

CONTENTS

1. Syllabus
2. Examination Specifications
3. Unseen Passages and Poems for Comprehension
4. Reading Passages for Note Making
5. Writing Skills
 - Notices
 - Advertisements
 - Posters
 - Invitations and replies
 - Report writing
 - Letter of application
 - Article writing
6. Flamingo (Prose Lessons)
7. Flamingo (Poetry)
8. Vistas
9. The Invisible Man
10. Question Paper Term I Class XII (2015-16)
11. Question Paper Term II Class XII (2015-16)
12. Question Paper Pre Board XII (2015-16)
13. . Question Paper Term I Class XII (2016-17)
14. Question Paper Term II Class XII (2016-17)
15. Question Paper Pre Board XII (2016-17)



SYLLABUS
2017-18

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
- Novel

JULY

READING

- Comprehension Passage
- Note Making

WRITING

- Formal Letters

LITERATURE

- Lost Spring
- Deep Water
- An Elementary School Classroom in a Slum
- Novel

AUGUST

READING

- Note making

WRITING

- Letter of Application with Bio Data

LITERATURE

- A Thing of Beauty
- Indigo
- Novel

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
- Novel

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

SECTION A

READING COMPREHENSION 30 Marks

Reading Unseen Passages and Note making

Two unseen passages with a variety of very short answer / short answer or MCQ 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 two passages will be between 1100 - 1200 words. The passage will include two of the following:

- Factual passages, e.g., instructions, descriptions, reports.
- Descriptive passages involving opinion, e.g., argumentative, persuasive or interpretative text.
- 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 comprehensions. The length of one passage should be between 600-700 words.
 - A third passage of 400-500 words for note-making and abstraction.

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.

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 and extrapolation beyond the texts to bring out the key messages and values.
- Long Answer Question- Based on texts to test global comprehension along with analysis and extrapolation.
- Long Answer Question- Based on theme, plot and incidents from the prescribed novels.
- Long Answer Question- Based on understanding appreciation, analysis and interpretation of the characters sketch.

Prescribed Books

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

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

Name of the lessons deleted**Flamingo**

1. Poets and Pancakes
2. The Interview
3. A Road Side Stand (Poetry)

Vistas

4. The Third Level
5. Journey to the End of the Earth

3. Long Reading Text/Novel (either one) Author
 - i) The Invisible Man (unabridged) H.G. Wells
 - ii) Silas Marner (unabridged) George Eliot

SECTION A (READING)**READING PASSAGES FOR COMPREHENSION**

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

PASSAGE 1

1 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. Mexaform 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 to 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:

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. How has growth in medical science helped mankind?
6. According to the writer, what distinguishes man from animal?
7. Mention any one drug that is used all over the world.
8. What causes physician-produced diseases?
9. What are the side effects of antibiotics? (Any 2)
10. Whatdoesthewritermeanby‘over-prescription’?
11. Pick out the words/phrases from the passage which are similar in meaning to the following:
 - a.carelessly (Para 4)
 - b.poisonous (Para 6)

PASSAGE 2

2. 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:

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?
- Gandhi became great one in a day.
 - He avoided responsibility.
 - Every day Gandhi made efforts to change himself in some small way.
 - Gandhi was the Father of the Nation.

3. How did great people transform their lives?

- Day - by - day
- In small ways
- One at a time
- All of these

4. How do small actions and choices impact our lives?

5. How does growth occur? Give an example from the text.

6. What according to the author is the universal law of nature?

7. How did Gandhi accomplish the most difficult tasks effortlessly?

8. What is the common factor in the lives of great men?

9. How can we achieve our 'ideal goals'?

10. Pick out the words/phrases from the passage which are similar in meaning to the following:

- take care of (Para 2)
- deep, very strongly felt (Para 5)

PASSAGE 3

3. Read the following passage and answer the questions given below.

1. A man-eating tiger is a tiger that has been compelled, through stress of circumstances beyond its control, to adopt an unnatural diet. The stress of circumstances is, in nine cases out of ten, wounds, and in the tenth case old age. The wound that has caused a particular tiger to take to man-eating might be the result of a carelessly fired shot and failure to follow up and recover the wounded animal, or be the result of the tiger having lost his temper when killing a porcupine. Human beings are not the natural prey of tigers, and it is only when tigers have been incapacitated through wounds or old age that, in order to live, they are compelled to take to a diet of human flesh.

2. A tiger when killing its natural prey, which it does either by stalking or lying in wait for it, depends for the success of its attack on its speed and, to a lesser extent, on the condition of its teeth and claws. When, therefore, a tiger is suffering from one or more painful wounds, or when its teeth are missing or defective and its claws worn down, and it is unable to catch the animals it has been accustomed to eating, it is driven by necessity to killing human beings. The change over from animal to human flesh is, I believe, in most cases accidental.

3. As an illustration of what I mean by 'accidental' I quote the case of the Mukteshwar man-eating tigress. This tigress, a comparatively young animal, in an encounter with a porcupine, lost an eye and got some fifty quills, varying in length from one to nine inches, embedded in the arm and under the pad of her right foreleg. Several of these quills after striking a bone had doubled back in the form of a U, the point and the broken-off end being quite close together. Suppurating sores formed where she endeavoured to extract the quills with her teeth, and while she was lying up in a thick patch of grass starving and licking her wounds, a woman selected this particular

patch of grass to cut as fodder for her cattle. At first the tigress took no notice, but when the woman had cut the grass right up to where she was lying the tigress struck once, the blow crushing in the woman's skull. Death was instantaneous, for, when found the following day, she was grasping her sickle with her hand and holding a tuft of grass, which she was about to cut when struck, with the other. Leaving the woman lying where she had fallen, the tigress limped off for a distance of over a mile and took refuge in a little hollow under a fallen tree.

4. Two days later a man came to chip firewood of this alien tree, and the tigress, which was lying on the far side, killed him. The man fell across the tree, and he had removed his coat and shirt, and the tigress had clawed his back when killing him, it is possible that the smell of the blood trickling down his body as he hung across the bole of the tree first gave her the idea that he was something that she could satisfy her hunger with. However that may be, before leaving him she ate a small portion from his back. A day later she killed her third victim without having received any provocation. Thereafter she became an established man eater and had killed 24 people before she was finally accounted for.

(The Temple Tiger and more Man-eaters of Kumaon By Jim Corbett)

1. The Mukteshwar tigress became a man eater due to
 - a. It's painful wounds
 - b. Its ferocious temper
 - c. It's defective teeth
2. A man-eating tiger is one that
 - a. takes to an unnatural diet
 - b. gets angry easily
 - c. kills human beings
 - d. none of these
3. Why did Mukteshwar tigress become a man eater?
4. How does a tiger kill its natural prey?
5. What happened to the Mukteshwar tigress in an encounter with a porcupine?
6. Why did the tigress not eat the woman who had come to cut grass?
7. How did the Mukteshwar tigress turn into a man-eater?
8. What does the writer mean by the phrase, '...had killed 24 people before she was finally accounted for'?
9. Find words from the passage that means 'become unit'.
10. Find words from the passage that means opposite to 'alien'.

PASSAGE 4

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

Much of India's lawmaking process has been outside the scrutiny of ordinary people. They are not framed by legislators or even senior bureaucrats but are often drafts prepared by babus. Sometimes, powerful business interests influence these laws (like the Special Economic Zone Act) and then they are passed in Parliament with little or no discussion. Sometimes, a popular public demand enters the discourse of a political party and takes the shape of policy and legislation. However, the desire of citizens to participate in the framing of law and policy has intensified over the years, and their voice needs to be included in democratic decision making.

With growing interest in governance, citizens may suggest policy and legislation and such deliberations will only strengthen constitutional processes. Actual consultation on draft legislation and policy require detailed discussion of the principles, framework and formulation of specifics. These consultations will provoke multiple views and it is important for the institutional framework to assimilate and consider them.

Any group placing its views in the public domain cannot claim total representation. There will be criticism and those need to be resolved. However, assemblies of people can only support the need for legislation. Surveys and votes by raising hands are important to register support for the general idea but cannot be the basis for detailed drafting of a law and its constituent parts.

The principles and framework of any legislation must be debated and the erroneous conclusion that any difference of opinion is tantamount to mala ide intent needs to be questioned. It is in any case only of peripheral importance, as the issues themselves need to be addressed. This applies to laws made both by the formal and informal structures.

Many democracies in the world already have started placing policy and draft laws in the public domain before they are sent to the government, cabinet and then Parliament. The deliberative consultative process is for everyone but focuses more on people who are most affected by the legislation. The policy and the sharing of frameworks are followed by a draft of the bill itself. All this is done within a timeframe. The nascent process of participation of citizens in shaping legislation in the last two decades will find systemic space and democratic credibility.

Today, Lokpal has become a phrase, a concept and almost a passion. But that apart, the unpacking of the concept and the understanding of the Bill, and its legal and administrative mechanisms are restricted to a few civil society and government groups. It is time for the interested groups to build a constituency of concerned people who will steer democracy in consonance with constitutional rights. What we need is a well-argued critique of the way we want change.

People must have the space to mobilise and protest; it is a constitutional right. But different processes need different platforms. The argument against corruption will stand or fall, not on the volume of our protest alone, but on the rigour of our proposals.

What we need is a transparent pre-legislative process within the democratic framework. It is important that the pre-legislative process is evolved and shaped in a synergetic manner. If it is properly institutionalised, it will not impinge on executive or legislative privilege. There should be a response to citizens' desire to participate in framing legislation by creating platforms for institutionalised participation to deepen democratic processes.

1. Select the correct option from the ones given below.

(a) *The author strongly supports the stand that any legislation must be subjected to wide :-*

- i) publicity
- ii) superman's supervision
- iii) public debate
- iv) scathing criticism

(b) *India's law making process is generally not within the purview of :-*

- 10. i) judiciary's review
- 11. ii) public scrutiny
- 12. iii) politician's power
- 13. iv) parliament's power

(c) *Democracy needs to be steered in consonance*

- e. i) citizens' rights
- f. ii) constitutional rights
- g. iii) right to vote
- h. iv) right to education

(d) *Citizens should be involved in*

- e. i) selection of ministers
- f. ii) framing of government rules
- g. iii) framing of legislation
- h. iv) parliamentary affairs

B. Answer the following questions briefly.

- a) Describe the term 'Civil Society'.
- b) How is India's law-making process framed?
- c) What are the two ways to register support for drafting a law?
- d) How does public participation affect government?
- e) How are policies and draft laws placed by other democracies in the world?
- f) How can we fight corruption in an organised manner?

C. Look for words similar in meaning to

- i) law making
- ii) limited

PASSAGE 5

5. Read the following passage and answer the questions given below.

Soon after 1999 fire in Shahjahanabad, orders came for the chemical traders to move out to HolambiKalan, near Narela Industrial Area on the city's northwestern periphery. In 2006, even the paper merchants of Chawri Bazaar got an ultimatum to relocate to Ghazipur due to fire safety concerns. But so far, not a single chemical or paper trader has moved out of the tinder box, that is Old Delhi.

Why? Traders say the conditions at the new sites are not conducive for business. For instance, paper merchants say, the Integrated Freight complex (IFC), Ghazipur, where they are supposed to move has poor infrastructure and inadequate security. So, five years after Delhi Development Authority allotted plots to 621 traders, they continue to operate out of Chawri Bazaar and only 250 odd have started construction in Ghazipur.

Chemical traders, too, are resisting relocation to HolambiKalan for similar reasons. "The place is a jungle. There are no roads, streetlights, water pipelines, sewerage and security. Most of us don't even know which piece of land belongs to us. Land has been transferred only on paper," said Shyam Sunder Gupta, general secretary, Chemical Market Association. So far, plots have been allotted to 639 of the 883 chemical traders found eligible in the 1999 survey.

For traders who feel secure amidst old associates and the tightly packed warrens of these old markets, a move to the spacious new sites seems fraught with risk. "Traders keep lakhs of rupees with them. At least nobody can rob us of our hard earned money here," said Pradeep, a, chemical merchant. Here are no arrangements for security (at the new sites). In our warehouses, we have goods worth lakhs of rupees. How can we leave them there," said Prem Prakash, who paid Rs. 161akh for a 98sqm plot in Ghazipur.

Batting for the traders, area MP and human resource development minister, KapilSibal, said, “It is unfair to ask traders to move to the outskirts without providing them facilities. The matter has been pending for a long time. I have asked the Union urban development minister to expedite the process so that the area (Walled City) can be decongested and redeveloped. We can’t ask people to move to an area where basic amenities are missing,” said Sibal.

Notwithstanding orders of the government and the high court to move wholesale trades out of the old city, the number of establishments has only increased over the years. According to a conservative estimate, paper merchants have increased by 15-20%, and chemical merchants by 20-30% since the relocation orders were issued.

“The number of paper traders has increased considerably since 2006. DDA is yet to provide plots to nearly 300 odd traders. What will happen to the new traders?” said Mahesh Shah, president of Paper Merchants’ Association. Chemical traders, too, have similar concerns. “They have allotted plots based on a survey done in 1999-2000. The market has grown a lot in the last 11 years,” said Gupta.

As per Master Plan of Delhi 2021, Municipal Corporation of Delhi is responsible for stopping expansion of wholesale markets and commercial activity in Shahjahanabad, but MCD officials themselves admit there is rampant commercialization in the area.

A. Select the correct option from the ones given below.

(a) After Shahjahanabad’s 1999 fire disaster the chemical traders were ordered to

- i) close down their units
- ii) compensate the victims and their families
- iii) shift to HolambiKalan near Narela
- iv) upgrade their fire lighting systems.

(b) The local MP also believes that it would be difficult for traders to move to new sites unless:-

- i) customers are made available to them.
- ii) facilities are provided at these sites.
- iii) govt. pays the traders enough compensation.
- iv) traders get accustomed to new locations.

B. Answer the following questions briefly:- (6)

- a) Why are paper merchants not finding the new sites conducive for business?
- b) What are the allegations made by chemical traders?
- c) According to 1999 survey, how many chemical traders were allotted plots?
- d) How can the area of walled city be improved according to the needs of traders?
- e) According to a survey, what has been the effect on the development of establishments, as a result of preventing wholesale traders out of the old city?
- f) According to the 2021 master plan, MCD is responsible for _____.

C. Find synonyms of

- i) boundary
- (ii) insufficient

PASSAGE 6**6. Read the passage given below and answer the questions that follow:**

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.

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. 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.

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.

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 locked 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 there-structuring of their economies, were dramatically increasing the skill sets of their work force, 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. (4)

(a) Our qualified and talented youngsters go abroad for

- i) holidaying.
- ii) higher study and better jobs.
- iii) propagating India’s greatness.
- iv) helping Indian students in Australia.

(b) A report from Silicon Valley states that skilled and talented Indians are

- i) coming back.
- ii) not interested in home coming.
- iii) demanding more wages.
- iv) turning to politics in India.

(c) Our youngsters leave India just because

- i) the weather of India is very hot.
- ii) There is a lot of corruption in India.
- iii) excellence is neither recognized nor rewarded in India.
- iv) They like the Western countries more than India.

(d) Technology parks are found in

- i) Konkan
- ii) Bangalore
- iii) Delhi
- iv) Gujarat

B. Answer the following questions briefly :- (6)

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

C. Look for words similar in meaning to the following: (2)

- i) a period of ten years
- ii) zenith

PASSAGE 7

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

Worm is a software program that is designed to copy itself from one computer to another, without human interaction. Unlike a computer virus, a worm can copy itself automatically. For example, a mass mailing Email worm is a worm that sends copies of itself via email. A network

worm makes copies of itself throughout a network. An Internet worm sends copies of itself via vulnerable computers on the Internet, and so on.

Worms can replicate in great volume. For example, a worm can send out copies of itself to every contact in your email address book, and then it can send itself to all of the contacts your contact's email address books. Some worms spread very quickly. They clog networks and can cause long waits for you (and everyone else) to view Web pages on the Internet.

Examples of some of the computer worms are the Sasser worm, the Blaster worm, and the Conicker worm.

Trojans are the malicious code which when triggered cause loss, or even theft, of data. Trojans are associated with remote access programs that perform illicit operations such as password stealing or which allow compromised machines to be used for targeted denial of service attacks. When a Trojan horse is activated, it may access certain files, folders or even an entire system. It often creates what is known as a "trapdoor" or "backdoor", which can then be used to thieve a victim's sensitive information and forward it to another location.

A. Select the correct option from the ones given below. (2)

(a) Unusual error messages are an indicator of:—

- i) worm infection
- ii) virus infection
- iii) Trojan infection
- iv) spam

(b) A mass mailing email worm sends:—

- i) multiple copies to one user
- ii) multiple copies to multiple users
- iii) copies of itself
- iv) single copies to multiple users

B. Answer the following questions briefly: – (6)

- a) How can viruses be disguised?
- b) What problems do benign viruses create?
- c) What is a mass-mailing worm?
- d) What do boot record infectors infect?
- e) What are Trojans associated with?
- f) How can 'trapdoor' affect a person's information stored in a computer?

C. Complete the following: (2)

- e. i) Pick out the word in the passage similar in meaning to kind/friend.
- f. ii) Pick out the word in the passage opposite in meaning to illegitimate.

UNSEEN POEMS

The Grass

By Emily Dickinson

The grass so little has to do, —
A sphere of simple green,
With only butterflies to brood,

And bees to entertain,
 And stir all day to pretty tunes
 The breezes fetch along,
 And hold the sunshine in its lap
 And bow to everything;
 And thread the dew's all night, like pearls,
 And make itself so fine, —
 A duchess were too common
 For such a noticing.
 And even when it dies, to pass
 In odors so divine,
 As lowly spices gone to sleep,
 Or amulets of pine.
 And then to dwell in sovereign barns,
 And dream the days away, —
 The grass so little has to do,
 I wish I were the hay!

1. What does the speaker of the poem say the grass does with sunshine?
 - a. holds it in its lap
 - b. threads it all night
 - c. stirs it
 - d. bows to it
2. What does the grass do at night?
 - a. entertain the bees
 - b. hold the sunshine in its lap
 - c. thread the dew's like pearls
 - d. bow to everything
3. Why does the speaker probably wish she were the hay?
 - a. She is a duchess.
 - b. She likes the smell of grass.
 - c. She has many things to do.
 - d. She had a dream about the grass.
4. The speaker writes that the grasses stirring the breezes. What is the meaning of stir here?
 - a. "to mix"
 - b. "to move"
 - c. "to make a lot of noise"
 - d. "to notice"
5. Which is the best summary of this poem?
 - a. The green grass has a lot to do.
 - b. The grass does few things, so the poet wishes she were the grass (the hay).

- c. When the grass (the hay) dies, it has a wonderful smell like spices or pines.
d. Hay dreams each day away, and so does the poet.

6. What is the main reason that Dickinson wrote this poem?

- a. to teach readers facts about grass
b. to persuade readers to think about grass
c. to explain what happens to grass when it dies
d. to entertain readers with her thoughts about grass

Wordsmith

By Susan Young

In my mind I call my
father the Pollyfilla l king,
watch with something akin to awe
as he begins the arduous process
of filling in the gaps, the long winded
cracks that travel down the walls of my house
like run on sentences.
From the sidelines I watch as he
trudges up and down the stairs, carrying
with nonchalance an industrial-sized bucket,
shiny spatula tucked into back pocket
for easy access.
Over and over again
with precision and grace
he fills and smooths and sands
as filling in all of the empty crevices
with the words he didn't know how to say,
the lost syllables and consonants springing up
from the bucket, stubbornly announcing themselves
home, until there is only smoothness,
my fifty eight year old house a perfect sentence,
the veritable sheen of its walls
privy to this father of mine,
whose love keeps him moving
from room to room, brightly asking,
Do you think you'll be painting the other room
upstairs sometime? I could start work on it now.
Then it'll be ready for painting later.
Yes, I say, yes,
my face aglow.

1. What does “arduous” (line 4) suggest about the task of repairing the house?

- A. It was simple.
B. It was difficult.

- C. It was annoying.
- D. It was overwhelming.

2. What is the purpose of the italics used in lines 26–29?

- A. to indicate speech
- B. to provide emphasis
- C. to serve as an epilogue
- D. to foreshadow future events

3. Which statement best describes the character of the father?

- A. He has high expectations of his children.
- B. He provides a good role model for his children.
- C. He shows more caring for his house than his family.
- D. He demonstrates his love for his family through his work.

4. Which literary device is primarily used in the poem?

- A. paradox
- B. internal rhyme
- C. personification
- D. extended metaphor

5. Which word best describes the overall mood of the poem?

- A. solemn
- B. regretful
- C. nostalgic
- D. whimsical

6. What is the form of the poem?

- A. ballad
- B. sonnet
- C. free verse
- D. blank verse

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 80 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 : 2 marks (*should include all the important points given in the notes*)

Expression : 1 mark

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.

PASSAGES FOR NOTE MAKING**I. 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 avoid a national health disaster cutting across the barrier between towns and the countryside.

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

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

II. 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 80 words using the notes made and also suggest a suitable title.

III. 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 80 words.

IV. 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 sufferings 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 80 words, also suggest a suitable title.

V. 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 80 words using the notes made and also suggest a suitable title.

VI 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 80 words.

VII.

Read the passage carefully and complete the notes below using meaningful short forms.

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.

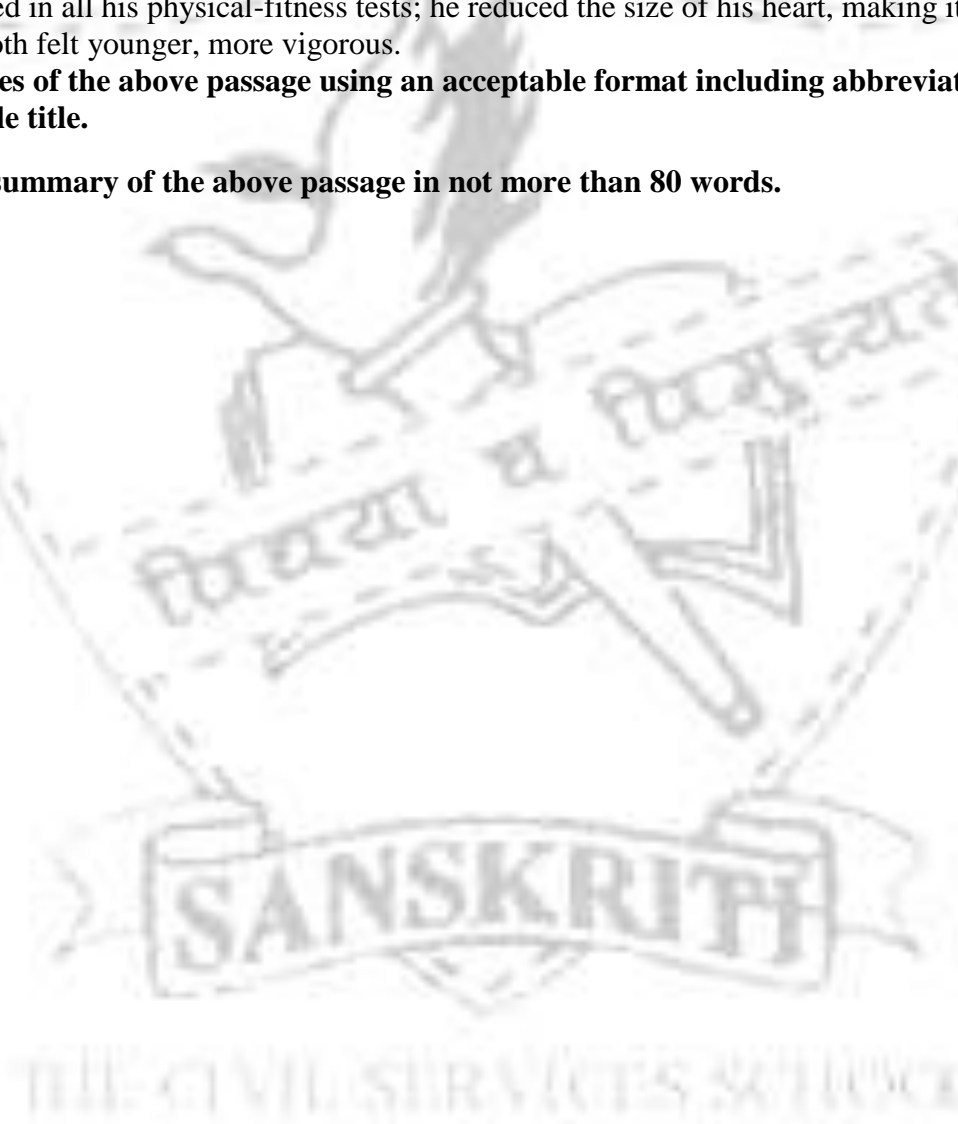
Third, water exercise can be enjoyed with benefit by both young and old, healthy and infirm, swimmers, and in shallow water, non-swimmers. Dr. Ira H. Wilson and Fred W. Kasch, a physician-and-physiologist team, assert that even persons with paraplegia, rheumatic heart, asthma, emphysema, victims of polio or strokes, or amputation can exercise in water and

enjoy weightless movement. Arthritics move easily under water. Some physicians use hydro-calisthenics for their cardiac patients.

At the University of Illinois Prof. Richard H. Pohndori studied the effect of water exercise on a "typical" couple. He chose as subjects a man-and-wife team of physicians, 43 and 41 years old respectively, who had been sedentary for years. His program was simple: "Swim from one end of the pool to the other until you can swim 1000 yards a day. Swim every day for ten weeks." Before they started, the couple took 151 physical tests. At the end of ten weeks, they were tested again: their pulse rate had dropped, their rate of breathing had dropped, their blood pressure had come down to normal, the cholesterol level in their blood had dropped 20 percent. Further, more than half of the broken blood vessels disfiguring the woman's thighs had vanished, her husband had improved in all his physical-fitness tests; he reduced the size of his heart, making it more efficient. Both felt younger, more vigorous.

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

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



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

- Write name of school/institution and city on top. Do not give the name of your own school or any other well-known school.
- Write NOTICE below school name.
- 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, 2017

Interschool Cricket Tournament

This is to inform all students of Classes IX - XII that an Inter-school Cricket Tournament will be held from 11th - 14th April, 2017 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.

ShilpiAhuja
(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

Question Bank

Attempt the Following:

- 1) 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.
- 2) 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.
- 3) 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.
- 4) 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.
- 5) Your school AVB BalVidyalayaSirsa 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.
- 6) 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.
- 7) 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. Contact Ayush on 9879865565 ,4 Kaka Nagar,within 4 days.

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**

Newly built, ground floor flat at Swasthya Vihar, 2 bedrooms, study, D/D, 2 bathrooms, 2 balconies, servant qtr. Parking facility, overlooking park. Expected rent 12,000. Contact Sanjay ,34Firdaus Park 242365432.

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. Timings 10 a.m to

6p.m. Attractive salary, TA, LTC, medical insurance. Apply with photograph and complete bio data to Manager HR, Air-Talk, Janak Place, New Delhi-23, Tel.....

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

Boy, 12 yrs, fair, thin, tall, with long brown hair wearing blue shirt and black shorts carrying a red bag since Dec 21, '17 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. 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

Wanted a suitable groom for tall, slim and attractive investment banker working with multinational in Mumbai. Groom should be suitably qualified and working in Delhi. Caste no bar. 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

ADisplay 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.

GYM

Comes Home

Start your personal gym at home.

With world class fitness equipment at affordable prices

Only at **Dumbbells.**

- Treadmills
- Elliptical Cross Trainers
- Twisters
- Cycles
- Steppers

DUMBBELLS FITNESS HAVEN
23 B KAKA NAGAR, NEW DELHI

Exciting deals for starters.

Free installations in NCR regions.

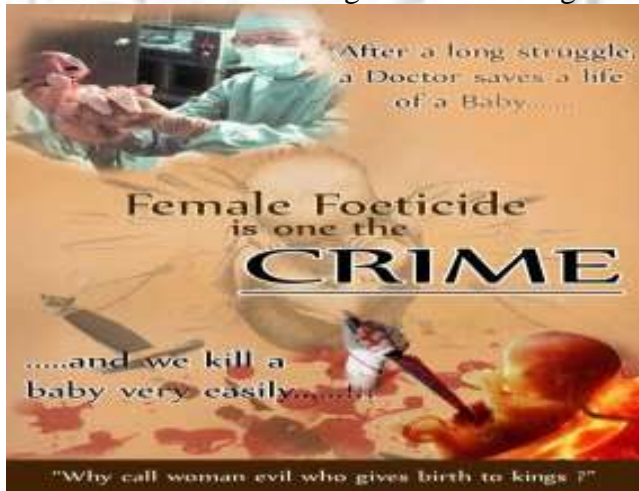
Questions

1. 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 Kulfimoulds FREE' along with the refrigerator to those who buy before Aug '17
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 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'
- 2) There is an exhibition of handicrafts items at DilliHaat, Delhi. Prepare a poster inviting the people to see the exhibition. Give a suitable title to your poster.
- 3) 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.
- 4) 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.
- 5) 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.
- 6) 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.
- 7) Prepare an attractive poster to create awareness among the people regarding the importance of knowledge of consumer rights under the programme "JagoGrahakJago"

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, 2017)
 - 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, 2017, 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 Personal Invitation:

Mr&MrsMalhotra
cordially invite you to
DINNER
(on the occasion of their first wedding anniversary)
on Sunday, March 26, 2017 at 8 pm
at their residence
6, MalchaMarg, New Delhi

RSVP
Rati -30213453

Formal Letter (Invitation as Chief Guest)

Model Global School
West End
New Delhi

February 20, 2017

Mr ABC
Chief Minister
Govt. of Delhi
New Delhi

Dear Sir

Sub: Invitation as Chief Guest

I am pleased to inform you that our school will have its investiture ceremony on March 28, 2017 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, 2017

Dear Mohit

I am throwing a party on 26th March to celebrate my placement with 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, 2017

The Principal
Model Global School
West End
New Delhi

Dear Ma'am
Sub: Letter of Regret

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, 2017 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, 2017

Dear Arjun

Thank you for inviting me on the 26th. 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 hosting a party to felicitate the victorious 'Rajasthan Royal Cricket Team' in the IPL match. Draft the invitation in 50 words.
- 2) 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.
- 3) You are Rashi/Manav, School Captain of VidyaVikasVidyalaya. 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.
- 4) Your parents are celebrating the silver jubilee of their marriage. Draft an invitation to be sent to relatives and friends.
- 5) The Literary Club of your school is organizing a caricature contest in the school. Draft an invitation inviting the famous cartoonist, SudhirTailang, to be the guest of honour during the contest.
- 6) 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.
- 7) Fabindia has opened a branch inFaridabad. On their behalf draft an invitation to be sent to all patrons inviting them to the inauguration of the showroom.
- 8) 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.

- 9) 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.
- 10) 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 VikasSwaroop, noted novelist to speak on 'The Importance of Values and Discipline in Life'.
- 11) 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.
- 12) MrSanjeevKapoor 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.
- 13) 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.
- 14) 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) 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).
- 2) You are Raghav / Raghavi of BalBharti 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.
- 3) 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.
- 4) 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 VidyaBhavan.
- 5) 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.
- 6) 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.
- 7) You are VibhutiShang , a news reporter .Write a short report on Education Fair for a local newspaper.
- 8) 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.
- 9) 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.
- 10) You are Sharad/Sharda, a press reporter. You witnessed the suffering undergone by flood victims in terms of loss of life and property. Write a report in about 125 words for 'The Indian Express', Chennai.
- 11) 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 VasantKunj)

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- 3mks

Expression-2mks

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- 3mks****Expression-2mks***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 1mark
Coherence, relevance of ideas and style 1mark*

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

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- 3mks

Expression 2mks

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, 2017

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, 2017. 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. Attested copies of Certificates
2. Curriculum Vitae
3. Recent photograph

Curriculum Vitae

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	Percentage/Grade
1.	Class XII	Bishop Cotton Boys School	91 %
2.	B Sc	Loyola College, Chennai	82%
3.	Diploma in C.Sc	NIIT	A Grade

Experience: working with Satyam Software Solutions – 2005 onwards

Interests: Reading, trekking

Salary Drawn :10 lac per annum

Salary Expected :12 lac per annum

References : 1.

2.

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, 2017

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, 2017 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

ShashankAgnihotri

Enclosures:

1. Attested copies of Certificates
2. Curriculum Vitae
3. Recent photograph

Curriculum Vitae : (Students to prepare it in the classroom using the format given in Sample)

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

Testimonials : All relevant certificates have been attached.

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, 2017

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, 2017.
- 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:

--	--	--	--	--

Professional qualification

Experience:

Interests:

References:

1.

2.

Questions

- 1) 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.
- 2) 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.
- 3) 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.
- 4) 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.
- 5) 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.
- 6) 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.
- 7) 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.

- 8) 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.
- 9) 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.
- 10) 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.
- 11) '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)
- 12) 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.
- 13) 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.

- 14) 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.

15) 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.

16) 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.

17) 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 WRITING

Important Points:

- If the topic is open ended (eg 'Reservations for OBCs') take a clear stand - for / against the topic.
- 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

Questions

- 1) 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)
- 2) 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.

- 3) Write an article on the topic, 'Poverty is the cause of all evils', to be published in the Young World of 'The Hindu', Chennai.
- 4) 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.
- 5) 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.
- 6) '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?'
- 7) 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.
- 8) '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.
- 9) 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.
- 10) 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?'
- 11) 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.

- 12) 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)
- 13) 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.
- 14) 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]

**FLAMINGO**

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

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

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

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 genu-inely proud of French language. He urges others never to forget such a beautiful language.

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

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?

Value Based Questions:

- 1) After reading the chapter ‘The Last Lesson,’ do you feel there has been a change in your attitude towards your language and country? Elaborate on the change in your attitude.
- 2) In what way do you feel that your language preserves your identity?

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.

Value Based Questions:

1). Have you ever seen examples of child labour around you? What do you feel about it?

2) What qualities would you like to inculcate in your life after reading about the life of both Saheb and Mukesh?

3) Would you agree that promises made to the poor children are rarely kept? Why do you think this happens in the incidents narrated in the text?

There is no denying to the fact that the promises made to the poor children are rarely kept. In our modern democratic India, people living in slum colonies, resettlement areas hardly have an access to civic amenities and the education. They are meant for casting their votes or show attendance in political rallies. Their grievances are hardly heard by the bureaucrats. The writer has given two current examples of Seemapuri and Firozabad. In Seemapuri one can see more than 10,000 rag-pickers who live in structures of mud, with roofs of tin and tarpaulin. They are devoid of sewage, drainage or running water. They live without an identity except a ration card for voting and buying grains. They remain barefoot and garbage to them is gold. The writer asks Saheb a rag-picker for school. The boy replies that there is none in his neighbourhood. He further says if they build it, he will go, but this is never done.

In the same way, about 20,000 children work in bangle factories and work in glass furnaces with high temperature. They live in dingy cells and stinky lanes choked with garbage. They pass their lives in grinding poverty and fail to get proper food. Thus the poor have no dreams and no initiatives. They are the safest targets of exploitation.

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.

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?

Value Based Questions:

- 1). The childhood fear and the way he overcomes it brings about a deeper meaning to the readers. Bring out how the negative traits can be changed into positive traits with reference to the techniques used by Douglas?
- 2). ‘The only thing we have to fear is fear itself’. Mention some examples from your life or people you know where this statement has been proved true.
- 3). Determination and perseverance can help us to overcome most obstacles in life. Give personal examples to justify this statement.
- 4). **Doing well in any activity, for example a sport, music, dance or painting, riding a motorcycle or a cars, involves a great deal of struggle. Most of us are very nervous to begin with until gradually we overcome our fears and perform well.**

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

You could begin with the last sentence of the essay DEEP WATER – “ At last I felt released, free to walk the trails and climb the peaks and to brush aside fear.”

Doing Well- A Great Struggle

At last I felt released, free to walk the trails and climb the peaks and to brush aside fear. Now the haunting fear had been shed and I can drive not only the motorcycle but the car also on the crowded roads of Delhi without any trace of fear in me.

When for the first time I rode a motorcycle I felt very thrilled. Moreover, I drove on an empty road in the rural part after sunset. It was after travelling a distance of four kilometers I drove back. At a sharp curve a passenger bus came from opposite side. To my utter horror, I could notice the fallen-tree on my road-side when I just reached it. It had no choice but to drive down the road. I jumped flat behind, leaving the running motorcycle in the grove of trees. I was badly hurt and found the bike damaged form standing in the trees. I was fear-struck and helpless. The driving fear followed me whenever I drove.

At last, I engaged an instructor to teach me driving. It was one hour daily for one month. I was given a signal to drive independently. I drove on busy roads, crowded roads, jammed roads and finally, on roads with deep curves in the hills. It made me to feel free of the haunting driving fear. The residual fear also was over a long time. I won it, and felt free to drive.

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 put 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?

Value Based Questions:

- a. ‘The Rattrap’ shows us how an act of kindness can change a person’s view of he world. Discuss.
- b. ‘The Rattrap’ depicts the need to forgive criminals and understand their psyche rather than mete out harsh punishment. Discuss.

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 RajkumarShukla? 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?

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

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

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

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

Value Points

- Gandhi received summons to appear in court when he refused to leave Motihari.
- Thousands of peasants surrounded the courthouse and held demonstrations there. This fearlessness made the officials feel powerless.
- Officials asked Gandhi for help. This showed the peasants' liberation from fear.

- Prominent lawyers from Bihar felt it would be shameless desertion if they left when Gandhi was prepared to go to jail for them. Their willingness to go to jail and the show of strength on the part of the peasants won the battle of Champaran’.

- Civil Disobedience had triumphed for the first time in India.

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

Value Points

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

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

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

Gandhi was a man of principles and did not want to set a bad example as a lawbreaker but he wanted to render 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.

Value Based Questions:

1. Truth and non-violence are the most effective weapons in the fight against injustice. Do you agree? Answer with reference to the chapter ‘Indigo’.
2. ‘Indigo’ highlights the qualities of leadership shown by Gandhiji to secure justice for the oppressed. What are the qualities of a good leader in your opinion?
3. To think differently is a challenging job but ultimate victory comes to those who are not the usual run of the mill. In what way is this true of Gandhiji in the lesson Indigo?

4. “Freedom from fear is more important than legal justice for the poor.” Do you think that the poor of India are free from fear after independence?

Yes it is said that freedom from fear is more important than legal justice for the poor. It is because of fear that everyone develops an apprehension of something going enormously wrong and dangerous or even fatal. The fear of any kind, harasses the people and mars his capabilities, energies, powers, happiness and even the peace of mind.

In this lesson, one can note that the poor peasants were much afraid of the landlords. Even the lawyers were charging high fees for the cases. Gandhi chided them for charging high fees even for the share croppers. He advised that it was useless to go to the courts because the peasants were crushed and they were fear stricken. In his campaign for the share croppers Gandhi was forced to leave Champaran immediately. The peasants came to know and blackened the town of Motihari. The officials battled and sought Gandhiji’s cooperation. An official enquiry commission was set up. It ordered the landlords to refund the amounts to the peasants. Consequently they learnt courage and realised their rights. It shows that freedom from fear is more important than legal justice.

After independence one can see that the poor are not free except some cases of schedule castes, backward castes and scheduled tribes. There are other poor people in India. They hardly keep their body and soul together. They pass their nights on the open footpaths and go without food. Small children and workers are exploited by the industrialists. They work in horrible conditions devoid of any security and safety. They are beaten and thrown in dingy cells. In reality the present India is ruled by the rich, crooked politicians and dons of the underworld.

Going Places
By A R Barton

Introduction

Sophie a teenage girl lives in a world of fantasy. She fantasises 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 , nousey , 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

Value Based Questions:

- Fantasy and day dreams can only lead to disillusionment. Discuss with reference to 'Going Places'.
- 'Going Places' I about an adolescent given to hero worship. Have you ever admired anyone or considered a person as your 'hero'? What made you do so?

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 good- bye, "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.

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 prefer 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) Why does the poet shun war?
- ii) What are “green wars”, “wars with gas” and “wars with fire”?
- iii) Explain: put on clean clothes
- iv) What is the significance of “walking about with their brothers in the shade”?

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:

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

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 ddetc –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 do Aunt Jennifer's fingers flutter? What does it suggest about her mental state?
- ii) Why do you think Aunt Jennifer has taken up needlework?
- iii) Explain; massive weight of uncle's wedding band

**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 Tiger King****- Kalki****Introduction**

The story is a political satire which highlights how rich and powerful people misuse their position and power to fulfill their vested interests. The story also shows us the callous and indifferent attitude of the people towards animals. The self-centered attitude of the Maharaja goes against all that a Maharaja stands for. The well-being of all his subjects appears to be of no concern to him. The author also highlights the blind faith people have in astrologers.

What is dramatic irony?

Dramatic irony is when the words and actions of the characters of a work of literature have a different meaning for the reader than they do for the characters. This is the result of the reader having a greater knowledge than the characters themselves. Thus when the hundredth tiger is killed, the reader knows that the tiger is not actually dead and can thus anticipate the death of the king at the hands of another tiger. On the other hand the Maharaja is not aware of this fact.

Humour

The story is replete with instances of humour. The title of the king which suggested grandeur was completely antithetical to his character and personality. His idiosyncrasies and his single minded devotion to killing tigers (he ignores his duties as a king and a father!) make him a humorous but despicable figure. The entire conversation between the king and the dewan about the king's marriage generates a lot of humour. The dramatic irony at the end of the story is also a source of humour.

Satire

- Satire on young princes and maharajas of native Indian states having long names and descriptive titles
- satirizes the upbringing and education of crown princes of Indian States. Ridicules the attitude of Indian princes who emulate the British
- Criticizes Indian who considered the British as Gods and Goddesses (durai ,duraiani)
- Satirises the conceit and whims of those in power

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.

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 its enemy - thus that would be the cause of its death. Astrologer predicted that the hundredth tiger would be fatal. Prince vowed to attend to all other matters only after killing 100 tigers.
- Within ten years he killed 70 tigers.
- To kill thirty more he married a girl from the royal family of a state with a large tiger population.
- After that he killed 5-6 tigers every time he visited his father-in-law. In this way he killed 99 tigers.

ii) Retribution:

- Death was caused by a wooden tiger that cost only two and a quarter annas.
- The surface of the wooden tiger was rough and one of the splinters 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.

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 Derry appears to be an abominable ugly boy with a huge scar on his face whom no one loves or likes or befriends. He is the object of other people's hateful stares, ridicule and neglect. Even his mother does not dare to kiss him on the cheek with the scar. Yet this boy who is suffering from an acute inferiority complex has a tender and sensitive heart. He wants to love and be loved. Fortunately he meets Mr. Lamb who transforms him with his healing touch.

Justification of Title

According to the Oxford Advanced Learner's Dictionary, "On the Face of it" is an informal expression used to say that something seems to be good, true etc. but this opinion may need to be changed when you know more about it.

This definition of the expression should leave us in no doubt about the appropriateness of the title. An individual may be quite different from what we think of him or what he or she may apparently appear to be at first glance. There is the imperative need for us to view others by removing our glasses of prejudice, hatred, hearsay and dislike.

On the face of it, Mr. Lamb appears to be 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.

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 ZitkalaSa 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.



THE INVISIBLE MAN – H G WELLS**CHAPTER 1. The Strange Man's Arrival****Summary**

A stranger arrives at Bramblehurst railway station. He is bundled from head to foot with only the tip of his nose showing. He enters the Coach & Horses Inn and demands a room and a fire. Mrs. Hall, the owner prepares a supper for him and offers to take his coat and hat, but he refuses to take them off. When he finally removes the hat, his entire head is swathed in a bandage. Mrs. Hall thinks he has endured some accident. She tries to get him to talk about himself, but he is taciturn with her, although not particularly rude.

CHAPTER 2. Mr. Teddy Henfrey's First Impressions**Summary**

Teddy Henfrey, a clock repairman, comes to the inn for tea. Mrs. Hall asks him to "repair the clock" in the stranger's room. Teddy deliberately takes as long as he can with the clock, taking it apart and reassembling it for no reason. The stranger finally gets him to hurry up and leave. Offended, Teddy talks himself into believing that the stranger is someone suspicious, perhaps even wanted by the police and is wrapped up to conceal his identity. Teddy runs into Mr. Hall and warns him about the stranger, informing him that a "lot of luggage" will be coming. It would seem that the stranger intends to stay awhile.

Mr. Hall goes home intending to investigate the stranger, but is put off by the short-tempered demeanour of his wife.

CHAPTER 3. The Thousand and One Bottles**Summary**

The stranger's luggage arrives at the inn. Numerous crates fill the deliveryman's cart, some of them containing bottles packaged in straw. Fearenside, the cart man, owns a dog that starts to growl when the stranger comes down the steps to help with the boxes. The dog jumps for the stranger's hand, but misses and sinks his teeth in a pant leg. The dog tears open the trouser leg, whereupon the stranger goes quickly back into the inn and to his room.

Concerned about the possibility of injury, Mr. Hall goes to the stranger's room. He gets a glimpse of what seems like a white mottled face before he is shoved by an unseen force back through the door. The stranger soon reappears at the door; his trousers changed, and gives orders for the rest of his luggage. The stranger unpacks 6 crates of bottles, which he arranges across the windowsill and all the available table and shelf space in the inn's parlour-a space he seems to have commandeered for himself.

Mrs. Hall enters later to tend to his needs and catches a quick glimpse of him without his glasses. His eyes seem hollow; he quickly puts his glasses on. She starts to complain about the straw on the floor, but he tells her to put it on the bill and to knock before entering his rooms. She points out that he could lock his door if he doesn't want to be bothered, advice that he takes. He then works behind the locked door all afternoon. At one point, Mrs. Hall hears him raving about not being able to "go on." She hears a sound like a bottle being broken. Later she takes him tea and notes the broken glass and a stain on the floor. He again tells her to "put it on the bill."

Meanwhile Fearenside talks in the beer shop of Iping Hangar. Fearenside says that the stranger is a "black man," an assumption derived from the absence of "pink flesh" when the trouser leg was ripped open. When reminded of the pink nose, Fearenside claims that the man must therefore be a "piebald," or a part white, part black creature.

CHAPTER 4. Mr. Cuss Interviews the Stranger**Summary**

The stranger works diligently in his room until the end of April with only occasional skirmishes with Mrs. Hall. Whenever she disapproves of anything he does, he quiets her with additional payment. He rarely goes out during the day, but goes out nearly every night, muffled up regardless of the weather.

His identity becomes a topic of speculation in the town. Mrs. Hall defends him, repeating his own words that he is an “experimental investigator.” The view of the town is that he is a criminal trying to escape justice. Mr. Gould, the probationary assistant imagines that the man must be an “anarchist” who is preparing explosives.

Another group of people believe he is a piebald and could make a lot of money if he chose to show himself at the fairs. All agree, however, that due to his habits of secrecy, they dislike him. The young men begin to mock his bearing; a song called “Bogey Man” becomes popular and children follow at a distance calling out “Bogey Man.”

The curiosity of a general practitioner named Cuss is aroused, and he contrives for an interview. During the interview the stranger accidentally removes his hand from his pocket. Cuss is able to see down the empty sleeve to the elbow. Cuss questions him about “moving an empty sleeve.” The stranger laughs, then extends the empty sleeve toward Cuss’s face and pinches his nose. Cuss leaves in terror and tells his story to Bunting, the vicar.

CHAPTER 5. The Burglary and the Vicarage**Summary**

Mrs. Bunting, the vicar’s wife, wakes up at the sound of bare feet walking through her house. She wakes her husband and the two watch and listen as a candle is lit and papers are rustled in the study. When they hear the telltale clink of money, Rev. Bunting rushes into the study with a raised poker, but the room appears to be empty. Their money disappears and at one point they hear a sneeze in the hallway but are unable to locate or see the intruder.

CHAPTER 6. The Furniture that Went Mad**Summary**

The Halls arise very early in the morning on Whit-Monday in order to take care of some private business having something to do with their wine cellar. In passing by the guest’s room, Mr. Hall notices that the door is ajar. A few minutes later, he sees that the bolts on the front door of the house are unlocked although he remembers shutting them on the previous night. The guest is not in his room, but his clothes, shoes, and even his hat are scattered about. As the Halls are investigating, the bed-clothes suddenly gather themselves into a bundle and toss themselves over the bottom rail. Then a chair flies toward Mrs. Hall. The legs of the chair are brought to rest against her back, propelling her out of the room. The door slams and is locked behind them. The Halls decide that the stranger is a spirit.

They send for Sandy Wadgers, the blacksmith who is also supposed to be an exorcist. Wadgers is joined by Huxter, and together they ponder the likelihood of witchcraft and contemplate the propriety of breaking through the door in order to examine the situation more closely. However, before they can carry out any such action, the door opens and the stranger emerges, wrapped and bundled as usual. He distracts them long enough to enter the parlour and slam the door against them. When Mr. Hall raps on the door and demands an explanation, the stranger tells him to “go to the devil” and “shut the door after you.”

CHAPTER 7. The Unveiling of the Stranger**Summary**

The stranger remains locked in the parlour all morning. He rings for Mrs. Hall several times, but she does not answer. About noon, he emerges and demands to know why his meals have not been brought to him. Mrs. Hall tells him that his bill has not been paid in five days. She refuses to accept the excuse that he is waiting for a remittance. When he produces some money, she refuses it, saying she first wants to know why he doesn't enter by doorways and move about like normal people.

For his answer, the stranger removes all his head wrappings, including his nose and moustache. He thus looks like a person with a missing head. At the sound of screams a crowd of people run toward the inn. "Eye-witnesses" suddenly babble hysterical stories of the man attacking the servant girl, and brandishing a knife. Bobby Jaffers, the village constable, appears with a warrant.

The stranger slaps Jaffers with his glove, but then says he will surrender. He will not accept handcuffs, however. As the constable, Halls and others watch, the man removes the rest of his clothes, becoming invisible before them. He tells them that he is invisible. Jaffers wants to take him in for questioning on suspicion of robbing the Bunting home. A scuffle ensues, and the stranger, now known as the "Invisible Man," escapes.

CHAPTER 8. In Transit**Summary**

An amateur naturalist named Gibbins is relaxing out on the downs and hears someone coughing, sneezing and swearing. Frightened, Gibbins gets up and runs home.

This chapter simply indicates the passage of the Invisible Man through the countryside

CHAPTER 9. Mr. Thomas Marvel**Summary**

Marvel is an eccentric bachelor and local tramp who likes to be comfortable and take his time about things. He has come across a pair of boots in a ditch. He has tried them on and found them too big, and is occupied in contemplating the boots when he hears a voice nearby. Marvel talks about boots with the voice for several minutes before turning to see his visitor and finding no one there.

First Marvel tells himself that he has had too much to drink, then that his imagination has played some sort of trick on him. The Invisible Man begins throwing things at Marvel to convince him that he is not just imagining the presence. Eventually the Man convinces Marvel that he is real and is in need of an accomplice who will first give him food, water and shelter. He delivers an unfinished threat of what he will do if Marvel betrays him.

Marvel appears eccentric, unassuming and something of a loner, which would be bait to Griffin. He has no family, and apparently little money as he is first found contemplating whether or not he wants to keep a set of cast-off boots. He is fat, red faced, slow moving and doesn't seem terribly bright. As soon as he realizes his predicament, he begins to look for any possible means of escape. As for Griffin, he is "making use" of Marvel in the same way that he did the Halls, the stray cat, and even his own father. Whatever means he deems necessary to his purpose is enacted without thought or conscience.

CHAPTER 10. Mr. Marvel's Visit to Iping**Summary**

Iping has nearly recovered its earlier holiday atmosphere. As only a few people had actually made contact with the Invisible Man, the general population is soon able to reason him away as some trick of an overactive, holiday imagination.

Around 4:00, Mr. Marvel enters town and is observed by Huxter to behave rather strangely. He makes his way down the street almost reluctantly. He stops at the foot of the steps to the Coach & Horses and seems to undergo a great struggle before finally entering. A few minutes later, he re-emerges, apparently having had a drink, and walks as if he is trying to act nonchalant. Soon he disappears into the yard and re-emerges with a bundle wrapped in a tablecloth. Huxter thinks some robbery has taken place and tries to follow Marvel when he is tripped in a mysterious fashion and sent sprawling.

Griffin has used Marvel to attempt to get his belongings out of the Coach & Horses. Huxter thinks that Marvel has committed the robbery.

CHAPTER 11. In the Coach & Horses**Summary**

The narrator backtracks to explain what happened inside the Coach & Horses. Mr. Cuss and Mr. Bunting were in the parlour going through the belongings of the Invisible Man. Three large books labelled "Diary" are written in a cipher or code they do not understand.

Suddenly the inn door opens and Mr. Marvel enters. They disregard him and begin studying the books again when an unseen force grabs each of them by the neck and begins pounding their heads on the table between questions about what they are doing with his things. The man demands his belongings, saying he wants his books and some clothes.

CHAPTER 12. The Invisible Man Loses His Temper**Summary**

Mr. Hall and Teddy Henfrey are involved in a discussion behind the hotel bar when they hear a thump on the parlour door. They hear strange sounds as of things being thrown against the door and some bizarre conversation. Doors open and shut and they see Marvel taking off with Huxter trying to follow him. Suddenly Huxter executes a complicated leap in the air. Seconds later, Hall lands on the ground as if he had been attacked by a football player.

Several other individuals are shoved aside or sent sprawling in the streets. Mr. Cuss calls for help, telling people that the "Man" has all of the vicar's clothes. After breaking all the windows in the Coach & Horses and thrusting a chair through the parlour window of another citizen's house, the Invisible Man disappears from Iping.

Marvel has taken advantage of the situation, and rather than carrying Griffin's material for him, has run off with it. The intervention of Huxter and the other individuals enables Marvel to get away with the precious books.

CHAPTER 13. Mr. Marvel Discusses His Resignation**Summary**

Mr. Marvel, propelled by the unrelenting shoulder grip and vocal threats of the Invisible Man, arrives in Bramblehurst. Marvel tries to reason his way out of the situation to no avail. The Invisible man needs a normal person to carry his books and is determined to make use of the fat, red-faced little man.

Marvel tries reasoning, whining, and even suggesting that he may in the long run be a failure and thus “mess up” Griffin’s plans. Nothing works. For the moment, Griffin needs Marvel.

CHAPTER 14. At Port Stowe

Summary

Marvel arrives in Port Stowe and is seen resting on a bench outside of town. He has the books with him, but the bundle of clothing has been abandoned in the woods. As he sits there, an elderly mariner, carrying a newspaper, sits down beside him. Citing the paper, the mariner brings up the topic of an Invisible man. According to the newspaper, the man afflicted injuries on the constable at Iping. Certain evidence indicates that he took the road to Port Stowe. The mariner ponders the strange things such a man might be able to do-trespass, rob or even slip through a cordon of policeman.

Marvel begins to confide in the mariner, saying he knows some things about this Invisible Man. Suddenly Marvel is interrupted by an attack of some kind of pain. He says it is a toothache, then goes on to say that the Invisible Man is a hoax. Marvel begins to move off, walking sideways with violent forward jerks.

Later the mariner hears another fantastic story-that of money floating along a wall in butterfly fashion. The story is true, however. All about the neighbourhood, money has been disappearing by the handful and depositing itself in the pockets of Mr. Marvel.

Marvel tries to take advantage of a short respite to let someone else know about the Invisible Man, but he is caught by Griffin before he can complete his story. This chapter gives us a little insight as to how Griffin has been surviving to this point. He has been stealing money wherever he could find it. Now that he is obliged to remain invisible, however, he has to use Marvel as a repository for his ill-gotten gain. The irony is that although Griffin can steal unlimited amounts, he has no way to use the money in his invisible condition. And Marvel, who is for a time nothing more than a helpless victim, will be the one to benefit in the end.

CHAPTER 15. The Man Who Was Running

Summary

Dr. Kemp happens to be sitting at his window and day-dreaming when he spots a short, fat man running down the hill as fast as he can go. The doctor notices that the man is running “heavy” as if his pockets are “full of lead.” Kemp’s reaction is one of contempt, but the people on the street who see him approaching react a bit differently. The running man is Marvel; his expression is one of terror. A short distance behind him, people hear the sound of panting and a pad like hurrying bare feet. Soon cries of “The Invisible Man is coming” are heard in the streets along with the slamming of doors as people bolt into their houses.

This chapter simply introduces Kemp into the story. He has heard warning cries about an Invisible Man, but clearly doesn’t believe any of it. He is a man who keeps himself apart from the concerns of the general public, is buried in his work, interested only in what award it will ultimately bring him.

CHAPTER 16. In the Jolly Cricketers

Summary

The Jolly Cricketers is a tavern. The barkeeper, a cabman, an American and an off duty policeman are engaged in idle chat when Marvel bursts through the door. Marvel begs for help, claiming the Invisible Man is after him.

Pounding begins at the door and then a window is broken. The Invisible Man doesn't come in immediately, however. The barman checks the other doors, but by the time he realizes the yard door is open, the Invisible Man is already inside. Marvel, who is hiding behind the bar, is caught and dragged into the kitchen. The policeman rushes in and grips the invisible wrist of the hand that holds onto Marvel, but is abruptly hit in the face.

People stumble over and into each other as all try to catch the Invisible Man. He yelps when the policeman steps on his foot, then flails wildly about with his invisible fists and finally gives them the slip. The American fires five cartridges from his gun, sweeping his gun in a circular pattern as he fires. The chapter ends with the men feeling around for an invisible body.

Griffin is injured in this chapter. He is thus forced to find shelter and help in the nearest possible place.

CHAPTER 17. Doctor Kemp's Visitor

Summary

Doctor Kemp is still working in his study when he hears the shots fired in the Jolly Cricketers. He opens his window and watches the crowd at the bottom of the hill for a few minutes, then returns to his writing desk. A few minutes later, he hears his doorbell ring, but his housekeeper says it was only a "runaway" ring.

The doctor is at his work until 2 AM when he decides to go downstairs for a drink. On the way he notices a spot of drying blood on his linoleum floor. Then he finds more blood on the doorknob of his own bedroom. In his room, his bedspread is smeared with blood, his sheet is torn, and bedclothes are depressed as if someone has been sitting there.

The Invisible Man introduces himself to Kemp. He is Griffin, of University College. He explains that he made himself invisible, but is wounded and desperately in need of shelter, clothes and food.

Kemp loans him a dressing gown along with some drawers, socks and slippers. Griffin eats everything Kemp can rustle up and finally asks for a cigar. He promises to tell Kemp the story of his bizarre situation but insists that he must sleep first as he has had no sleep in nearly three days.

CHAPTER 18. The Invisible Man Sleeps

Summary

Griffin examines the windows of the room, then exacts a promise from Kemp that he will not be betrayed in his sleep and finally locks the door, barring Kemp from his own room.

Kemp retires to his dining room to speculate upon the strange events. There he sees the day's newspaper, which he had ignored earlier. He reads it eagerly, but assigns the more terrifying elements of the stories to "fabrication." In the morning he sends his housekeeper for all available papers and reads those as well. The papers contain stories of the previous evening's events at the Jolly Cricketers along with a rather badly written account of Marvel's experience. Marvel doesn't tell how he came upon the money in his pockets, nor does he mention the location of the three books. Kemp becomes alarmed at the possibilities of what Griffin could do and writes a note to Colonel Adye at Port Burdock.

Kemp suddenly realizes that Griffin is insane to the point of being homicidal.

CHAPTER 19. Certain First Principles**Summary**

Griffin explains how he became invisible. He had been a medical student, but had dropped medicine and taken up physics. He discovered a formula of pigments that lowers the refractive index of a substance, allowing light to pass through it rather than being reflected or refracted. After experimenting with pigments for three years, he came upon the secret whereby animal tissue could be rendered transparent. He was continuously trying to hide his work from another professor so that he wouldn't take credit for his work. He was finally brought to a halt in his experimenting by a lack of funds, a problem he solved by robbing his own father. Because the money did not belong to him, his father shot himself.

CHAPTER 20. At the House in Great Portland Street**Summary**

Griffin explains how he had found lodging in a boarding house on Great Portland Street. After his father's funeral, he went to his apartment to continue with his experiments. He successfully made a piece of cloth disappear, and then he tried his process on a stray cat. The cat was not entirely successful, as the animal's eyes and claws never completely disappeared. Later the next day he had a minor altercation with the landlord who brought reports of Griffin tormenting a cat in the night. The landlord wanted to know what Griffin was doing in the room and what all the paraphernalia was for. The two argued and Griffin shoved the landlord out of the room. Griffin knew he would have to act quickly, so he made arrangements to have his belongings stored, and then he drank some of his own potion. In the evening the landlord returned with an ejection notice, but was too terrified at the stone white face of Griffin to serve it. In spite of extreme illness and pain, Griffin finished his treatment and watched himself gradually disappear.

In the morning, the landlord, his stepsons and the elderly neighbour lady who had complained about the cat enter Griffin's apartment and are astonished to see no one. A day later, afraid, lest his equipment reveal too much information, Griffin smashes the items and sets fire to the house. Believing that he has covered his tracks with impunity, he begins to imagine all sorts of "wild and wonderful" things he will be able to do under the cover of invisibility.

CHAPTER 21. In Oxford Street**Summary**

Griffin continues to explain his experiences with invisibility. He soon discovered that being invisible had as many drawbacks as advantages. People ran into him and stepped on him. He had to be continually on guard as to the movements and positions of others in order to avoid accidental contact. To make matters worse, although people could not see him, dogs could detect him with their keen sense of smell. As he had to remain naked, he was soon uncomfortable. Also, he could not eat, as food was visible until it was fully assimilated into his system. At one point, he had run up the steps of a house in order to avoid a unit of a marching Salvation Army band. While he waited, two youngsters spotted the prints of his bare feet in the mud. Soon a crowd of people had gathered to look at the "ghost prints." He leapt over the railing and ran through a bunch of back roads to avoid the press. Fortunately for him, his escape at that time was aided with the distraction created by conflagration engulfing his former dwelling.

CHAPTER 22. In the Emporium**Summary**

Griffin explains his first attempts to get clothing and render his situation more tolerable. He had gone into the Omniums, a large department type store where one could buy everything from groceries to clothing. He made his way to an area of bedsteads and mattresses, hoping that once the store closed for the night, he would be able to sleep on the mattresses and steal some clothes with which to mask his condition.

In the night he procured a complete set of clothes for himself, helped himself to food in a refreshment department, and then slept in a pile of down quilts. He failed to awaken before the morning crew had entered, however, and was unable to escape as long as they could see him. Thus he was forced to shed the clothing and run, naked, back out into the cold.

CHAPTER 23. In Drury Lane**Summary**

Griffin's peril increased daily. He had no clothes or shelter and dared not eat. Also, he soon realized that walking through the streets of London was going to result in an accumulation of dirt on his skin- which would make him visible in a grotesque way. He made his way into a costume shop, hoping to make away with some clothes and dark glasses after the proprietor had gone to bed. In the shopkeeper's room, he had to stand and watch the man eat his breakfast. Furthermore, the man had exceptionally acute hearing and nearly discovered Griffin several times. When evening came, he was finally able to explore the house and found a pile of old clothes. In his excitement, he forgot about the noise he was making and was nearly caught when the shopkeeper investigated the noise. Unable to see the source, but positive someone was in the house; the proprietor went about locking all the doors in the house and pocketing the keys. In desperation, Griffin struck the old man on the head, then gagged and tied him with a sheet. Then he put together a costume of old clothes, stole all the money he could find and went out into the street. Believing his troubles were over, Griffin went into a restaurant and ordered a meal, but soon realized he couldn't eat it without exposing his invisible face. He ordered the lunch and left, telling the proprietor that he would be back in ten minutes.

Griffin went to "another place" (which happens to be the Coach & Horses Inn) and demanded a private room, explaining that he was "badly disfigured." Thus he had set himself up at Iping, hoping to find a way to reverse the process of invisibility. Here he was finally discovered.

CHAPTER 24. The Plan that Failed**Summary**

Griffin tells how his original plan, after being discovered by the people of Iping, had been to get his books and get out of the country, but that plan had changed upon meeting Kemp. He thinks that Kemp can work with him. Together they can set up a "reign of terror" to take full advantage of the invisibility. Griffin does not realize that Kemp has already betrayed him and is only trying to keep him talking until the police arrive. Kemp stands in front of the window to keep Griffin from seeing the police, but Griffin soon hears them on the stairs and realizes he has been deceived.

Griffin quickly begins to disrobe even as Kemp springs to the door and attempts to lock him in. A dropped key spoils the effort as the now invisible Griffin shoves him aside, then hurls his weight at Colonel Adye, the chief of the Burdock Police who is approaching on the stairs. Griffin escapes past two more policemen in the hall; they hear the front door of the house slam violently.

CHAPTER 25: The Hunting of the Invisible man

Kemp explains the situation to the police, informing them of Griffin's intentions to cause general mayhem. They talk of using dogs to sniff him out and of putting powdered glass in the streets.

CHAPTER 26: The Wicksteed Murder

By 2:00 in the afternoon, the entire countryside around Burdock has been mobilized. Men set out with guns, clubs and dogs, and the police warn the village people to lock their doors and stay inside. Griffin manages to evade his pursuers for a 24-hour period except for one encounter with a middle-aged man who had apparently cornered him. Griffin kills the man by beating him with an iron rod.

CHAPTER 27: The Siege of Kemp's House

Kemp receives a letter telling him that the Reign of Terror is beginning and that Kemp himself will be the first execution for the sake of an example. Kemp decides that he himself will be the bait and that Griffin will be caught because he will have gone too far. A knock at the door turns out to be Adye with news that Kemp's housekeeper—who was carrying notes for the police—had been attacked and the notes taken from her.

Griffin makes his presence known by smashing windows in Kemp's house. During the battle that follows, Adye is shot. Griffin gets inside the house and tries to tell the police to "stand away" as he is after only Kemp. He swings an axe at them, but one of them manages to strike him with an iron poker. By this time Kemp has followed his housekeeper through a window and is nowhere to be found.

CHAPTER 28: The Hunter Hunted

Griffin chases Kemp through the town. People begin to join in the chase. When Kemp realizes that the people are chasing Griffin, he stops running, which allows the Invisible Man to catch him. Even though people cannot see him, they are able to grab hold of him and keep him down. The effort is not needed for long as Griffin has been fatally injured and seems to have lost a lot of blood. As the town people watch, the effect of invisibility is gradually reversed, and soon, Griffin, now dead, is visible.

EPILOGUE

Mr. Marvel, formerly the tramp, has become the landlord of the little inn near Port Stowe and the "owner" of all the information about Griffin. He has been able to keep all the money Griffin stole because lawyers could not identify the sources accurately. The books seem to have disappeared entirely; at least whenever anyone asks Marvel about them, he denies knowing anything. However, when the inn is closed and he is alone, he takes the books out of their hiding place and tries to study the "wonderful secrets."

Synopsis

The plot is simple and straightforward. Griffin, having rendered himself invisible with an earlier experiment, enters a town and sets up a lab in an inn where he works night and day to come up with a formula that will reverse his invisibility. When he slips up and accidentally reveals himself, he engages in immature and violent actions until he is forced to run and find a new hiding place. As more people become aware of his existence, his situation becomes more

perilous. Finally, he stumbles into the home of a former college professor whom he assumes will be interested in his experiments and willing to help him. The doctor, Mr. Kemp, however, reads newspaper accounts of Griffin's insane actions against people in the town and betrays his trust. Griffin is hunted down, caught and killed, whereupon he becomes visible again. The little, inconspicuous victim of some of Griffin's behaviour is left with the stolen money and the documents that explain Griffin's experiments. The story closes with the suggestion that Marvel himself might try the experiments if only he could figure them out.

Character List

Griffin

The Invisible Man. He is an albino college student who had changed his area of study from medicine to physics and had become interested in refractive indexes of tissue. During his studies he stumbled across formulas that would render tissue invisible. Eventually he tries the formula on himself, thinking of all the things he could do if he were invisible. Unfortunately, the conveniences are far outweighed by the disadvantages; Griffin turns to crime as a means of survival.

Mr. Marvel

The first character whom Griffin tries to use as an accomplice. Mr. Marvel is short, fat, and a loner. He is the area tramp. Griffin perhaps also thinks that he is a little stupid and will thus not be able to resist and will not be believed if he tries to tell anyone about his predicament.

Dr. Kemp

A former associate of Griffin's in his college days. Griffin had been a student and knew Kemp to be interested in bizarre, and idiosyncratic aspects of science. It is to Kemp's house that Griffin goes in his final attempt to find an accomplice and live a more normal life. Kemp, however, has no particular sense of loyalty to a former student and is not prepared to participate in Griffin's grand schemes. He is also more deceitful than Griffin knows and betrays the invisible man even while pretending to accept his confidences.

Minor Characters

The Halls

Proprietors of the Coach & Horses. Mrs. Hall is the one who is primarily in charge. Mr. Hall tried to help his wife run the place. Unlike Mrs. Hall he has no head for business and did not appreciate her behaviour towards the stranger simply because he had brought in business during the off-season. She is happy enough to leave Griffin alone so long as her money is coming in on time. Her husband is more suspicious but does not interfere until Griffin's behaviour starts to become obvious. Mrs Hall looked after the daily running of the inn while Mr. Hall cooperated in having the luggage delivered from the station.

Teddy Henfrey

A clock repairman who happens to visit the inn for a cup of tea. Mrs. Hall takes advantage of him to try to find out about her strange guest. Because the stranger will not talk, Teddy convinces himself that the man is someone of a "suspicious" nature. Teddy begins the rumour about the man being wanted by the police and merely wrapping himself up to conceal his identity.

Fearenside

A cart man who delivers luggage from the station whenever he is needed. He notices darkness through a torn pant leg where there should be pink flesh and starts the stories of Griffin being either a black man or a piebald.

Cuss

A general practitioner who attempts to get an interview with Griffin. He is the first to realize he actually see emptiness where there should be flesh and bone. He also tells an outrageous story to his companions in town after Griffin terrifies him by pinching his nose with an invisible hand.

Mr. Bunting

Bunting is the vicar. Cuss takes his story to Bunting. The next evening Bunting and his wife hear a noise in their house after they have gone to bed. They hear someone sneeze, and their money disappears right before their eyes.

Theme Analysis**PLOT STRUCTURE ANALYSIS**

The plot of the story is very straightforward. It begins in third person as the narrator introduces the Invisible Man midway through his experiences. Once the Man is revealed, Griffin himself takes over and tells how he began his experiments and what happened to him after he had taken the potion. At the end, the point of view once again changes to that of an objective narration. As Griffin tells his story, one can see that his behaviour becomes increasingly reprehensible. In a very logical way, people first in Iping, and then in surrounding towns, become aware of the strange being in their midst. The people are curious, frightened and then determined in their attempts to bring him down and to find out who and what he really is.

The climax of the story occurs when Griffin returns to take revenge on Kemp for betraying him. The plot is resolved with the Invisible Man's death.

THEMES – THEME ANALYSIS**Corruption of Morals in the Absence of Social Restriction**

The narrator uses the Invisible Man to experiment with the depth to which a person can sink when there are no social restrictions to suppress his behaviour. When Griffin first kills his father, he excuses it away by saying that the man was a “sentimental fool.” When he takes the potion himself, he endures such pain that he “understands” why the cat howled so much in the process of becoming invisible. Nevertheless he has no compassion for the cat, for his father or for any of the people he takes advantage of in the course of trying to survive invisibility. On the contrary, he descends from committing atrocities because they are necessary to his survival to committing them simply because he enjoys doing so.

This theme of corruption in the absence of social law has become a motif that is explored in other literary works. H. G. Wells created his story with very little psychological elaboration or character development. Other writers, however, have taken the idea much farther; we are thus blessed with novels such as *Lord of the Flies*, and *Heart of Darkness*, along with short stories by Poe and Melville.

Science without Humanity

Although Wells does not have his characters elaborate on this idea, the concept is represented in the character of Kemp as well as in Griffin himself. Kemp wants to stop Griffin more out of fear for himself than out of concern for the community, but he is nonetheless fascinated by the

accomplishment of this misguided college student. The problem with the entire experiment is that Griffin pursued the idea of invisibility without regard to whether or not there would be any real benefit to society because of it.

Study Questions

- 1.) Why does Mrs. Hall tolerate the Invisible Man as long as she does?
- 2.) Why do you think Griffin smashes bottles and swears behind the locked door of his room?
- 3.) How do the speculations of the people in town exemplify human nature?
- 4.) Which characters have realistic reactions to the Invisible Man? Which ones have unrealistic reactions?
- 5.) Explain why Teddy Henfry decides the Man is trying to hide something from the police.
- 6.) What do Huxter's actions say about him as a member of the town?
- 7.) At what point is Griffin truly insane?
- 8.) How do you think you would react if you saw your money disappear in front of you, but couldn't see who was taking it?
- 9.) Marvel ends up with all the money because the lawyers couldn't tell definitively whom it belonged to. How is this similar to our court systems today?
- 10.) Marvel is introduced as a tramp and ends up a business owner. How realistic is this? What does it say about Marvel himself?

Model Questions and Answers - The Invisible Man

1. What impression do you form about the stranger in the beginning?

It was biting cold when a stranger arrived at the 'Coach and Horses' inn at Iping. Mrs. Hall, the owner of the inn gave him accommodation without giving much consideration about his identity. The stranger was fully covered from head to toe but his pinkish bright nose. When she went in to his room to serve him tea, she did not knock at his door and entered swiftly. She noticed that the guest had taken off his hat and overcoat. She heard a muffled voice and stood gaping at him. His head was all bandaged up. His hair escaping through them gave him a very grotesque appearance. Mrs. Hall was too shocked to even speak.

He was no miser and didn't even negotiate over the rent. Initially, he grabs our attention by his appearance. He is mysterious and whenever Mrs. Hall goes into his room, we find him standing near the window. Then Mrs. Hall encounters his bandaged head and she infers that he had met some severe accident. Mrs. Hall was talking to him but he snubbed her. It was rather rude of him. He didn't come out of his room and kept to himself. All in all, there is apparently something obscure about him.

2. Compare and contrast Mr. and Mrs. Hall with regard to their views about the stranger who came to stay at the inn.

The Halls are a typical family stuck in a situation that is totally abnormal. Mrs. Hall is the owner of the Coach and Horses and is a very friendly, hospitable and down-to-earth woman who enjoys socialising with her guests. Mrs. Hall is upset by the refusal of the mysterious guest, Griffin, to talk with her and his frequent temper tantrums. George Hall is the husband of

Mrs. Hall and helps her run the Coach and Horses. He is the first person to suspect Griffin's invisibility. When Fearenside's dog attacked Griffin and tore his trousers, he retreated to his room. Mr. Hall followed to see if he was alright, only to find a handless Griffin without his glove.

While Mrs. Hall was too ready to bear the eccentricities of their guest keeping in mind their financial interests, Mr. Hall was apprehensive about the real identity of the stranger and even confronted Mrs. Hall in this regard.

3. What were Teddy Henfrey's impressions about the guest?

From the very beginning, Teddy was suspicious of the guest. Being of a curious nature, Teddy delayed his work to fall into a conversation with the silent guest. The stranger stood where he stood and he was so still that it got on Henfrey's nerves.

He felt alone in the room and looked up, and there, grey and dim, was the bandaged head and huge blue lenses staring fixedly, with a mist of green spots drifting in front of them. It was so uncanny to Henfrey that for a minute they remained staring blankly at one another. Then Henfrey looked down again. For him it was an uncomfortable position. The stranger annoyed Mr. Henfrey so much which the latter could not bear it after sometime.

On returning from the inn after repairing the clock in the stranger's room, Henfrey uttered curses and wished the police interrogated the stranger and removed his bandages. Mr. Henfrey, out of rage, gave a much more grotesque description of the stranger so that Mr. Hall could be equally determined to throw him out at the earliest. He blamed Mrs. Hall for admitting the stranger without proper identification and reminded him that it was a mess that they could not get him out before a week had passed. In addition to this, Mr. Henfrey told Mr. Hall how his aunt at Hastings had been swindled by a stranger with empty suitcases. Altogether he left Hall vaguely suspicious.

4. Dr. Kemp comes out as a character with great grit and determination. Also bring out the qualities that make him different from Griffin.

Kemp comes out as a man of grit and determination because he was the first person who analysed the existence of the Invisible Man without any trace of apprehension. He was a well-qualified scientist who was working on a project which he hoped would win him a fellowship at the Royal Society.

This tall and slender young man with flaxen hair and almost white moustache had a rational and logical approach to the happenings around him. Thus he scoffed at the idea of the invisible Man and those who believed in the existence of such an absurd being were looked upon by him with contempt. Mr. Kemp was a keen observer and a self-confident scientist who examined the first traces of the Invisible Man's presence in his house. On coming face to face with him, Kemp did not get startled. He never lost his cool and in a very calm and composed manner, he heard Griffin's entire story with patience and assured to respect his freedom.

However when he came down to his study and read all the reports about the Invisible Man as printed by the newspapers, he sent a word to the police chief, Colonel Adye to come and arrest this criminal; Kemp's determination to check any potential threat to the society and his grit to contain the unchecked terror caused by the Invisible Man was thus fully established.

However this breach of trust on the part of Kemp can in no way be called a betrayal because he took this step in the larger interest of the welfare of the society. The manner in which he arranged and organized the arrest of Griffin also indicates the dominance of his moral strength over any other human weakness. Of course his human frailty is indicated at one stage in the story when he leaves behind the two policemen and escapes quietly from his house, but this action later becomes part of his strategy to get the Invisible Man arrested.

In college Kemp was Griffin's senior, but Kemp was not violent or given to fits of madness, he was not impulsive and had a logical mind. On the other had Griffin, because of his boundless ambition became anti-social and isolated himself from rest of the world. In his pursuit he loses his humanity and allows himself to become a slave of negative forces. In spite of his negativity, Griffin emerges as the central, the pivotal character of the story, Dr. Kemp is sidelined. It so happens to some extent because of his escapist nature and lack of courage. Thus Kemp earns the admiration of the readers for the qualities of grit and determination that he employs to rescue everyone from the evil Invisible Man.

5. What impression do you form of Dr. Kemp during his first appearance in the novel?

Dr. Kemp, a young scientist, had flaxen hair and a white moustache. He was Griffin's senior in college and was pursuing research in the hope of winning a fellowship of the Royal Society. He scoffed at superstitions. Hence, when people were running in fear of the Invisible Man, Kemp remained unflustered and while others remained bolted indoors, Kemp looked out of the window. He liked to get to the bottom of things instead of panicking.

He was also a keen observer. He observed the terror on faces as they ran and that a single man was slowed down by the weight of his pockets and conjectured that they were loaded with some heavy metal.

He was a rational person and when he noticed the blood stains on the floor, bed and door handle, he concluded that someone had come into the room. Dr. Kemp could analyse every situation with a cool mind instead of getting infuriated or excited despite being intrigued by the incidents happening around him.

6. What speculations were doing the rounds in Iping about the stranger? How did Cuss react to it?

With the arrival of the stranger in Iping, he had become a topic of conversation among the people. People had different opinions about the 'experimental investigator' as described by Mrs. Hall. Teddy Henfrey thought him to be a criminal trying to escape from justice by wrapping himself up completely with bandages. Mr. Gould assumed that the stranger must be an anarchist in disguise, preparing explosives. Mr. Fearenside declared him to be a piebald. Another asserted that he was a freak who could make his fortune in fairs by showing himself. Some even considered the stranger to be a lunatic. Women even went to the extent of thinking him to be a supernatural entity. There was one thing in common-they all disapproved of the stranger.

Mr. Cuss thought of interviewing the stranger and got the shock of his life when he was hit by a sleeve with no arm. It took him a while to steady his nerves.

7. Describe Cuss' first encounter with Griffin.

In trying not to be obtrusive, Cuss decided to go to the stranger under the pretext of collecting a subscription for the Nurses' Fund. He was shocked to find that Mrs. Hall didn't even know the stranger's name and barged into Griffin's room. Cuss was intrigued by the sight of numerous

bottles and test-tubes on stands and wanted to linger by engaging in a conversation with the stranger.

In the course of the conversation, the stranger lifted his handless arm towards the chimney trying to explain to his guest how a very important prescription, crucial to his research, had gone up in flames. Cuss was shocked by the sight of the handless arm and blurted out an enquiry to the stranger. The stranger gave Cuss a slap with his handless arm and even tweaked his nose.

By this act of carelessness, the stranger was compelled to reveal his closely guarded secret of invisibility and thus made himself vulnerable to Cuss.

8. Griffin was a brilliant scientist but a depraved human. Draw a pen-portrait of Griffin in this context.

Griffin was a very intelligent and hard-working scientist who put in his heart and soul into his research. He worked with a focused mind and stopped at nothing in pursuit of his scientific goal to achieve invisibility. Unfortunately his passion warped into an obsession and he stooped to the pits of depravity.

Griffin was a student of medicine at the University College where he won a medal for excellence in chemistry. He was almost an albino, six feet high and broad with a pink and white face and red eyes. His keen interest in light drew him to physics. Fascinated by optical density, he moved to Chesilstowe after leaving London. At that time he was twenty two years old and full of enthusiasm. He worked as a lecturer in a provincial college with his superiors and his peers, he worked stealthily so that he wouldn't have to share the credit of his work with anybody. He cut himself off from normal social life and withdrew into the dark interiors of selfishness.

His poverty drove him to the extent of robbing his own father, creating such a situation that the old man had to commit suicide in order to escape humiliation. The lack of remorse at the death of his father was a firm point when this otherwise brilliant scientist turned into a self-centred, selfish and callous man. Throwing away all ethics and morality, Griffin grew short tempered, intolerant and vindictive. He finally succeeded in his ambition but the unforeseen problems that were generated because of his invisible condition compelled him to move to Iping, a remote village.

Embittered by his pseudo success Griffin continued to fall morally. He made life miserable for the people of Iping, especially that of the Hall couple. He resorted to theft, robbery, and terror to proclaim a false sense of superiority. The absence of humane sensitivity in Griffin became clear when he forced a vulnerable Marvel to be his accomplice. The brutal manner in which he killed Wicksteed and chased Kemp to avenge treachery marked the eventual destruction of goodness, mercy and kindness that are the trademarks of an intelligent scientist. Therefore Griffin's character comes out more as a wicked, crazy and heinous criminal than a responsible scientist.

9. Highlighting the facts from the novel, how can you say that the Invisible man is against traditional moral values? /Griffin stands for science without humanity. Substantiate.

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 who 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.

10. Describe the final chase where the hunter is hunted'. What do you learn from it?

The final chase begins with Kemp running in terror of the Invisible Man, to his neighbour Mr. Heelas' house. Mr. Heelas who had already heard about Mr. Kemp being chased by the Invisible Man refuses to give him refuge in his house. Forced to run again, Kemp ran with all his might.

All along he saw houses locked and barred by his own orders. He, in his terror, imagined footsteps behind him, he even thought of jumping into a passing tram. At that time he was hit by the car and went reeling towards his unseen antagonist, hit under the jaw again and sprawled on the ground. A couple of eager hands gripped his throat. Kemp grasped the wrists and heard a cry of pain from his assailant. The grip at his throat relaxed and with a tremendous effort, Kemp freed himself and grasped a shoulder and rolled over it.

"I have got him", Kemp screamed "Help! Help!-Hold! Hold his feet." In a second there was a rush and Kemp could hear only sounds of blows and heavy breathing. The Invisible Man threw off a couple of his attackers but Kemp clung on to him. The tram conductor suddenly got the neck and shoulder and hit hard. A wild scream 'Mercy! Mercy!' was heard and Kemp shouted at men to 'stand back' as the man was hurt.

Kemp examined the thing unseen on the ground. People were now coming out of the houses. Very little was said by anyone. Suddenly an old woman pointed at the outline of a hand - limp and opaque. Slowly the strange change continued and along with the limbs the vital centres of the Invisible Man appeared soon. They saw his crushed chest, his shoulders and the dim outline of his drawn and battered features. There lay naked and pitiful on the ground the bruised and broken body of a young man about thirty. His hair and brow were white- not grey with age because he was an albino and his eyes were like garnets. His hands were clenched, eyes wide open, his expression was one of anger and dismay.

Someone brought a sheet from the 'Jolly Cricketers' and having covered him, they carried him into a house. And there Griffin the world's most gifted physicist, ended in disaster his strange and terrible career. At the end of the novel, though sorry for Griffin we do not feel any

sympathy. He lived violently and died a violent death. He showed no mercy to people he met and the same fate waited for him. It also makes one think that science if not used for the service of mankind is evil and is without humanity. Griffin paid a heavy price for using science without humanity for his own selfish ends. He becomes inhuman and loses all rights to our compassion.

11. Describe how Marvel is able to rise up from being a poor tramp to being the owner of his own bar. What traits of his character are revealed through his journey?

Thomas Marvel had been portrayed as an eccentric person, ample in size and with a bristling beard. He wears shabby, old-fashioned clothes like his 'obsolete hat' and he has buttons replaced by pieces of string. He was a comic tramp trapped by the Invisible Man to be his partner and carried his scientific notebooks and stolen money. Aware of his burden, he pleaded before Griffin to set him free but the latter was not in a mood to listen to him. Finally, being afraid of his unseen partner, Marvel flees to Port Burdock with both the notebooks and money, where he got police protection. The novel ends with him secretly "marvelling" at Griffin's notes. It turned out that Marvel kept the notes and only viewed them when there was nobody around so nobody could know Griffin's secrets. Since the police couldn't prove whose money he had, Marvel got to keep everything that was stolen by Griffin with which he opened his bar and became quite a successful businessman.

