on TV and which magazines we choose to read, some exposure to these harmful messages can’t be avoided. If you’ve ever ridden the subway in New York City, for example, you’ve likely been barraged by a number of ads telling women how they should look, including a breast augmentation ad with a frowning woman holding small tangerines over her breasts, followed by a happier version of herself with giant grapefruits. (Petitions to have the ads taken down were unsuccessful.)

Hopefully, with continued movements toward **body positivity**, the trend will begin to shift from body-shaming to celebrating women of all sizes, shapes, colors, and bra sizes. Or as Anderson says, “When the perfect image begins to be portrayed as a person with a healthy and fit body, mind and, soul, we’ll discover the real image of beauty.”

a. **On the basis of your understanding of the above passage, make notes on it using headings and sub-headings. Use recognizable abbreviations (wherever necessary-minimum four) and a format you consider suitable. Also supply an appropriate title to it.** 5

b. **Write the summary of the above passage in 100 words using the notes made and also suggest a suitable title.** 5

**Section B {Writing}** 30

3. Due to a sudden landslide and unfavourable weather, St. Francis School, Vasco has to be closed for a week. As the Principal of that school, draft a **notice** in not more than 50 words to be displayed at the school main gate notice board.

OR

You want to purchase a newly constructed office at a prime location of Mall Road, Shimla. Draft an **advertisement** as per your requirements about location and price etc. (Word limit -50 words)

4. You are Nitin/Rashmi , a student of Class XII at Happy Public School, Faridabad. Nowadays students are required to cope with lot of pressure in a competitive environment. Write a letter to the editor of a national daily highlighting the increasing stress faced by students and suggest ways to combat the same.(Word Limit 100-125 words) 6

OR

You are Mallika/Rajeev, student of class XII, Modern School, Shimla. You are eager to enter the National Film Academy, Shimla, after your board results. Write a letter to the Director of the film academy seeking information regarding admission procedure, eligibility criteria, fee structure, placement opportunities, etc. (Word Limit 100-125 words)

5. Despite studying many books in science, our students lack a scientific temperament. A seminar was organized in your school to instill scientific temperament among the students .Write a **report** in 150 -200 words for your school magazine. You are Shubhra /Sandeep. 10

OR

School attendance has been an issue of debate over the past years. Students are in favour of optional school attendance and school authorities in favour of compulsory school attendance. Write a **debate** expressing your view point about school attendance issue whether it should be made optional or mandatory.(Word limit -150-200 words)

6. "It is cruel to put stray dogs to sleep." Write a speech in 150 - 200 words for the morning assembly of your school. You are Rudraksh/ Shivani. 10

OR

On the threshold of being a world super power, 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 Ankur/Kriti.

**Section C {Literature}** 40

7. Read the extract given below and answer the questions that follow: 4

*Surely, Shakespeare is wicked, the map a bad example,  
With ships and sun and love tempting them to steal  
For lives that slyly turn in their cramped holes  
From fog to endless night?  
On their slag heap, these children  
Wear skins peeped through by bones and spectacles of steel  
With mended glass, like bottle bits on stones.*

- a. Why is Shakespeare described as wicked?
- b. Explain: 'From fog to endless night'.
- c. What does slag heap refer to?
- d. Why is map a bad example for these children?

OR

*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.*

- a. Explain: 'grandeur of the dooms'.
- b. Who are the mighty dead?
- c. Identify and explain the poetic device used in the last two lines.
- d. What becomes of all the lovely tales we have heard or read?

8. Answer any **four** of the following questions in 30- 40 words each:

3x4

- a. What made M Hamel cry towards the end of the last lesson?
- b. How did Seemapuri turn out to be a better place for the Bangladeshis?
- c. How did the evening 'blacken the window of Sophie's mood too'?
- d. The manner of Tiger King's death is a matter of extraordinary interest. Comment.
- e. "I felt like sinking to the floor", says Zitkala-Sa. When did she feel so and why?
- f. What are the meanings of the word 'ringed' in Aunt Jennifer's Tigers?

9. **Answer any one of the following questions in 120-125 words:** 6
- “Dialogue and not violence can resolve situations of conflict and injustice.” Prove the statement with reference to the lesson Indigo.
  - Desire, determination and diligence lead to success. Explain the value of these qualities in the light of Douglas’ experience in ‘Deep Water.’
  - Compare and contrast the character of the ironmaster with that of his daughter.
10. **Answer any one of the following questions in 120-125 words:** 6
- What lapses on the part of the police and the prison authorities helped Evans to escape from the police.
  - Both Derry and Lamb suffer from handicaps, yet their outlook towards life is totally different. Discuss.
  - What are the moral issues that the story Should wizard Hit Mommy raises?
11. **Answer any one of the following questions in 120-125 words:** 6
- What strange thoughts or nightmare Griffin had when he was sleeping after he had executed his experiment on himself and why did he feel so? What do these suggest about his present state?
  - How did Dr Kemp use the knowledge given to him by Griffin to get him arrested? Were his attempts fruitful?
12. **Answer any one of the following questions in 120-125 words:** 6
- Describe and analyse the contribution of rustic characters in the development of plot of the novel.
  - Griffin stands for science without humanity. Substantiate with examples from the novel The Invisible Man.

MARKING SCHEME

Subject: English

Class: XII

Section A {Reading}

1.1 Answer each of the questions given below by choosing the most appropriate option: (1X5=5)

i. "The Face on the Wall" is a story invented by?

- a. Dabney
- b. E V Lucas
- c. **The little man**
- d. Spanton

ii. Where did the stranger first see the man?

- a. Opposite the saloon door
- b. On the platform
- c. On the train
- d. **In a taxi**

iii. The little man went to various places to find out the face, except

- a. Political meetings and football matches
- b. Railway stations and football matches
- c. **Restaurants and hotels**
- d. Railway stations and political meetings

iv. What is the technique of narration used in the story?

- a. **First person**
- b. Second person
- c. Third person
- d. None of these

v. In the story which of the following, the narrator says, resembled exactly like a human face?

- a. The bedroom walls
- b. **Great patches of discoloration**
- c. Old house in Great Ormond Wall
- d. Places in the old house

1.2

Answer the following questions briefly:

(1X6=6)

What were Dabney and other men talking about?

**They were talking about unusual events that had no explanation.**

Why did the little man pass his hand wearily over his brow? What was its effect on his hearers?

**The little man passed his hand wearily over his brow to make his listeners feel the seriousness of the situation he was in. Seeing this, his listeners at Dabney's grew frantically absorbed in his terrible story which they believed was real.**

Why did the little man wait outside the saloon?

**The little man waited for the mysterious man so that he could talk to him and find out more about him and about the face on his wall at Great Ormond Street.**

"It was now or never, I felt." What was now or never? Why?

**Talking to the man and asking about him seemed urgent for the little man. It was a great urgency for the little man because he had been following the mysterious man for quite a long time and he was left with no more money to continue his chase.**

What did the little man do to track down the mystery of Mr. Ormond Wall?

**The little man wrote to Pittsburg and to American editors and could find out was that he was a millionaire with English parents who had resided in London.**

What did the little man, the narrator, ask the man he met outside the cabin in a ship? What happened after the narrator read the card?

**The narrator had to wait for the rich man outside a cabin in a ship. After half an hour, as he came out, the narrator asked him for the card. As he read it, the narrator fell down unconscious. When he came to sense, he was in a hospital.**

1.3

Answer any three of the following questions in 25-30 words:

(2X3=6)

How did the attack of influenza bring the narrator close to the face on the wall?

**While the little man lay ill with influenza, he had nothing else to do. All the time he read books, meditated or looked at the patch of the face on the wall. Due to this, he developed a strong relation with the face.**

"that the face began to get a firmer hold of me. It grew more and more real and remarkable. I may say that it filled my thoughts day and night. There was a curious curve of the nose and the forehead was remarkable, in fact the face of an uncommon man, a man in a thousand."

What happened to the little man on reading the address of the mysterious man's visiting card? What was the reason?

**On reading the address of the mysterious man on the visiting card, the little man fainted. It so happened because on the card he read the man's name as Mr. Ormond Wall. Relating to his name and the face that he saw on the 'wall' of his room in Ormond Street, the little man realized with the most horrible shock that the man had some unexplained connection with Ormond Street.**

What were the three extraordinary things about the story?

- **the face on the wall in London was like the face of a gentlemen in America, it disappeared when the man died**
- **the gentlemen's name should have a relation to the place on which his face appeared**
- **he made the story up have an hour before telling**

What happened to the face on the wall when the narrator went back home?

**Some time passed. The narrator reached his city and slept at night. But in the morning, he saw that the face on the wall had become dim. The next morning it disappeared from the wall.**

1.4 Pick out the words/phrases from the passage which are similar in meaning to the following: (1X3=3)

- a. craziness -Madness
- b. sputter - stammered
- c. swirl- reeled

2. Note making

10

**Note**

5

If a student has attempted only summary or only notes, due credit should be given.

1 mark allotted for the title to be given, even if a student has written the title either in Q2(a) or Q2(b).

Content must be divided into headings and subheadings.

- Complete sentences are not to be accepted as notes.
- Numbering of points may be indicated in different ways, as long as a consistent pattern is followed

Title : 1

Key : 1

Notes : 3

**Summary-** The summary should include all the important points given in the notes.

Content : 3

Expression: 2

5

**Section B {Writing}**

30

3.

**NOTICE**

4

Format : (The format should include: ISSUING AUTHORITY/ NAME OF THE INSTITUTION, the word „NOTICE“ , HEADING, DATE, and WRITER“ S NAME WITH DESIGNATION. The candidate should not be penalized if he/she has used capital letters for writing a notice within or without a box ) :1

Content : 2

Expression : 1

**ADVERTISEMENT**

Format : 1

Content : 2

Expression : 1

4. **LETTER Writing** 6
- Note: - No marks are to be awarded if only the format is given. Credit should be given to the candidate's creativity in presentation of ideas.**
- Format(1. Sender's address, 2. date, 3. receiver's address, 4. Subject, 5. salutation,6. Closing.)**
- Content : 3**
- Expression : 2**
- Grammatical accuracy, appropriate words and spellings [1]**
- Coherence and relevance of ideas and style [1]**

**DEBATE / SPEECH** 10

- Format (opening address and conclusion) :1
- Content : 4
- Expression:5
- Grammatical accuracy, appropriate words and spellings [2½]
- Coherence and relevance of ideas and style [2½]

**REPORT**

- Format : 1 Headline and Reporter's Name
- Content : 4
- Expression :5
- Grammatical accuracy, appropriate words and spellings [2½]
- Coherence and relevance of ideas and style [2½]

**ARTICLE**

- Format :1
- Heading and Writer's Name
- Content :4
- Expression : 5
- Grammatical accuracy, appropriate words and spellings [2½]
- Coherence and relevance of ideas and style [2½]

**Section C {Literature}** 40

7. **Read the extract given below and answer the questions that follow:** 4

*On their slag heap, these children  
Wear skins peeped through by bones and spectacles of steel  
With mended glass, like bottle bits on stones.  
All of their time and space are foggy slum.  
So blot their maps with slums as big as doom*

Which two images are used to describe the slums? 1

The images used to describe the slums are:

(i)slag heap

(ii)bottle bits on stones

(iii)foggy slums

(iv)slums as big as doom. (Any two acceptable)

These images convey the misery of the children and the poverty of their dirty and unhygienic surroundings

What sort of life do these children lead? 1

In the dirty and unhygienic surroundings the slum children lead very pathetic and miserable lives full of woes, wants, diseases, poverty and uncertainty.

Explain: 'Wear skins peeped through by bones'. 1

The children are so skinny that their clothes are like a skin and their skeleton is visible through them. This is due to lack of nutrition.

Which figure of speech has been used in the last line? 1

Simile -The poet conveys his protest against social injustice and class inequalities

SET 2

*Surely, Shakespeare is wicked, the map a bad example,  
With ships and sun and love tempting them to steal  
For lives that slyly turn in their cramped holes  
From fog to endless night?  
On their slag heap, these children  
Wear skins peeped through by bones and spectacles of steel  
With mended glass, like bottle bits on stones.*

Why is Shakespeare described as wicked?

Shakespeare is wicked because he creates a world of ships and sun, which is beyond their reach.

Explain: 'From fog to endless night'.

**Their future is foggy or uncertain. The only certainty in their lives is the endless night of their death. In other words, their birth, life and death are all enveloped by darkness.**

What does slag heap refer to?

**Just as slag is unwanted waste, with no use, so are these children**

Why is map a bad example for these children?

**Tempts them to steal. They cannot relate with it.**

OR

*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.*

Explain: 'grandeur of the dooms'.

**The magnificence that we imagine for our mighty dead forefathers on the dooms day.**

Who are the mighty dead?

**The mighty dead people are our great leaders whose achievements made them great and powerful. They inspire us through their sagas of their noble works.**

Identify and explain the poetic device used in the last two lines.

**Metaphor- Endless fountain is indirectly compared to love/thing of beauty**

What becomes of all the lovely tales we have heard or read?

**They become a source of pleasure, an endless fountain of nectar.  
Provide everlasting joy.**

8. Answer any four of the following questions in 30- 40 words each:

3x4

What made M Hamel cry towards the end of the last lesson?

**M Hamel had taught French at the school for the last forty years. He was emotionally attached to the school and everything in and about it. He was really heartbroken to leave it all. Besides, his own predicament reminded him that his country would soon lose its independence. All this made him cry towards the end of his last lesson.**

Food is more important for survival than an identity. How is this statement true in the lives of the Seemapuri rag pickers?

**Thousands of rag pickers live in Seemapuri. They do not have any identity in their society or in the country yet they are happy for the fact that here they don't need to starve. While they were still in the draught-hit Bangladesh, they had their houses and address but they were starving. By abandoning their country of origin and reaching Seemapuri, they were deprived of their address but here they had food to eat.**

SET 2

How did Seemapuri turn out to be a better place for the Bangladeshis?

**Seemapuri was a deserted area when the Bangladeshis arrived here three decades ago. They were forced to come here due to the repeated famine and other disasters in Bangladesh. They loved Seemapuri because they could survive here. They had food and shelter here.**

Why did Sophie long for her brother's affection?

**Sophie found in her brother, Geoff a patient listener to all her fantasies and also one she could confide in. The other members of her family and even her friend Jansie made fun of her fantastic stories. This made her quite fond of Geoff. She also looked upon Geoff as someone widely travelled. His world remained a fascination for her and she longed that someday he might take her there.**

SET 2

How did the evening 'blacken the window of Sophie's mood too'?

**Sophie is a dreamer and hero-worshipper who carried her fantasies too far. She developed an instant liking for Danny who was a wonderful footballing talent from Ireland who played for United. She indulged in wishful thinking and dreams of meeting him. Her imagined meeting gave her immense pleasure. But the pangs of not meeting him made her sad and despondent.**

The manner of Tiger King's death is a matter of extraordinary interest. Comment.

The Maharaja of Pratibandapuram was told that a tiger would be the cause of his death and warned him to be careful of the hundredth tiger. When the Maharaja tried to shoot the hundredth tiger it had only fainted. The king purchased a wooden tiger to offer to his son as a birthday present. Its sliver pierced Maharaja's right hand. It is ironic that the infection spread and the king died. The manner of death made the prediction come true in the most extraordinary manner.

What does Zitkala Sa remember about her first day in the land of apples?

It was a bitter-cold day. The snow still covered the ground. The trees were bare. A large bell rang for breakfast. Its loud metallic sound crashed through the belfry overhead and penetrated into their sensitive ears.

SET 2

"I felt like sinking to the floor", says Zitkala-Sa. When did she feel so and why?

It was her first day at school. She was marching into the dining room with other girls in a line. She walked noiselessly in her soft moccasins. But she felt that she was immodestly dressed, as her blanket had been removed from her shoulders. So, she felt like sinking to the floor.

What are the meanings of the word 'ringed' in Aunt Jennifer's Tigers?

The poem addresses the experiences of marriage in the midst of constrictions. The word 'ringed' is significant. It suggests that the vicious grip or her unhappy married life is still holding her tightly. The word 'ringed' has been used in two ways. First is the conventional use. Here ring is a symbol of the sacred bond of marriage. The other is the figurative use of 'ringed'. It means trapped in the shackles of a bad marriage.

9. Answer any one of the following questions in 120-125 words:

6

Give an account of Gandhiji's efforts to secure justice for the poor indigo share croppers of Champaran.

Gandhi went to Champaran on receiving reports of exploitation of the poor sharecropper peasants at the hands of British planters. He began by trying to get the facts. The British landlords as well as the

Commissioner of Tirhut were non-cooperative. Lawyers from Muzaffarpur briefed him about the court cases of these peasants.

Gandhi and the lawyers collected depositions by about ten thousand peasants. Notes were made on other evidence. Documents were collected. The whole area throbbed with the activities of the investigators and forceful protests of landlords.

The lieutenant governor summoned Gandhi. After four protracted interviews an official commission of inquiry was appointed to look into the indigo sharecroppers' condition. Gandhi was the sole representative of the peasants. The official inquiry assembled huge quantity of evidence against the big planters. They agreed, in principle, to make refunds to the peasants. After consultation, a settlement of 25 per cent refund to the farmers was agreed on. This was a moral victory of the peasants. They recognised their rights and learned courage.

Within a few years the British planters gave up their estates. These now went back to the peasants. They became the masters of land. Thus, indigo sharecropping disappeared.

#### SET 2

„Dialogue and not violence can resolve situations of conflict and injustice.“

Prove the statement with reference to the lesson Indigo.

Gandhiji's meeting with Shukla/Problems of Peasants/Gandhiji arrived at Champaran/wanted to meet secretary of British Landlord's Association/was refused/tried to meet Commissioner of Tirhut/was bullied and ordered to leave Champaran/Defied order/Prevented from meeting peasant/Disobeyed notice to leave Champaran/was summoned at court/worked whole night to get the support/peasants gathered in large number to show support to him/

Gandhiji proved that British power was no longer unchangeable/authorities got afraid and postponed the case/Gandhiji released on bail/lawyers decided to follow

Gandhiji/

First Triumph of Civil Disobedience/Case dropped against Gandhiji/he planned Civil Disobedience/ commission of enquiry appointed by governor/evidence against landlords found/

Gandhi agreed for 25% refund as was agreed by landlords

indigo share cropping abandoned and land given to peasants(Any 4 points)

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

**The terror of water followed Douglas wherever he went. To get rid of it, he made a strong determination. He decided to overcome his fear through his "will." He engaged an instructor who would perfect him in swimming. The instructor first helped him drive away his fear, and then gave him many exercises besides teaching him to exhale and inhale in water.**

**The practice went on for months together, during which his fear came back to haunt him, but his desire and firm will made him persist in his- efforts. It was only through sheer determination and diligence that Douglas could not only counter his terror, but also become an expert swimmer.**

**He swam across and back lakes to ensure that his fear of water did not return. He had now completely lost his fear. His desire, determination and diligence succeeded in banishing his fear of water.**

Give examples from the story, 'The Rattrap' to show how the ironmaster is different from his daughter.

SET 2

Compare and contrast the character of the ironmaster with that of his daughter.

**The character of the ironmaster was very different from that of his daughter. He was an ambitious and arrogant man. When he saw the peddler, he mistook him for his old regimental comrade, and invited him home, but this was more out of his sense of pride than out of sympathy or generosity.**

**When the ironmaster realised that he had been mistaken, he called the peddler dishonest and threatened to call the Sheriff. When he learnt that the peddler was a thief, he was worried about his own silverware.**

**On the other hand, Edla, the ironmaster's daughter, was a kind and compassionate lady who was really sympathetic and considerate towards the peddler right from the beginning. She treated him with respect and dignity even after knowing that he was not a captain. It was her generous attitude which finally changed the peddler, bringing out the essential goodness of his nature.**

10. Answer any one of the following questions in 120-125 words:

6

What lapses on the part of the police and the prison authorities helped Evans to escape from the police.

**In spite of elaborate precautions and careful arrangements, Evans succeeds in slipping away. Certain lapses on the part of the police and prison authorities contribute to it.**

**The Governor, who smells a rat in every call and tries to cross check it,**

fails at vital moments. For example, no one tries to verify the identity of the German teacher, the invigilator, the “injured” McLeery, the driver of prison-van and the “silent” prison officer who handcuffs Evans at the Golden Lion hotel. Sometimes, appearance—the outward form and dress— deceives as it is accepted to be genuine. The criminals impersonate even the prison officer and driver. The Detective Superintendent too acts hastily. He does not drive to the Radcliffe and get the “injured” McLeery admitted there. This provides him God-sent opportunity to disappear.

The greatest lapse is on the part of the Governor who nabs Evans at Golden Lion hotel and fails to bring him to jail as he gets tricked by the prison-van, “silent” prison officer and driver. Had he waited for police escort, Evans would not have escaped yet again.

How do Mr. Lamb and Derry differ in their thoughts, traits and attitude to life?

SET 2

Both Derry and Lamb suffer from handicaps, yet their outlook towards life is totally different. Discuss.

Derry was a child who never faced this vast world when met with an accident, was demotivated by the comments of people. He always tried to hide himself from people and always found an empty place to hide himself. He did not want to face this world. A pessimist, he had lost all self-regard and led an isolated existence. He felt unwanted because he had a scared face.

On the other hand, Mr.Lamb was a retired officer and faced the world without caring about their comments on him. He always keeps his house door open so that anyone can come and meet him. He easily faced people with his own perspective view. Mr Lamb was full of life. Although he lived alone and had a tin leg, he kept himself busy by tending to his garden, his bees and making toffee and jelly. He welcomed everybody to his house and garden. He enjoyed sitting in the sun, reading books and gardening. Although kids mocked him by calling him ‘Lamey Lamb, he did not bother about it. He was an apostle of optimism, enthusiasm and hope.

Hence we can say that even both Derry and Mr. lamb suffer from handicaps yet their outlook towards life is totally different.

What are the moral issues that the story *Should wizard Hit Mommy* raises?

Although "*Should Wizard Hit Mommy*"? reads like a typical bed time story elders tell little children, it does raise a moral question - Should parents always decide what is best for their children and should children always obey their parents unquestioningly?

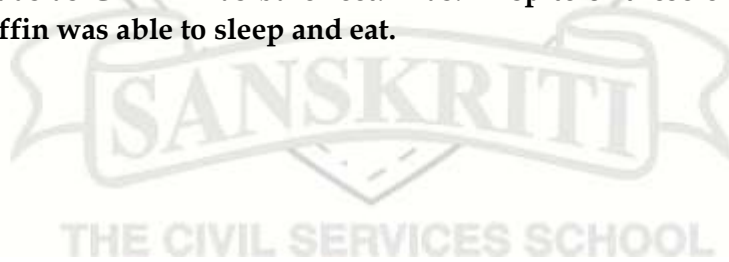
- The story raises issues like- should parents impose their view on children, should parents take decisions for children and is it right for parents to ask for unquestioned obedience.
- The issue is also about children having the independence to take decisions regarding their own future and how important acceptance by one's peer group is for an individual.

1. Answer any one of the following questions in 120-125 words:

6

How did Dr Kemp use the knowledge given to him by Griffin to get him arrested? Were his attempts fruitful?

After the plan to get Griffin arrested failed, Dr Kemp informed Colonel Adye that Griffin was mad. He further told him that Griffin must be stopped or he will next turn to killing people. Dr Kemp used the knowledge given to him by Griffin against him. He wanted that every available man should be put to hunt. He wanted to stop Griffin from escaping. He knew that the only thing that could stop him from leaving the place was his three books. Dr Kemp said that they must stop him from eating or sleeping and every single person should be on alert. Dr Kemp further said that they should use dogs as they could smell him. Another important thing was that the food eaten by Griffin was visible until it had been absorbed. He also wanted powdered glass on the roads as Griffin was bare feet. Alas! In spite of these elaborate plans Griffin was able to sleep and eat.



What strange thoughts or nightmare Griffin had when he was sleeping after he had executed his experiment on himself and why did he feel so? What do these suggest about his present state?

The experiment was being carried out at the cost of his social, familial and personal life. Even he became less scrupulous about stealing his father's money which later on caused him to commit suicide. This had created a kind of unease in Griffin's psyche that did not leave him in his sleep. The chaos in his subconscious mind resulted in his experiencing his father at his funeral. He felt as if somebody were pulling him into the grave itself. (Explain)

Effect on his life: Guilt ridden about the supposed killing of his father and obsessive about his remembrances. He became a kind irritated person and could not develop intimacy with anybody. (Explain)

2. Griffin stands for science without humanity. Substantiate.

6

In the novel, the writer seems to highlight the modern man going astray, digressing from the path of righteousness against traditional moral values.

Griffin symbolises the careless youngsters of today who can go to any extent to satisfy their desires and ambition. Griffin was in college when he became so involved with his extraordinary experiments, he kept them a secret. Griffin had initially robbed his own father to further his project. His father committed suicide, but Griffin remained unaffected and unrepentant over the folly. He was after his dream of becoming invisible without visualizing the consequences of his obsession.

Initially he had not planned to try the experiments on himself. The Jewish landlord and the neighbour forced him to hide his work. Griffin comes out in the novel as a wayward irresponsible character that does not care about anyone and destroys the peaceful harmony of a village community. He is an antisocial being devoid of human values, almost goes to the extent of madness and just takes advantage of anyone and of any situation. He becomes a scheming mind devoid of any scruples just reason without any religion at all. He never goes to church on Sunday, this quite upsets the villages. Without trace of humanity he is only cold, hard logic and nothing else. The writer Wells directly attacks the fast life of London City. Every individual seems to be lost. The unfeeling uncaring character of the big city leaves Griffin also hurt. He feels he has no one to call his own, to whom he could open his heart and share his feelings.

Describe and analyse the contribution of rustic characters in the development of plot of the novel.

- Iping, a small town in the countryside of England, close-knit community,

everyone on first name basis, no secrets

- Prone to spreading rumours speculate issues, expand on each other's stories

Rustic characters:

Teddy Henfrey- clock repairman, convinces himself and Mr. Hall that the stranger

has a suspicious nature, begins rumour that the man was a wanted by police

Fearenside - cartman, notices darkness in the man's torn pant, starts stories of

Griffin being either a black man or a piebald

Cuss- general practitioner, after seeing the emptiness of the stranger and getting hit

by stranger, tells outrageous story to his companions

Bunting- vicar, listens to cuss but doesn't believe him, suspects after getting robbed

All rustic characters help carry the story ahead, create more complications, make

Griffin aggressive, frustrated due to their interfering nature. Results to his

unveiling which complicates the plot further

