



केन्द्रीय विद्यालय संगठन
KENDRIYA VIDYALAYA SANGATHAN
An Autonomous Body Under MHRD, Government of India

तत् त्वं पूषन् अपावृणु
केन्द्रीय विद्यालय संगठन

AHMEDABAD REGION



SUPPORT MATERIAL
CLASS XII
ENGLISH CORE (301)¹



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INDEX

Sr. No.	Topic	Page No.
1.	Question Paper Pattern (301)	05 - 07
2.	Reading (Unseen Passages)	08 - 38
3.	Notice	39 - 41
4.	Advertisements	41 - 43
5.	Invitations(Formal & Informal)	43 - 56
6.	Letter Writing A) Application for a job B)Letter to the Editor	57 - 62
7.	Article Writing	63 - 65
8.	Report Writing	66 - 69
9.	LITERATURE Flamingo MCQs, Short Answer Questions and Long Answer Questions	70 - 153
10.	LITERATURE Vistas MCQs, Short Answer Questions and Long Answer Questions	154 - 235

ENGLISH CORE (CODE NO. 301)

CLASS – XII 2020-21

PART A - 40 MARKS

Reading Comprehension 20 Marks

I. Multiple Choice questions based on one unseen passage to assess comprehension, interpretation and inference. Vocabulary and inference of meaning will also be assessed. The passage may be factual, descriptive or literary. Ten out of eleven questions to be done. **(10x1=10 Marks)**

II. Multiple Choice questions based on one unseen **case-based** factual passage with verbal/visual inputs like statistical data, charts, newspaper report etc. Ten out of eleven questions to be done. **(10x1=10 Marks)**

Note: The combined word limit for both the passages will be 700-750 words.

Literature 20 Marks

III. Multiple Choice Questions based on two prose extracts, one each from the books **Flamingo and Vistas**, to assess comprehension and appreciation. Refer to the lines to answer questions based on the given extract. Any 2 out of 3 extracts to be done. **(8x1=8)**

IV. Multiple Choice Questions based on poetry extract from the book **Flamingo** to assess comprehension, analysis and inference. Refer to the lines to answer questions based on the given extract. Any 1 out of 2 extracts to be done. **(4x1=4)**

V. Text based questions to assess comprehension, analysis, inference and interpretation from the books **Flamingo and Vistas**. Eight out of ten questions to be done. **(8x1=8)**

PART B (SUBJECTIVE QUESTIONS) - 40 MARKS

Writing Section: 16 Marks

Q.1. Short writing task –Notice/Advertisement up to 50 words. One out of the two given questions to be answered. **(3 Marks:** Format: 1 / Content: 1 / Expression: 1)

Q.2. Short writing task –Formal/Informal Invitation and Reply up to 50 words. One out of the two given questions to be answered. **(3 Marks:** Format: 1 / Content: 1 / Expression: 1)

Q.3. Letters based on verbal/visual input, to be answered in approximately 120-150 words. Letter types include application for a job, Letters to the editor (giving suggestions or opinion on issues of public interest). One out of the two given questions to be answered **(5 Marks:** Format: 1 / Content: 2 / Expression: 2)

Q.4. Article/ Report Writing, descriptive and analytical in nature, based on verbal inputs, to be answered in 120-150 words. One out of the two given questions to be answered **(5Marks:** Format: 1 / Content: 2 / Expression: 2)

Literature Section: 24 Marks

Q.5. Five short answer type questions, **out of six, from Prose and Poetry from the book Flamingo**, to be answered in 30-40 words. Questions should elicit inferential responses through critical thinking. **(5x2=10)**

Q.6. Two short answer type questions, out of three, from **Prose (Vistas)**, to be answered in 30-40 words. Questions should elicit inferential responses through critical thinking. **(2x2=4)**

Q.7. One Long answer type question, from **Prose/poetry (Flamingo)**, to be answered in 120-150 words to assess global comprehension and extrapolation beyond the text. Questions to provide evaluative and analytical responses using incidents, events, themes as reference points. Any 1 out of 2 questions to be done. **(1x5=5)**

Q.8. One Long answer type question, based on the chapters from the book **Vistas**, to be answered in 120-150 words to assess global comprehension and extrapolation beyond the text. Questions to provide evaluative and analytical responses using incidents, events, themes as reference points. Any 1 out of 2 questions to be done. **(1x5=5)**

Question Paper Design 2020-21
English CORE XII (Code No. 301)

Section	Competencies	Total Marks	%
Reading Comprehension	Conceptual understanding, decoding, Analyzing, inferring, interpreting, appreciating, literary, conventions and vocabulary, summarizing and using appropriate format/s	20	25%
Creative Writing Skills	Conceptual Understanding, application of rules, Analysis, Reasoning, Appropriacy of style and tone, using appropriate format and fluency, inference, analysis evaluation and creativity evaluation and creativity	16	20%
Literature Textbooks and Supplementary Reading Text	Reading Text convention, inference, analysis, creativity with fluency	44	55%
	TOTAL	80	100%
Assessment of Listening and Speaking Skills		20	-
	GRAND TOTAL	100	

READING COMPREHENSION (20 Marks)

PART A

1. Multiple Choice questions based on one unseen passage to assess comprehension, interpretation and inference. Vocabulary and inference of meaning will also be assessed. The passage may be factual, descriptive or literary. **Ten out of eleven questions to be done. (10x1=10 Marks)**

PASSAGE 1

Read the passage carefully:

1. When plastic waste is burnt, a complex weave of toxic chemicals is released. Breaking down Poly Vinyl Chloride, (PVC) is used for packaging, toys and coating electrical wires. It produces dioxin, an organochlorine which belongs to the family of Persistent Organic Pollutants (POPs). A recent Dioxin Assessment Report brought out by the United States Environment Protection Agency (USEPA) says the risk of getting cancer from dioxin is ten times higher than reported by the agency in 1994.

2. Yet the Delhi government is giving the green signal to a gasification project which will convert garbage into energy without removing plastic waste. Former transport minister Rajendra Gupta, the promoter of this project, says this is not necessary. He claims no air pollution will be caused and that the ash produced can be used as manure. An earlier waste-to-energy project set-up in Timarpur failed. The new one, built with Australian assistance, will cost 200 crore. It will generate 25 megawatts of power and gobble 1,000 tonnes of garbage every day.

3. "Technologies like gasification are a form of incineration," says Madhumita Dutta, central coordinator with Toxics Link, New Delhi. Incineration merely transfers hazardous waste from a solid form to air, water and ash, she points out. Toxins produced during incineration include acidic gases, heavy metals as well as dioxins and furans. "The 'manure' will be hazardous and a problem to dispose," says Dutta.

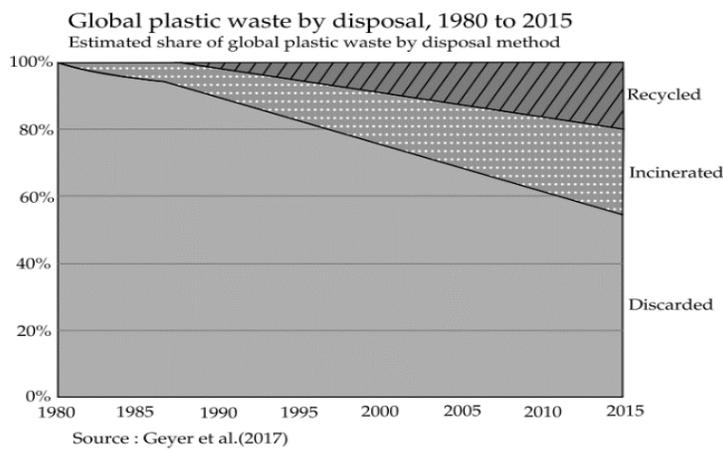
4. Municipal solid waste contains a mix of plastics. Breaking down this waste emits hydrochloric acid which attacks the respiratory system, skin and eyes, resulting in coughing, vomiting and nausea. Polyethylene generates volatile compounds like formaldehyde and acetaldehyde, both suspected carcinogenic. Breathing styrene from polystyrene can cause leukaemia. Polyurethane is associated with asthma. Dioxin released by PVC is a powerful hormone disrupter and causes birth defects and reproductive problems. There is no threshold dose to prevent it and our bodies have no defence against it.

5. "Even the best run incinerators in the world have to deal with stringent norms, apart from contaminated filters and ash, making them hugely expensive to operate," says Dutta. In Germany, air pollution devices accounted for two-thirds the cost of incineration. Despite such efforts, the European Dioxin Inventory noted that the input of dioxin into the atmosphere was the highest from incineration.

6. How has global plastic waste disposal method changed over time? In the chart, we see the share of global plastic waste that is discarded, recycled or incinerated from 1980 through to 2015.

Prior to 1980, recycling and incineration of plastic was negligible; 100 percent was therefore discarded. From 1980 for incineration and 1990 for recycling, rates increased on average by about 0.7 percent per year. In 2015, an estimated 55 percent of global plastic waste was discarded, 25 percent was incinerated and 20 percent recycled.

7. “India does not have the facility to test dioxin and the cost of setting one up is prohibitively expensive,” says Dutta. Besides, Indian garbage has a low calorific content of about 800 cal/kg, since it has high moisture and requires additional fuel to burn. Toxics link calculates that the electricity generated from such technology will cost between 5-7 per unit, which is six times higher than conventional energy. India has chosen a dioxin preventive route and burning of chlorinated plastics is prohibited under Municipal Solid Waste and Biomedical Rules. Nearly 80 percent of Indian garbage is recyclable or compostable. Resident associations, the informal sector and the municipal corporation can make Delhi’s garbage disappear in a sustainable manner. “Instead, the government promotes end of pipeline solutions,” says Dutta.



On the basis of your understanding of the passage, answer any ten of the following questions by choosing the most appropriate option:

(a) Dioxine causes

- (i) cancer
- (ii) heart attack
- (iii) hypertension
- (iv) sickness

(b) Which statements are NOT TRUE according to the passage?

1. India has adopted a preventive measure under which burning of chlorinated plastics is prohibited.
2. USEPA says that the risk of getting cancer from dioxin is hundred times higher than reported by the agency in 1994.
3. Incineration merely transfers hazardous waste from a solid form to air, water and ash.
4. Hydrochloric acid attacks the digestive system, nose and eyes which results in diabetes and nausea.

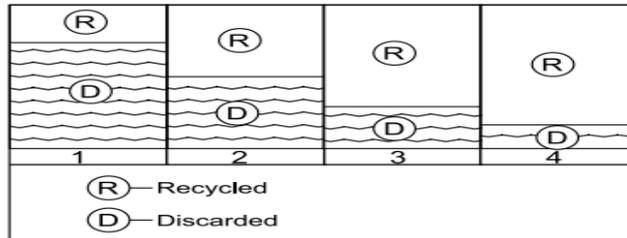
- (i) 2 and 4
- (ii) 1 and 3
- (iii) 3 and 4

(iv) 1 and 2

(c) Garbage can be converted into energy by

- (i) gasification
- (ii) gratification
- (iii) a chemical process
- (iv) incinators

(d) Based on the graphical chart in the passage, chose the option that correctly states the ratio between discarded waste to recycled global plastic waste in 2015.



- (i) option 1
- (ii) option 2
- (iii) option 3
- (iv) option 4

(e) Before 1980, how much global plastic waste was discarded?

- (i) 40%
- (ii) 60%
- (iii) 80%
- (iv) 100%

(f) Based on the given graphical representation of data in the passage, choose the option that lists the statements that are TRUE.

1. In the year 2015, the incinerated plastic waste disposal was 80%.
2. In the year 1980, share of discarded plastic waste was 100%.
3. Discarded plastic waste was 60% in the year 2010.
4. Recycled plastic waste in the year 2000 was less than 70%.

- (i) 1 and 3
- (ii) 2 and 3
- (iii) 1 and 4
- (iv) 3 and 4

(g) Former transport minister Rajendra Gupta claims that during gasification, ash produced can be used as.....

- (i) fuel
- (ii) manure
- (iii) pesticide
- (iv) none of these

(h) Converting waste to energy project will consume how much energy?

- (i) 20 megawatts
- (ii) 200 megawatts
- (iii) 250 megawatts
- (iv) 25 megawatts

(i) By 2015, how much global plastic waste has been incinerated?

- (i) 55%
- (ii) 25%
- (iii) 20%
- (iv) 0.7%

(j) Which word in the passage means same as 'waste material'? (para 2)

- (i) gasification
- (ii) garbage
- (iii) pollution
- (iv) manure

(k) Arrange the sentences in the order in which they occurred year wise.

1. From 1980, rates increased on average by about 0.7 percent per year for incineration.
2. 20 percent waste was recycled in 2015.
3. Prior to 1980, recycling and incineration of plastic was negligible.
4. In 2015, an estimated 55 percent of global plastic waste was discarded.

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

PASSAGE 2

Read the following passage:

1. No student of a foreign language needs to be told that grammar is complex. By changing word sequences and by adding a range of auxiliary verbs and suffixes, we are able to communicate tiny variations in meaning. We can turn a statement into a question, state whether an action has taken place or is soon to take place, and perform many other word tricks to convey subtle differences in meaning. Nor is this complexity inherent to the English language. All languages, even those of so-called 'primitive' tribes have clever grammatical components. The Cherokee pronoun system, for example, can distinguish between 'you and I', 'several other people and I' and 'you, another person and I'. In English, all these meanings are summed up in the one, crude pronoun 'We'. Grammar is universal and plays a part in every language, no matter how widespread it is. So, the question which has baffled many linguists is—who created grammar?

2. At first, it would appear that this question is impossible to answer. To find out how grammar is created, someone needs to be present at the time of a language's creation, documenting its emergence. Many historical linguists are able to trace modern complex languages back to earlier languages, but in order to answer the question of how complex languages are actually formed, the researcher needs to observe how languages started from scratch. Amazingly, however, this is possible.

3. Some of the most recent languages evolved due to the Atlantic slave trade. At that time, slaves from a number of different ethnicities were forced to work together under colonizer's rule. Since, they had no opportunity to learn each other's languages, they developed a make-shift language called a pidgin. Pidgins are strings of words copied from the language of the landowner. They have little in the way of grammar, and in many cases, it is difficult for a listener to deduce when an event happened, and who did what to whom. Speakers need to use circumlocution in order to make their meaning understood. Interestingly, however, all it takes for a pidgin to become a complex language is for a group of children to be exposed to it at the time when they learn their mother tongue. Slave children did not simply copy the strings of words uttered by their elders; they adapted their words to create a new, expressive language. Complex grammar systems which emerge from pidgins are termed creoles and they are invented by children.

4. Further evidence of this can be seen in studying sign languages for the deaf. Sign languages are not simply a series of gestures; they utilise the same grammatical machinery that is found in spoken languages. Moreover, there are many different languages used worldwide. The creation of one such language was documented quite recently in Nicaragua. Previously, all deaf people were isolated from each other, but in 1979 a new government introduced schools for the deaf. Although children were taught speech and lip reading in the classroom, in the playgrounds they began to invent their own sign system, using the gestures that they used at home. It was basically a pidgin. Each child used the signs differently, and there was no consistent grammar. However, children who joined the school later, when this inventive sign system was already around, developed a quite different sign language. Although it was based on the signs of the older children, the younger children's language was more fluid and compact, and it utilised a large range of grammatical devices to clarify meaning. What is more, all the children used the signs in the same way? A new creole was born.

5. Some linguists believe that many of the world's most established languages were creoles at first. The English past tense -ed ending may have evolved from the verb 'do'. 'It ended' may once have been 'It end-did'. Therefore, it would appear that even the most widespread languages were partly created by children. Children appear to have innate grammatical machinery in their brains, which springs to life when they are first trying to make sense of the world around them. Their minds can serve to create logical, complex structures, even when there is no grammar present for them to copy.

On the basis of your understanding of the passage, answer any ten of the following questions by choosing the most appropriate option:

(a) Complexity in language is inherent to.....

- (i) all the languages
- (ii) English
- (iii) tribal languages
- (iv) primitive languages

(b) The Cherokee pronoun system can distinguish between.....

- (i) You and I
- (ii) Several other people and I
- (iii) You, another person and I
- (iv) All of these

(c) Based on your understanding of the passage, choose the option that lists the correct sequence of the sentences associated with the formation/ creation of grammar.

1. In order to answer the question of how complex languages are actually formed, the researcher needs to observe how languages started from scratch.
2. Slaves developed a make-shift language called a pidgin.
3. Some linguists believe that many of the world's most established languages were creoles at first.
4. To find out how grammar is created; someone needs to be present at the time of a language's creation.

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

(d) All the following sentences about Nicaraguan sign language are true except:

- (i) the language has been created since 1979
- (ii) the language is based on speech and lip reading
- (iii) the language incorporates signs which children used at home
- (iv) the language was perfected by younger children

(e) Which option represents who partly invented the complex grammar system even for the most widespread languages?



(1)



(2)



(3)



(4)

- (i) image 1
- (ii) image 2
- (iii) image 3
- (iv) image 4

(f) Some of the most recent languages evolved due to the.....

- (i) Atlantic slave trade
- (ii) complex grammar system
- (iii) weak pronunciation
- (iv) none of these

(g) What is common to all languages?

- (i) basic grammar
- (ii) the sign rules
- (iii) grammar is common to all languages
- (iv) series of gestures

(h) According to the passage what can be attributed as a consequence of the Atlantic slave trade?

- (i) language's creation and documenting its emergence
- (ii) evolution of some of the most recent languages
- (iii) many word tricks can be performed to convey subtle differences in meaning
- (iv) a statement can be turned into a question

(i) What are creoles?

- (i) sign languages of deaf
- (ii) complex grammar systems which emerge from pidgins
- (iii) strings of words copied from the language of the landowner
- (iv) logical grammar invented by children

(j) Which word in the passage means opposite to 'easy'? (para 1)

- (i) sequences
- (ii) variation
- (iii) crude
- (iv) complex

(k) Pick the option that correctly tells how the younger children's mind work in the absence of grammatical knowledge.

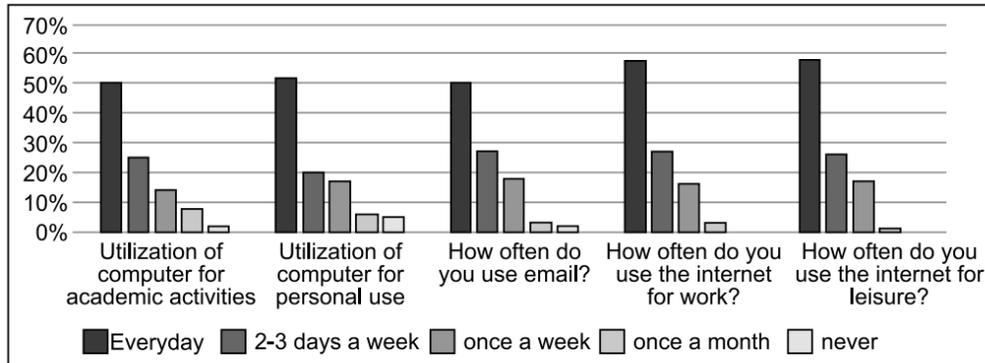
1. They create logical structures.
2. They imitate others.
3. They have innate grammatical machinery in their brains.
4. They learn other languages.

- (i) 2 and 3
- (ii) 1 and 3
- (iii) 2 and 4
- (iv) 3 and 4

PASSAGE 3

Read the passage given below:

1. The present generation is well updated in the use of internet and computers. The rapid development in computer technology and increase in accessibility of the internet for academic purposes has changed the face of education for everyone associated with it. Let's look at the data arising out of a recent survey that was done to ascertain the time spent on utilisation of the computer and internet:



2. At present, many schools and universities have been implementing internet-based learning, as it supplements the conventional teaching methods. The internet provides a wide variety of references and information to academics as well as scientific researchers. Students often turn to it to do their academic assignments and projects.

3. However, research on the Net is very different from traditional library, and the differences can cause problems. The Net is a tremendous resource, but it must be used carefully and critically.

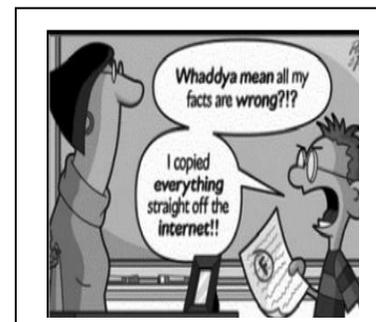
4. According to a 2018 Academic Student e-book Experience Survey, conducted by LJ's research department and sponsored by EBSCO, when reading for pleasure, almost 74% of respondents said they preferred print books for leisure whereas, 45% of respondents chose e-books rather than the printed versions, for research or assignments.

5. When asked what e-book features make them a favourite for research, the respondents were clear. Having page numbers to use in citations, topped the list (75%); followed by the ability to resize text to fit a device's screen (67%); the ability to bookmark pages, highlight text, or take notes for later reference (60%); downloading the entire e-book (57%); and allowing content to be transferred between devices (43%) were the varied responses.

On the basis of your understanding of the passage, answer any ten out of the eleven questions that follow.

(a) According to the passage, one of the reasons for the recent transformation of education is the:

- (i) techno-efficiency of the present generation
- (ii) expanse of courses on technology
- (iii) simplification of the teaching and learning method



(iv) easy availability of the internet

(b) Pick the option that lists statements that are NOT TRUE according to the passage.

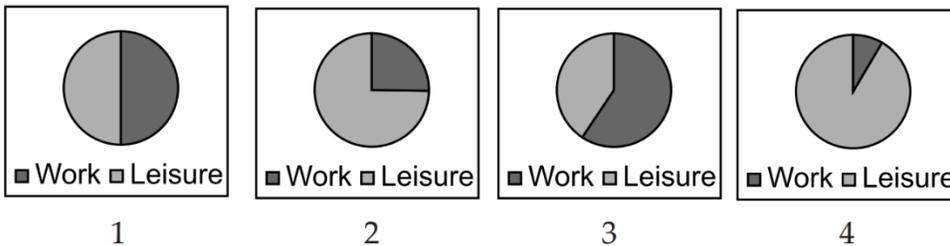
1. Internet-based education can only complement familiar methods of education.
2. Net-based learning will replace face-to-face education.
3. The resources that the net provides are a danger to the education system.
4. The current times has seen a rise in the convenience of using the internet for academic purposes.

- (i) 1 and 2
- (ii) 3 and 4
- (iii) 2 and 3
- (iv) 1 and 4

(c) The word 'tremendous', as used in paragraph 3, means the same as

- (i) 'expensive'
- (ii) 'renowned'
- (iii) 'innovative'
- (iv) 'incredible'

(d) Based on the graphical chart in the passage, choose the option that correctly states the depiction of internet usage for work and for leisure, for once a month.



- (i) option 1
- (ii) option 2
- (iii) option 3
- (iv) option 4

(e) "... but it must be used carefully and critically." The idea of being careful and critical while using the

internet, is mainly a reference to

- (i) hardware malfunction
- (ii) plagiarism
- (iii) troubleshooting
- (iv) virus threat

(f) Based on the given graphical representation of data in the passage, choose the option that lists the statements that are TRUE with respect to the usage of email.

1. The everyday usage of email is more than the everyday usage of computer for personal use.
2. About 18% people use email once a week.
3. There are a smaller number of email users using it 2-3 times a week than the ones using it once a month.

4. resizing text to fit screen.

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

PASSAGE 4

Read the passage given below:

1. "Who doesn't know how to cook rice? Cooking rice hardly takes time." said my father. So I challenged myself. I switched from news to YouTube and typed, "How to cook rice?" I took one and a half cups of rice. Since I didn't have access to a rice cooker, I put the rice in a big pot. Firstly, the rice has to be washed to get rid of dust and starch. I thought I won't be able to drain the rice and that it will fall out of the pot. I observed the chef as I swirled the rice around and used my dexterous hands to drain it, not once, not twice, but three times. I looked down at the sink and saw less than 50 grains that made their way out of the pot. Suffice to say, I was up to the mark.

2. The video stated that the key to perfect rice is equal amounts of rice and water. I have heard that professionals don't need to measure everything; they just know what the right amount is. But as this was my first time in the kitchen. I decided to experiment by not measuring the water needed for boiling the rice. I wanted the rice to be firm when bitten, just like pasta. I don't enjoy the texture of mushy rice. It has to have that chutzpah; it has to resist my biting power just for a bit before disintegrating.

3. After what seemed like 10 minutes, all the water disappeared. I went in to give it a good stir. To my surprise, some of the rice got stuck to the pot. I tried to scrape it off but to no avail. At the same time, there was a burning smell coming from it. I quickly turned the stove off. "What have you done to the kitchen?" shouted Mother, while coming towards the kitchen. I managed to ward her off.

4. Finally, when the time came to taste my creation, I was surprised! It wasn't bad at all. The rice had the desired consistency. Sure, a little more salt would've been better, but I just added that while eating. The experience was fairly rewarding and memorable. It taught me a new sense of respect for those who cook food on a regular basis at home or engage in gourmet creations professionally.

On the basis of your understanding of the above passage, answer Any Ten questions from the eleven given below:

(a) Father's question to the narrator, about knowing how to cook rice, was intended to

- (i) criticize the narrator's lack of abilities
- (ii) make the process sound simple
- (iii) encourage the narrator to take up cooking
- (iv) showcase his own expertise in cooking rice

(b) "I switched from news to YouTube...." Pick the option in which the meaning of 'switch(ed)' is NOT the same as it is in the passage.

- (i) He switched on the radio to listen to the news while having dinner
- (ii) "Forget these diet supplements and switch to yoga, if you want a true sense of well-being"
- (iii) Mom switched to reading fiction recently because she was bored with cook-books
- (iv) The company will switch the trucks to other routes to bring down city pollution

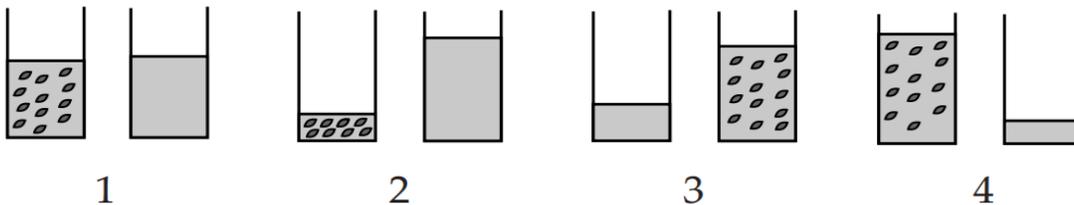
(c) Based on your understanding of the passage, choose the option that lists the correct sequence of the process.

1. Use water to wash the rice.
 2. Repeat the process three times.
 3. Drain the water off.
 4. Put rice in a utensil.
 5. Swirl the water in and around the rice.
- (i) 4, 2, 1, 3, 5
(ii) 1, 3, 2, 5, 4
(iii) 4, 1, 5, 3, 2
(iv) 5, 1, 2, 4, 3

(d) The narrator says that he has dexterous hands. He would have had a problem had it been the opposite. NOT BEING dexterous means, being

- (i) uncomfortable
(ii) clumsy
(iii) unclear
(iv) clueless

(e) Which option represents the correct ratio of water to rice for cooking 'perfect rice'?



- (i) image 1
(ii) image 2
(iii) image 3
(iv) image 4

(f) How did mother react to the burning smell?

- (i) she commented on it
(ii) she brushed it aside
(iii) she enquired about it
(iv) she handled it

(g) According to the passage, the fact that the narrator risked experimentation, on his maiden attempt in the kitchen, shows that he was

- (i) conscientious
(ii) nervous
(iii) presumptuous
(iv) courteous

(h) Pick the option showing the CORRECT use of the word 'chutzpah'.

- (i) It is the court's duty to dispense chutzpah to everyone irrespective of caste or creed
(ii) The speaker may not have much of a stage presence, but you've got to admit she's got Chutzpah.

- (iii) I could crack the code easily which proved me to be a chutzpah and I was the only one who could do so.
(iv) After his father's demise, the daughter took over the family's chutzpah to save it from disaster

- (i)** Pick the option that correctly states what DID NOT happen after the writer checked on the rice.
(i) turning the stove off
(ii) being taken aback at the condition of rice
(iii) forgetting to scrape the stuck rice
(iv) smelling the delicious aroma of cooked rice

- (j)** The narrator's creation was
(i) almost perfect to taste
(ii) way off from what he wanted
(iii) overly seasoned
(iv) quite distasteful.

- (k)** Pick the option that correctly lists the final feelings of the writer with reference to the cooking experience.
1. frustrating
2. amusing
3. satisfying
4. disillusioning
5. exacting
6. enlightening

- (i) 1 and 4
(ii) 2 and 5
(iii) 3 and 6
(iv) 1 and 3

PASSAGE 5

Read the following passage:

1. The youth is a dynamo, an ocean, an inexhaustible reservoir of energy. But this energy cannot be kept caged in prison. Its basic nature is to flow, to express itself. The youth energy on the basis of the nature of its expression can be divided into four categories.

2. The vast majority of the youth today is with the establishment, whose formula of life is learn, earn, burn and enjoy. It means learn to operate the modern devices and employ them to earn the maximum amount of wealth to the point of burning the natural resources of the earth, as well as yourself out, and then enjoy your own funeral. This category of youth is intelligent, skilful and hardworking but it lacks insight and foresight. They are self-indulgent and any sense of moral code of conduct is alien to their nature. Neither are they able to see in depth, to find out whether there is a deeper meaning and purpose to their human life, nor have they the capacity to look beyond the tips of their nose to find out the consequences of their way and approach, where it is leading them to. They are the ends into themselves and enjoyment is the motto of their life.

3. The second category of youth in nature and approach is the same but as it is less privileged and less qualified and skilled; it has lesser opportunities for earning and enjoying. Such youth

may be incited to be against the establishment. This opposition takes various forms. When it is well-organised and systemic it may take the form of political opposition and even go to the extent of expressing itself in unjust ways. When the opposition is not so intense and organised, it remains contended with giving verbal expression to its resentment periodically. The youth of the above two categories need to be shown the right path to positively channelise their energy.

4. The third section of youth is a sober and thoughtful class of people, which objectively observes and studies the phenomenon of development of the world. These youths find that man in his insatiable thirst for consumption has become blind and lost the sense of distinction between milk and blood. Today man in his mad rush for exploitation is sucking the blood of Mother Earth; leading to their destruction and is thereby digging his own grave. This responsible category of young people is looking for an alternative mode of development based on co-operation between man and man. This development based on mutual love, friendship and harmony is not only sustainable but leading to endless prosperity mutually. To bring about his natural revolution from death-movement to life-movement is the aim of this group.

5. The fourth and most vital group of youth which is going to steer humanity into the third millennium and act as the pioneer for the future development of planetary life is engaged in evolving a new way of life and releasing a new principle of global consciousness through a fundamental research in the science of life. The science of life is a new branch of knowledge which takes the whole man into account without dividing him into subjective and objective halves of spirituality and physicality and does not treat him either as a refined (thinking) animal or an ethereal entity, having its base in some other non-physical world. It rather, recognises man as a basic unit of conscious life which has got immense, practically inexhaustible, possibilities and potentialities for evolution, development and growth.

As per the Vedic formula, man is the micro-cosmos and his fullest flowering and enfoldment lies in his identification with the cosmos.

On the basis of your understanding of the passage, answer any ten of the following questions by choosing the most appropriate option:

(a) Which trait is lacking in the youth that is dexterous with the modern devices?

- (i) intelligence
- (ii) perseverance
- (iii) foresight
- (iv) skilfulness

(b) Which category of youth supports the view that man's growth lies in his identification with cosmos?

- (i) the youth that will take us to the third millennium
- (ii) that which supports sustainable development
- (iii) youth that opposes the establishment
- (iv) youth that is self-indulgent and unscrupulous

(c) Which of the following options accurately describes the third category of youth?

- 1. Intelligent and skilful
 - 2. Thoughtful and observant
 - 3. Less intelligent and skilful
 - 4. Problem solver and caring
- (i) 1 and 3
 - (ii) 2 and 4

- (iii) 3 and 4
- (iv) 1 and 4

(d) The thoughtful class of people wants cooperation between

- (i) man and man
- (ii) man and nature
- (iii) man and animals
- (iv) man and environment

(e) Which two categories of youth need to be shown the right path to help them channelise their energy?

- (i) first and third
- (ii) second and fourth
- (iii) first and second
- (iv) third and fourth

(f) As per the Vedic formula, man's fullest flowering and enfoldment lies in the.....

- (i) opposition of the cosmos
- (ii) cosmos
- (iii) identification of the cosmos
- (iv) none of these

(g) Which option represents the CORRECT traits of fourth group of youth?

- (i) Intelligent Hardworking Haughty
- (ii) Privileged Qualified Vile
- (iii) Pioneer Futurist Refined
- (iv) Skilled Ethereal Lethargic

(h) How does the dissatisfied youth express itself?

- (i) engage in political opposition
- (ii) engage in theft
- (iii) engage in wrong doings
- (iv) engage in immoral acts

(i) In how many categories can youth energy be divided?

- (i) three
- (ii) four
- (iii) two
- (iv) one

(j) Which word in the passage means same as 'important'? (para 5)

- (i) pioneer
- (ii) entity
- (iii) vital
- (iv) ethereal

(k) Which of the following options accurately describes the second category of youth?

1. less privileged and less skilful
2. intelligent and skilful
3. thoughtful and observant
4. may resort to unjust ways and can be incited against the establishment

- (i) 1 and 3
 (ii) 2 and 4
 (iii) 3 and 4
 (iv) 1 and 4

ANSWER KEY

PASSAGE 1	PASSAGE 2	PASSAGE 3	PASSAGE 4	PASSAGE 5
<p>(a) (i) cancer (b) (i) 2 and 4 (c) (i) gasification (d) (i) option 1 (e) (iv) 100% (f) (ii) 2 and 3 (g) (ii) manure (h) (iv) 25 megawatts (i) (ii) 25% (j) (ii) garbage (k) (iv) 3, 1, 4, 2</p>	<p>(a) (i) all the languages (b) (iv) all of above (c) (iii) 4, 1, 2, 3 (d) (i) the language has been created since 1979. (e) (iii) image 3 (f) (i) Atlantic slave trade (g) (iii) grammar is common to all languages. (h) (ii) evolution of some of the most recent languages (i) (ii) complex grammar systems which emerge from pidgins (j) (iv) complex (k) (ii) 1 and 3</p>	<p>(a) (iv) easy availability of the internet. (b) (iii) 2 and 3 (c) (iv) 'incredible'. (d) (iii) option 3 (e) (ii) plagiarism. (f) (ii) 2 and 4 (g) (i) never using the internet for work and leisure (h) (i) indignant (i) (iii) more than 50% respondents stated enjoying both versions of books for leisure reading. (j) (ii) option 2 (k) (i) 1, 3, 4, 2</p>	<p>(a) (ii) make the process sound simple. (b) (i) He switched on the radio to listen to the news while having dinner. (c) (iii) 4, 1, 5, 3, 2 (d) (ii) clumsy (e) (i) image 1 (f) (iii) she enquired about it (g) (iii) presumptuous. (h) (ii) The speaker may not have much of a stage presence, but you've got to admit she's got chutzpah. (i) (iv) smelling the delicious aroma of cooked rice. (j) (i) almost perfect to taste. (k) (iii) 3 and 6</p>	<p>(a) (iii) foresight (b) (i) the youth that will take us to the third millennium (c) (ii) 2 and 4 (d) (i) man and man (e) (iii) first and second (f) (iii) identification of the cosmos (g) (iii) option 3. (h) (iv) engage in immoral acts. (i) (ii) four (j) (iii) vital (k) (iv) 1 and 4</p>

- I. Multiple Choice questions based on one unseen **case-based** factual passage with verbal/visual inputs like statistical data, charts, newspaper report etc. Ten out of eleven questions to be done. **(10x1=10 Marks)**

PASSAGE - 1

Read the passage given below.

1. The impact of technical advancement in armaments on man, needs to be analyzed with arational mind, and heart free from prejudices of any kind towards modernisation. The most noticeable impact of this development certainly has been the loss of immunity from violence for successive generations ever since the invention of gunpowder.
2. In modern times, the presence of technically advanced arms, not only at the fronts but also among the civilian population, has vastly undermined the value of human life, and endangered the very entity of those virtues of self-restraint and discretion, on which a peaceful and amiable society rests. However, an unbiased view of the present scenario, would refrain one from attributing the rising trends of violence to the availability of technically superior weapons, for one must not overlook the fact that Necessity is the mother of invention.
3. Every stage in the development of armaments has been marked by its distinct impact on society. When man fought with stones and his bare hands, the society was not yet compact. The discovery of metal and the use of spears, knives and arrows indicate the stage of the formation of small kingdoms. Fire continued to be an effective weapon of destruction.
4. When man introduced the cavalry into the army and improved the strategies of making war, some small kingdoms gave away to form empires, but with no revolutionary advances in armaments forthcoming, the political structure of society remained more or less stagnant for the many coming centuries.
5. The next significant development was the use of gunpowder, which could be used to perform acts which were then thought to be impossible. Gunpowder was used to form the ammunition of several guns and canons. This sudden advances in weaponry not only facilitated the control of a large mass of people by relatively few armed men that helping to form strong empires, but the availability of the new technology to a select few nations enabled the formation of colonies in continents which did not have access to the modernized technologies of warfare.
6. Modern technological advances in armaments aided the formation of nation states in Europe. The extensive use of the fire-power lent a lethal edge to the naval power which proved to be the

greatest asset to any nation in the 19th century. Small United Nations States of Europe with strong navies, modern arms and disciplined men gained control of lands in foreign continents far greater in areas than the parent countries.

On the basis of your understanding of the above passage, answer ANY TEN questions from the eleven given below. (1x10 = 10)

- i. Necessity is the mother of invention. This statement implies -
 - a. where there is mother there is invention
 - b. when necessity arises invention is done
 - c. most of the invention are preplanned
 - d. nothing happens without creating congenial environment
- ii. The invention of modern weapons have resulted into
 - a. loss of immunity from war in the society
 - b. successive wars for the last two centuries.
 - c. arms race among the nations
 - d. loss of life and property every now and then
- iii. Small kingdoms turned into big empires, after
 - a. the invention of cavalry and canons and its introduction into the army
 - b. the introduction of nuclear arms into the army
 - c. the end of the use of knives, arrows and swords
 - d. the end of the 19th century
- iv. The style of the passage is
 - a. informative
 - b. analytical
 - c. retrospective
 - d. provocative
- v. The value of human life has been undermined by
 - a. the virtues of self-restraint and discretion
 - b. peaceful and amiable society
 - c. advancement in armaments
 - d. civilian population

- vi. The greatest asset to any nation in 19th century was
- Muscle power
 - Wind power
 - Solar power
 - Fire power
- vii. Which of the following statements is not true
- early man fought with stone
 - weaponry advancement does not have direct impact on society.
 - fire was used as an effective weapon of destruction.
 - discovery of metal helped in forming small kingdoms.
- viii. Few nations could form colonies in continents due to
- Less modern technology of warfare
 - Significant use of gun powder
 - Meekness of large mass of people
 - None of the above
- ix. Which of the following does not mean “Cavalry” as used in (para 4)
- Squadron
 - Battalion
 - Troop
 - Civilian
- x. Which word given below means same as “Asset” (para 6)
- Advantage
 - Liability
 - Handicap
 - None of the above
- xi. Which word given below means same as “Facilitate” (para 5)
- Make possible
 - Make impossible
 - Slow down
 - Demote

PASSAGE - 2

Read the passage given below:

1. The therapeutic value and healing powers of plants were demonstrated to me when I was a boy of about ten. I had developed an acute persistent abdominal pain that did not respond readily to hospital medications. My mother had taken me to the city's central hospital on several occasions where different drugs were tried on me. In total desperation, she took me to Egya Mensa, a well-known herbalist in my hometown in the Western province of Ghana. He had earned the reputation of offering excellent help when they were confronted with difficult cases where western medicine had failed to affect a cure.
2. After a brief interview, he left us waiting in his consulting room while he went out to the field. He returned with several leaves and the bark of a tree and one of his attendants immediately prepared a decoction. I was given a glass of this preparation, it tasted extremely bitter, but within an hour or so. I began to feel relieved. The rest of the decoction was put in two large bottles so that I could take doses periodically. Within about three days, the frequent abdominal pains stopped and I recall gaining a good appetite. I have appreciated the healing powers of medicinal plants ever since.
3. My experience may sound unusual to those who come from urban areas of the developed world, but for those in the less affluent nations, such experiences are a common occurrence. In fact, demographic studies by various national governments and inter-governmental organisations such as the World Health Organisation (WHO) indicate that for 75 to 90 per cent of the rural population of the world, the herbalist is the only person who handles their medical problems.
4. Over the years, I have come to distinguish between three types of medicinal practitioners. The first is the herbalist who generally enjoys the prestige and reputation of being the real traditional medical professional. The second group represents divine healers. They are fetish priests whose practice depends upon their purported supernatural powers of diagnosis. Thirdly, the witch doctor, the practitioner who is credited with the ability to intercept the evil deeds of a witch.
5. These practitioners have done well by relying almost exclusively on herbs for actual treatment while serving as the people's spiritual leaders and psychologists.
6. From the drug-stores in New Delhi, I picked up some well-packaged bark and roots of *Rauwolfia Serpentina*, a plant that was very well-known in ancient Asiatic medicine. The storekeeper said that it cures hypertension. This plant has the power to lower the blood pressure and pulse. It is used to calm down mad people because alkaloids in the plant have a specific influence on the mind.

On the basis of your understanding of the above passage, answer ANY TEN questions from the eleven given below:

- i. The special thing in the plant Rauwolfia Serpentina that influences the mind is.....
 - a. metals
 - b. alkaloids
 - c. alkalies
 - d. aroma

- ii. Who was Egra Mensa?
 - a. doctor
 - b. herbalist
 - c. chemist
 - d. yoga guru

- iii. Which parts of the plant Rauwolfia Serpentina are used to cure hypertension?
 - a. stem and roots
 - b. leaves and flowers
 - c. bark and roots
 - d. flowers and roots

- iv. Who cures the evil deeds of a witch?
 - a. doctor
 - b. herbalist
 - c. c. priest
 - d. d. witch doctor

- v. The storekeeper (in paragraph 6) felt herbal medicine was better as most drugs were:
 - a. traditional in nature
 - b. synthetic and expensive
 - c. difficult to procure
 - d. dangerous

- vi. The author was suffering from
 - a. Headache
 - b. Stomach ache
 - c. Muscle ache
 - d. Abdominal pain

- vii. WHO demographic studies display that
- a. Herbalist treats majority of the rural population
 - b. Urban population does not use herbalist
 - c. Herbalist has no impact on population
 - d. Herbalist has lot of impact on population
- viii. Rauwolfia Serpentina is useful in curing
- a. Headache
 - b. Muscle pain
 - c. Hypertension
 - d. Fever
- ix. A word in Para 1 which means "steady and continuous" is
- a. Persistent
 - b. Occasional
 - c. Intermittent
 - d. None of the above
- x. A word from the passage meaning 'well-off' is (Para 3)
- a. affluent
 - b. poor
 - c. impoverished
 - d. all of the above
- xi. The word 'acute' means.....
- a. slight
 - b. great
 - c. severe in effect
 - d. sorrow

PASSAGE - 3

Read the passage carefully:

1. There were hundreds of us in the lecture hall, watching the descent of the Vikram Lander of the Chandrayaan-2 spacecraft, with the Pragyan rover, descending on the lunar surface, all 1498 kg of it hurtling down, pulled by the gravity of Moon. It had separated from the rest of the spacecraft four days ago, leaving the Orbiter, where it is going to spend at least seven years, with its eight excellent instruments sending back crucial scientific information about the Moon, its environment and even the Sun.

2. We were applauding as the green dot on the plot of the landing trajectory, showing the altitude and the range of the lander, reached about two km above the surface, at which point its speed was about 50 m/s. Then our spirits fell as it deviated from the expected course, and got stuck, indicating that we had lost communication. This is the phase, which the ISRO Chairperson Dr. K. Sivan had described as the, “15 minutes of terror”. We still haven’t recovered communication, but thermal imaging from the orbiter’s cameras has located the site of the landing. The extent of the damage to Vikram is still being assessed. If things had gone according to plan, India would have joined an elite club of three other nations that have landed in one piece on an extra-terrestrial surface—the Moon.

3. Chandrayaan-2 was launched in July on the GSLV-3, taking a complicated, fuel efficient path to the Moon lasting over 40 days. In contrast with the Apollo missions being launched on the more powerful Saturn-V launchers in the 1960s, this mission was kept affordable, but sent the mission on a long journey fraught with possible pitfalls.

4. We are now hopeful that we will gain contact with Vikram, lovingly named after the founder of ISRO in its birth centenary year. Even if some of the instruments can be made to work, we would have valuable information and images close to the lunar surface and learn more about what to do and what not to in our next attempt.

5. The CLASS instrument on the orbiter will quantify the amount of calcium, magnesium, iron, sodium and other useful elements on or below the lunar surface through X-ray fluorescence. The IIRS instrument, also on the orbiter, will tell us about water and minerals under the surface.

6. Even if we choose not to live on the Moon, we need a Moon base, as a refuelling station, or as an assembly or service station. We have to know what resources are available on the Moon. What is a small part of this mission is not successful? In my mind, the journey of ISRO team that has brought the mission to where it is now is more important than the task that will be performed. Similarly, the complicated journey of the spacecraft from the Earth to and around the Moon has adequately demonstrated what Indian technology can achieve.

On the basis of your understanding of the above passage, answer ANY TEN questions from the eleven given below. (1x10 = 10)

- i. How many days ago was Vikram Lander separated from the spacecraft?
 - a. one day
 - b. two days
 - c. three days
 - d. four days

- ii. For how long was it supposed to remain upon the lunar surface?
- 5 years
 - 6 years
 - 7 years
 - 8 years
- iii. Based on your understanding of the passage, choose the option that lists the CORRECT order of the sentences.
- The extent of the damage to Vikram is still being assessed.
 - The IIRS instrument, also on the orbiter, will tell us about water and minerals under the surface.
 - Vikram Lander deviated from the expected course, and got stuck, indicating that we had lost communication.
 - Chandrayaan-2 was launched in July on the GSLV-3.
- 1, 2, 4, 3
 - 3, 1, 4, 2
 - 3, 2, 4, 1
 - 2, 3, 4, 1
- iv. Chandrayaan-2 was supposed to land on.....
- Southern Pole
 - Northern Pole
 - Lunar surface
 - Equatorial region
- v. Chandrayaan-2 was launched in July on the.....
- ALSV-5
 - GSLV-3
 - IIRS
 - GSLV-4 1.2
- vi. Why were the scientists happy when they saw the green dot on the trajectory?
- because it told about water and minerals under the surface.
 - because it indicated the altitude and the range of the lander
 - because it told about the presence of gaseous elements
 - because it reached in expected course of time
- vii. What is the function of CLASS instrument on the orbiter?

- a. it gives information about the moon
 - b. it shows images of the moon
 - c. it quantifies the amount of calcium, magnesium, iron, sodium and other useful elements on or below the lunar surface
 - d. it measures the air pressure on moon
- viii. Which things are required on the moon even if we don't make it our habitat?
- a. a moon base
 - b. a refuelling station
 - c. a service station
 - d. all of these
- ix. Which word in the passage means same as 'Crucial'? (para 1)
- a. pivotal
 - b. critical
 - c. significant
 - d. all of the above
- x. Pick the option that tells the feeling of the writer when the Lander deviated from the expected course, and got stuck, indicating that it had lost communication.
- a. frustrating
 - b. provoking
 - c. disheartening
 - d. hostile
- xi. The "15 minutes of terror" refers to
- a. Pragyan rover deviating from its course
 - b. Pragyan rover getting damaged
 - c. Pragyan rover exploding
 - d. Pragyan rover disappearing

PASSAGE – 4

Read the passage given below:

1. Do you know the difference between a submarine and a submersible? A submarine is a watercraft that is capable of independent operation under the sea. Submarines do not require support ships because submarines can renew their air and power supplies independently. Submersibles also submerge and operate underwater, but they need the support of a larger

vessel. Submersibles cannot renew their air and power supplies without support. For this reason, submersibles are usually smaller and cannot spend as much time underwater as submarines.

2. The first documented submersible was constructed in 1620 by Cornelius Drebbel. It was powered by rowing oars underwater. In 1648 Bishop John Wilkins wrote, "It may be of great advantages against a Navy of enemies, who by this may be undermined in the water and blown up." Over one-hundred years later, the first military submarine was ready to be deployed.

3. The Turtle was the world's first submarine used in combat. Designed by David Bushnell in 1775, it was deployed by the Continental Army during the American Revolutionary War.

4. Another notable submarine originally designed for war was Julius H. Kroehl's Sub Marine Explorer. Built between 1863 and 1866, this submarine was created for the North during the American Civil War but the war ended before it went into use. After the war it was used commercially to harvest pearls in Panamanian waters during the late 1860s. Unfortunately, the dangers of decompression sickness (a condition that occurs when divers rise to the water's surface too quickly) were not understood. While experimenting with the Sub Marine Explorer in 1867, Kroehl himself perished from decompression sickness. In 1869 a new engineer put the Sub Marine Explorer back to the task of harvesting pearls. Tragically, use of the Sub Marine Explorer was discontinued after the entire crew died from decompression sickness.

5. Submarine use increased greatly during World War I. Due to innovations in engineering, such as a dual power system using both diesel and electric sources, submarines had finally developed into effective war machines like the U-Boat.

6. Modern submarines are now powered by a nuclear reactor. The nuclear reactor generates a tremendous amount of power which allows submarines to operate at high speeds for long durations. The only factor limiting the amount of time that an advanced submarine can remain submerged is the amount of food and water that it can carry.

On the basis of your understanding of the above passage, answer ANY TEN questions from the eleven given below:

- i. For what purpose were submersibles originally designed?
 - a. Transporting passengers underwater without the threat of storms
 - b. Exploring under the sea
 - c. Smuggling weapons and outlawed materials
 - d. Attacking ships on the surface of the water
- ii. Why was the Sub Marine Explorer originally created?
 - a. To assist the North in the Civil War

- b. To harvest pearls
 - c. To explore undersea
 - d. To experiment with decompression sickness
- iii. Which is most likely to limit the how long a modern submarine can remain submerged?
- a. The amount of fuel in the submarine
 - b. The air supply in the submarine
 - c. The amount of food and water aboard the submarine
 - d. There is no limit to the amount of time a modern submarine can remain submerged
- iv. How were U-Boats powered?
- a. Hand crank
 - b. Diesel
 - c. Battery
 - d. Both B & C
- v. Which of the following statements best describes the Turtle according to the text?
- a. The Turtle was the first submarine used during war to destroy another ship.
 - b. The Turtle was the first submersible used during war to attack another ship.
 - c. The Turtle was the first submersible used during war to destroy another ship.
 - d. The Turtle was the first submarine used during war to attack another ship.
- vi. Which of the following best describes why the author most likely wrote this text?
- a. To entertain his audience with stories about submarines
 - b. To educate his readers about how submarines work
 - c. To inform his readers about the evolution of submarines
 - d. To convince his audience to purchase a submarine
- vii. Which is the most likely reason why the author wrote the first paragraph?
- a. To explain a concept that would be referenced throughout the text
 - b. To introduce the main idea of the text
 - c. To get the reader's attention with startling information
 - d. To amuse the reader with an interesting historical anecdote
- viii. Which does not describe a way in which submersibles are different from submarines?
- a. Submersibles are usually smaller than submarines.
 - b. Submersibles are not capable of independent operation.
 - c. Submersibles can usually spend more time underwater than submarines.
 - d. Submersibles cannot independently renew their air and power supplies.

- ix. Which of the following best describes how the text is structured in the first paragraph?
- a. Compare and Contrast
 - b. Chronological
 - c. Problem and Solution
 - d. Sequence / Process
- x. Which of the following would be the best title for this reading passage?
- a. How Submarines Work
 - b. Evolution of Submarines
 - c. Turtle: The First Combat Submarine
 - d. The Differences between Submarines and Submersibles
- xi. Which word in the passage means same as 'Combat'? (para 3)
- a. warfare
 - b. give up
 - c. submit
 - d. surrender

PASSAGE –5

1. Philosophy of Education is a label applied to the study of the purpose, process, nature and ideals of education. It can be considered a branch of both philosophy and education. Many educationalists consider it a weak and woolly field, too far removed from the practical applications of the real world to be useful.

3. Plato is the earliest important educational thinker, and education is an essential element in "The Republic" (his most important work on philosophy and political theory, written around 360 B.C.). In it, he advocates some rather extreme methods: removing children from their mothers' care and raising them as wards of the state, and differentiating children suitable to the various castes, the highest receiving the most education, so that they could act as guardians of the city and care for the less able. He believed that education should be holistic, including facts, skills, physical discipline, music and art.

4. Aristotle considered human nature, habit and reason to be equally important forces to be cultivated in education, the ultimate aim of which should be to produce good and virtuous citizens. He proposed that teachers lead their students systematically, and that repetition be used as a key tool to develop good habits, unlike Socrates' emphasis on questioning his listeners to bring out their own ideas. He emphasized the balancing of the theoretical and practical aspects of subjects taught, among which he explicitly mentions reading, writing, mathematics, music,

physical education, literature, history, and a wide range of sciences, as well as play, which he also considered important.

5. During the Medieval period, the idea of Perennialism was first formulated by St. Thomas Aquinas in his work "De Magistro". Perennialism holds that one should teach those things deemed to be of everlasting importance to all people everywhere, namely principles and reasoning, not just facts (which are apt to change over time), and that one should teach first about people, not machines or techniques. It was originally religious in nature, and it was only much later that a theory of secular perennialism developed.

6. During the Renaissance, the French skeptic Michel de Montaigne (1533 - 1592) was one of the first to critically look at education. Unusually for his time, Montaigne was willing to question the conventional wisdom of the period, calling into question the whole edifice of the educational system, and the implicit assumption that university-educated philosophers were necessarily wiser than uneducated farm workers, for example.

On the basis of your understanding of the above passage, answer ANY TEN questions from the eleven given below. [1X10=10]

i. Philosophy of Education is a branch of both –

- a. Psychology and Education
- b. Philosophy and Education
- c. Psychology and Teaching
- d. None of the above

ii. What is the difference between the approaches of Socrates and Aristotle?

- a. Aristotle felt the need for repetition to develop good habits in students; Socrates felt that students need to be constantly questioned
- b. Aristotle felt the need for rote-learning; Socrates emphasized on dialogic learning
- c. There was no difference
- d. Aristotle emphasized on the importance of paying attention to human nature; Socrates emphasized upon science

iii. Why do educationists consider philosophy a 'weak and woolly' field?

- a. It is not practically applicable
- b. Its theoretical concepts are easily understood
- c. It is irrelevant for education
- d. None of the above

iv. What do you understand by the term 'Perennialism' from the given passage?

- a. It refers to something which is of ceaseless importance
- b. It refers to something which is quite unnecessary
- c. It refers to something which is abstract and theoretical
- d. It refers to something which existed in the past and no longer exists now

v. 'The Republic' is an important work on

- a. Philosophy
- b. Political Theory
- c. Education
- d. both a and b above

vi. Plato believed that -

- a. only the rich have the right to acquire education
- b. education should be holistic
- c. only a select few are meant to attend schools
- d. all pupils are not talented

vii. According to Aristotle ultimate aim of education is

- a. Produce virtuous citizens
- b. Produce intelligent citizens
- c. Produce good citizens
- d. both (a) and (c)

viii. Why did Aquinas propose a model of education which did not lay much emphasis on facts?

- a. Facts are not important
- b. Facts do not lead to holistic education
- c. Facts change with the changing times
- d. Facts are frozen in time

ix. Who questioned the assumption that university-educated philosophers were necessarily wiser than uneducated farm workers?

- a. Plato
- b. Aristotle
- c. Montaigne
- d. Socrates

x. Choose the word which is most nearly the same in meaning as the word given in bold. 'Skeptic'

(Para 6)

- a. believer
- b. doubter
- c. optimist
- d. disciple

xi. Choose the word which is most nearly the same in meaning as the word given in bold.

'Explicitly' (Para 4)

- a. uncertain
- b. precisely and clearly
- c. indefinitely
- d. questionable

ANSWER KEY

PASSAGE 1	PASSAGE 2	PASSAGE 3	PASSAGE 4	PASSAGE 5
i. b	i. b	i. d	i. b	i. b
ii. a	ii. b	ii. c	ii.a	ii. d
iii. a	iii. c	iii. b	iii.c	iii. a
iv. c	iv. d	iv. c	iv. d	iv. a
v. c	v. b	v. b	v. d	v. d
vi. d	vi. d	vi. b	vi. c	vi. b
vii. b	vii. a	vii. c	vii. a	vii. d
viii. b	viii. c	viii. d	viii.c	viii. c
ix. d	ix. a	ix. d	ix.a	ix. c
x. a	x. a	x. c	x. b	x. b
xi. a	xi. c	xi. a	xi. a	xi. b

WRITING SECTION (16 Marks)

PART B (SUBJECTIVE QUESTIONS)

Q.1. Short writing task –Notice/Advertisement up to 50 words. One out of the two given questions to be answered. **(3 Marks:** Format: 1 / Content: 1 / Expression: 1)

NOTICE (3 MARKS)

A notice should contain all the necessary details such as:

- ✓ Name of the issuing authority (school, organization, etc)
- ✓ The word 'NOTICE' in capital letters
- ✓ Date of issue of the notice to the left side
- ✓ Title of the Event in the centre
- ✓ Content in 50 words that should answer the following
 - a)Who do you want to inform (the target audience)??
 - b) Who is organising?
 - c) What do you want to inform?
 - d) When (Date/time/duration)?
 - e)Where is it being organised? (Venue)?
 - f)Additional Information
 - g)Person to be contacted and last date (if any)
 - h)Authorized signatory: Signature Name and, designation

Format-1 M	Name of Issuing agency/Authority WITH PLACE
	<u>NOTICE</u> (Capital letters)
	Date of Issue
	Catchy Headline (Event, Competition, lost, found, Celebrations etc.)
	Body-
	<ul style="list-style-type: none">• Who do you want to inform?• What do you want to inform?• When (Date, time, duration) Content-1 M• Where (Place/ Venue)• Additional Information
Sign	FormatExpression-1 M
Name	
Designation	
	TOTAL :3 MARKS

EXAMPLE 1: CCA department of your school is going to organise a folk dance competition of paired state i.e. Chhattisgarh on 5th Feb 2021. Write a notice in not more than 50 words to be displayed on the school notice board, inviting students to participate in it. Give all the necessary information. You are Diya / Dipak, Secretary, CCA department, Kendriya Vidyalaya, Diu.

<p>Kendriya Vidyalaya, Diu</p> <p><u>NOTICE</u></p> <p>28/01/2021</p> <p style="text-align: center;"><u>Folk Dance Fiesta</u></p> <p>All the students of KV Diu are hereby informed that the CCA department of Vidyalaya is going to organise a folk dance competition.</p> <p style="text-align: center;">Date-5th Feb, 2021 Time- 9:00 AM to 10:30 AM Venue- Assembly Hall</p> <p>The dance must be of paired state i.e. Chattisgarh. Seven students from senior group (Classes IX to XII) can participate from each house. Winner will represent the Vidyalaya at cluster level. For more information, contact the undersigned.</p> <p>Sign Diya Secretary, CCA department</p>
--

EXAMPLE 2: You are Kamil/Priya, the Head Boy/Girl of Mother Mary International School, Mt. Abu. Your school is going to celebrate 'Joy of giving' day on the occasion of Christmas. Draft a notice in not more than 50 words to inform and collect the things for needy.

<p>Mother Mary International School, Mt. Abu</p> <p><u>NOTICE</u></p> <p>15/12/2020</p> <p style="text-align: center;"><u>Joy of Giving</u></p> <p>All the students are hereby informed that the school is going to celebrate the Joy of giving Day on the occasion of Christmas. Whoever is willing to give away his/her things like toys, comics, clothes etc. may submit the things to his/her class teacher before 23rd December, 2020. For more information, contact the undersigned.</p> <p>Sign Kamil School Captain</p>
--

GUIDED EXERCISE:

Your school is organising a SPICMACAY programme on the occasion of the World Dance Day 29 April 2020 wherein the renowned Bharatnatyam dancer, Smt.Geeta Chandran would be giving a lecture-demonstration. As the President, Cultural Society of your school, draft notice in about 50 words, informing the students about the same. You are Rohan / Rohini of Tapovan International School, Mehsana.

- Value points to be kept in mind(HINTS)
- Who – students of Tapovan International School Mehsana.
 - What- SPICMACAY programme on the occasion of the World ‘Dance Day wherein the renowned Bharatnatyam dancer, Geeta Chandran would be giving a lecture-demonstration.
 - When- On 29 April 2020
 - Where- School Auditorium / Cultural Hall / Assembly Hall
 - Additional information

OR

ADVERTISEMENTS (3 MARKS)

Q.1 You are Sneha / Sneha, a travel agent with MousamTravels, Mumbai. Write an advertisement to be published in the local daily for a tour package to Kerala.

TRAVELS AND TOURS

Attractive package available for Kerala, 5 nights / 6 days, breakfast, dinner, sightseeing and return air tickets included at Rs.20,000/- per person. Special discount of 5% for groups. Booking open till 10 August 2020. Contact Sneha / Sneha, Mousam Travels, Mumbai at 98xxxxxxx.

Q.2.You are Haresh / Harita. Your institute has started classes for JEE. Giving all relevant details, draft an advertisement to be published in a local newspaper.

COACHING TO CRACK JEE

HORIZON announces commencement of courses for JEE. Duration is of 3 months. Fresh batches start from 1st May,2021. Incentives for early birds.Computer aided learning. Apply latest by 28 April 2021 to Haresh / Harita, HORIZON Institute, Baroda.

Q.3.You are Nimesh / Namita of 12, Sindhu Colony, Nagpur. You have parking space in the basement of your house. Draft an advertisement 'To Let' this space for parking purpose.

TO LET

Available for rent 1000 sq. mtr. Parking space in the basement residential complex in Ashok Vihar, Delhi. Suitable for bank/MNC. Expected rent Rs. 25000/- per month (negotiable). Contact Nimesh at 9868xxxxxx (M.)

Q.4: You have retired from a bank after 30 years of service and are looking for a job. Draft an advertisement in about 50 words for the situation wanted column of a local daily giving your qualifications, experience and the kind of job expected. You are Mukesh/Mohini, 4, Bank Enclave, Rohtak.

SITUATION WANTED

Retired bank official seeks a job as Senior Accountant in a firm. Have a master's degree in Commerce and 30 years' experience of working in a nationalised bank. Job profile can include managing and maintaining logbooks and account balance. Contact: Mukesh at 98XXXXXXXX or mukesh@gmail.com

Q.5:Write an advertisement in about 50 words for change of a name in a local daily.

CHANGE OF NAME

I, Miss Reema Mathur, got married to Rajendra Tripathi. I will be called Mrs. Reema Tripathi henceforth, vide affidavit dated 30/01/2021, Memo No. 104/Delhi High Court, issued by first class magistrate, Delhi High Court.

GUIDED EXERCISES:

Q.1 You are the President of Bright Education Foundation, River Avenue, Kolkata. You need Education officers to inspect and monitor the working of the chain of public schools run by your society. Draft an advertisement to be published in the classified columns of a local daily.

Hints:Academic & Administrative Experience. Age - travel to various schools – inspection & monitoring - office administration - Attractive remuneration package-last date to apply - detailed bio-data - the President - address.

Q.2Write an appeal inviting suitable donors to offer one kidney to save the life of a young man whose kidneys are badly damaged. Appeal to be published in a newspaper.

Hints: Begin with 'Appeal' or 'Help Required' - Specify the nature of the appeal - Give a brief description of problem - Specify the help required - Provide a contact address and phone number.

Q.3 You plan to sell your bike. Draft a suitable advertisement in not more than 50 words to be inserted in the classified columns of a local daily, giving all necessary details of the bike. You are Mery/Mohit, 12, ShadashivPethr, Pune - 40.

Hints: make –model – colour – warranty – insurance – expected price – contact number

Q.4 You are looking for a suitable match for your sister. Write the particulars of girls and ask for the particulars of the prospective bridegroom. Your written account should be suitable for entry in the 'Matrimonial Columns' of a newspaper.

Hints:Begin "Groom wanted" – description of girl – height- weight – complexion –education – caste – religion – describes prospected groom - height- weight – complexion – education – caste – religion – job profile etc

Q.5 Your dog named Marlow is missing since 25th January. 2021. Draft an advertisement under the 'Missing' column of a local daily newspaper providing all details in about 50 words.

Hints: Begin with "Missing Pet" name – colour – breed - age – identification mark - missing since – missing from date– Contact details

INVITATIONS (3 marks)

Q.2. Short writing task –Formal/Informal Invitation and Reply up to 50 words. One out of the two given questions to be answered. **(3 Marks:** Format: 1 / Content: 1 / Expression: 1)

Formal invitations

- i) Printed invitation cards inviting guests to be present on a particular occasion.
- ii) Formal&typed/hand written letteraddressed to a VIP invitedto preside over a social, cultural and educational function

EXAMPLES OF FORMAL INVITATIONS (printed)

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

Mrs. And Mr. Raj Kumar Gupta
Seek your auspicious presence at the
Grand Celebration Party
of their son Rohit's successfully passing the
IIT-JEE ENTRANCE EXAMINATION
at
8.00 p.m.
On
28th March 2021
at
UTSAV BANQUET HALL

Compliments from Friends and Relatives
RSVP
K-18, 13th Cross, Malleswaram
2712001/9732966964

2) Write a formal invitation on behalf of Mrs. & Mr. Ramkumar inviting guests to the auspicious occasion of the marriage of their daughter Sudha with Shyam (s/o Mrs and S.M Joshi) with necessary detail. Do not exceed 50 words.

Mrs & Mr Ramkumar
Request the pleasure of your company
On the auspicious occasion of the
MARRIAGE
Of their daughter
Sudha

With

Shyam
(s/o Mrs & Mr. S.M Joshi)
on Monday, 25th March, 2021 at 9 pm
at Hotel Elite International, Jalandhar

R.S.V.P
55, Model Town
Jalandhar, phone: 2276527

3) You are a student of Holy Family School, Calicut. The school is holding its Annual Function on 15th Nov, 2020. The District Collector Shri K.K Rajan has consented to be the chief guest. Design an invitation card to be sent to the parents and the other invitees

The Principal, Members of Staff & Students
Of
Holy Family Public School, Calicut
will be pleased to have you amidst on the auspicious occasion of
THE ANNUAL FUNCTION
Of the school
at 11 a.m. on November 15, 2020
Shri K.K. Rajan, Hon'ble District Collector, Calicut has consented to *be the Chief Guest*
and will give away the prizes to the students.

R.S.V.P
Principal
Ph No.9428xxxxxxx

4) On behalf of Mrs. and Mr. Sreejith, write a formal invitation, inviting his boss and wife, Mrs. And Mr.Ranjith for a dinner on the occasion of their 10th Wedding Anniversary.

Mrs & Mr. Sreejith
Request the pleasure of the company of
Mrs. And Mr. Ranjit
At
DINNER
On the occasion of their
10th wedding anniversary
8 p.m. on Sunday, March 20, 2021
At Hotel 365, 41 road R.K, Puram, Delhi

RSVP
9428xxxxxxx

FORMAL INVITATION (Letter format)

1. Send a formal invitation in letter format to Sh. K.K. Vijay Raghav, an educationist residing at 35, Mahatma Gandhi Nagar, Baroda to inaugurate the Value Education Club of your school. You are Ankit, the head boy of Tagore English Medium School, Baroda.

Tagore English Medium School
Baroda

20th March 2021

Sh. K.K.Vijay Raghav
35, Mahatma Gandhi Nagar,
Baroda.

Sub: Inauguration of Value Education Club
Sir

With great pleasure, we would like to inform you that a Value Education Club has been formed in the school. It would be a matter of great honour to us if you could spare some time and consent to inaugurate the Value Education Club of our school at 11:00 A.Mon 30th March, 2021 in the school auditorium. Please convey your acceptance by 25th March.

Yours faithfully,
(Ankit)
Head boy

2. Kamla Nehru School, Bangalore is celebrating its Annual Day on 10th March 2021. Draft a formal invitation on behalf of the principal inviting Sh. KJ Singh, Commissioner of Police to be the Chief Guest. Invent relevant details.

Kamala Nehru School
Bangalore

1st March 2021

Mr. K.J. Singh
Commissioner of Police
Police Lines
Bangalore

Sub: Invitation to be the Chief Guest of Annual Day Function

Sir

It gives us immense pleasure to inform you that we are celebrating our school's Annual Day function at 5.30 p.m on 10th March 2021 in the Activity Hall of the school. We shall consider it a great honour if you could grace the occasion and preside over the function as the Chief Guest and give away the prizes. Kindly convey your acceptance at the earliest.

Yours faithfully
Principal

3. The literary club of your school is putting up the play 'Mother's Day'. As secretary of the club, draft an invitation inviting the famous writer Anjali Gupta to be the guest of honour at the function. Write the invitation in not more than 50 words. You are Praveen.

ABC School
Shastri Nagar
Mumbai

February 20, 2021

Ms Anjali Gupta
XYZ Lane
Mumbai

Sub: Invitation as Guest of Honour

Madam

The Literary club of our school is putting up the play 'Mother's Day' on 28th February in our school auditorium from 9 to 10 am. It is a great honour to invite you on behalf of the whole school to be the Guest of Honour at the function. It would be our privilege if you consent to grace this occasion with your esteemed presence.

Yours faithfully
Praveen
Secretary (Literary Club)

GUIDED EXERCISES:

1. Your school, BalPeeth Residential School, Bellary is planning to organize the Annual Sports Day in the school premises. Draft an invitation in about 50 words giving necessary details.

.....
of
BalPeethResidential School,Bellary
.....

ANNUAL SPORTSDAY

at.....onMonday,
at.....

AirMarshalS.K.Sinha,AVSM,
has kindlyconsentedtobethe*chiefguest*

&

Smt.RadhaSinha

has graciouslyconsented togiveaway

RSVP
Principal
9428xxxxxx

2. Send a formal invitation to Sh. K.N.Venkatachalam, 22, RoseEnclave, Bangalore, the famous educationist to speak on the importance of devotion, dedication and discipline in Value Education club of your school. Invent necessary details. You are Ankit/Ankita, Secretary of the club.

.....
.....

20th March 2021

.....
.....

Sub:.....

Sir

It gives us immense pleasure the newly formed Value Education Club of our School will be inaugurated on.....at.....in the School Auditorium.It is an honour for us to.....to.....on the topic.....Kindly convey your acceptance.

Yours faithfully

.....

REPLIES TO FORMAL INVITATIONS

(ACCEPTANCE / REFUSAL)

EXAMPLE 1: Reply to the formal invitation given below:

Mrs. Agrawal & Mr. Agrawal
request the pleasure of your company at dinner
On the occasion of their
25th Wedding Anniversary
At 8 p.m. on Tuesday, 21st March 2021
at

Hotel LEELA PALACE, Bangalore
RSVP: 12, JanakPuri, New Delhi
Phone-011-23564543

ANS.

STYLE-1

DATE

ADDRESS (optional)

MR/MRS (...SELF NAME.) thank MR/MRS (who invited) for his kind invitation
(...OCCASION.....) on (date.....) at (time.....) at
(venue.....) He/she is glad to inform him that he/she will attend the function in
time OR he/she regrets his/her inability to attend the function due to (reason.....)

Reply to the above invitation (accepting)

15th March

73, Sector-11-A
Chandigarh

Mrs. and Mr. Sen were pleased and thankful to receive the invitation for dinner on the occasion of the 25th Wedding Anniversary of Mrs. and Mr. Agrawal at 8.00 pm on Tuesday 21 March 2021 at hotel Leela Palace Bangalore. They would like to accept the invitation and confirm their participation in the function.

Best wishes
Sen

Reply to the same invitation (refusing)

15th March

73, Sector-11-A
Chandigarh

Mrs. And Mr. Sen thank Mrs. And Mr. Agrawal for the invitation for dinner on the occasion of their 25th Wedding Anniversary on Tuesday, 12th July 2016 at Hotel Leela Palace. However, they express their inability to be present on the occasion due to a prior engagement.

Best wishes,
Sen

STYLE-2

Reply (letter format)

Example 2: You are Ankit Sharma, an eminent educationist. You have been invited to preside over on Inter Zonal Declamation competition by Neha, the President of English Literary club of Government Model Sr. Sec. School, Sector-19, Chandigarh.

ANS.

ACCEPTANCE

73, Sector-11-A
Chandigarh

21 march 2021

Ms.Neha
President
English Literary club
Government Model Sr. Sec. School,
Sector-19, Chandigarh

Dear Ms. Neha

I express my gratitude for inviting me to preside over the Inter Zonal Declamation Competition to be held on 30th March 2021 at 9.30 p.m. in the School Auditorium. I shall be highly delighted to attend the function and enjoy listening to the views of students. It will be kind of you, if you could provide me the official transport.

Yours sincerely
Ankit Sharma

OR REFUSAL

73, Sector-11-A
Chandigarh

21 march 2021

Ms. Neha
President
English Literary club
Government Model Sr. Sec. School,
Sector-19, Chandigarh

Dear Ms Neha

Many thanks for inviting me to preside over the Inter Zonal Declamation Competition to be held on 30 March 2021 at 9.30 p.m. in the School Auditorium. But I shall not be able to attend the same due to a prior appointment with my doctor. I regret my inability to attend the event and would like to convey my best wishes to the participants.

Yours sincerely
Ankit Sharma.

GUIDED EXERCISES (FORMAL REPLIES)

1. You are Akshya / Aakriti. You have been invited to participate in a seminar on 'Fundamental Rights of Children', organised by the Lions Club of your district. Respond to the invitation by writing a **letter** to the Secretary of the club.

1) Accepting the invitation

25, Aram Bagh Road
Meerut

.....
The Secretary

.....
Sir

Sub: Acceptance of Invitation

Thanks for your invitation for a seminar to be held on.....at..... on the topic
..... I appreciate your concern for the under-privileged children. I am very
much pleased to accept the invitation and will reach the venue in time. I hereby confirm my
participation in the seminar.

Yours sincerely
Akshya /Aakriti

and 2) Refusing the invitation

25, Aram Bagh Road
Meerut

.....
The Secretary

.....
Sir

Sub:to accept the invitation

Thanks for your invitation for a seminar to be held on.....at..... on the topic
..... I appreciate your concern for the under-privileged children. But I really
regret my.....to attend the seminar due to..... I would like to convey my
..... for the successful conduct of the seminar.

Yours sincerely
Akshya/Aakriti

2) You are Sh. K.K. Vijay Raghav, an educationist residing at 35, Mahatma Gandhi Nagar. You received an invitation from Ankit, the head boy of Tagore English Medium school, Baroda to inaugurate the Value Education Club of the school.

Write a reply

- (a) accepting the invitation and
- (b) refusing it

a) Acceptance

.....
.....

Mr. K K Vijay Raghav Mr. Ankit Head boy of Tagore English Medium school Baroda for inviting him to on at 11.a.m. in the school auditorium. He is pleased to and will be reaching the school in time.

.....

b) Refusal

.....
.....

Mr. K K Vijay Raghav thanks Head boy of Tagore English Medium school Baroda him to on 21st March at in the school auditorium. He his to attend the function due to an out station assignment. He conveys his best wishes for the success of the program.

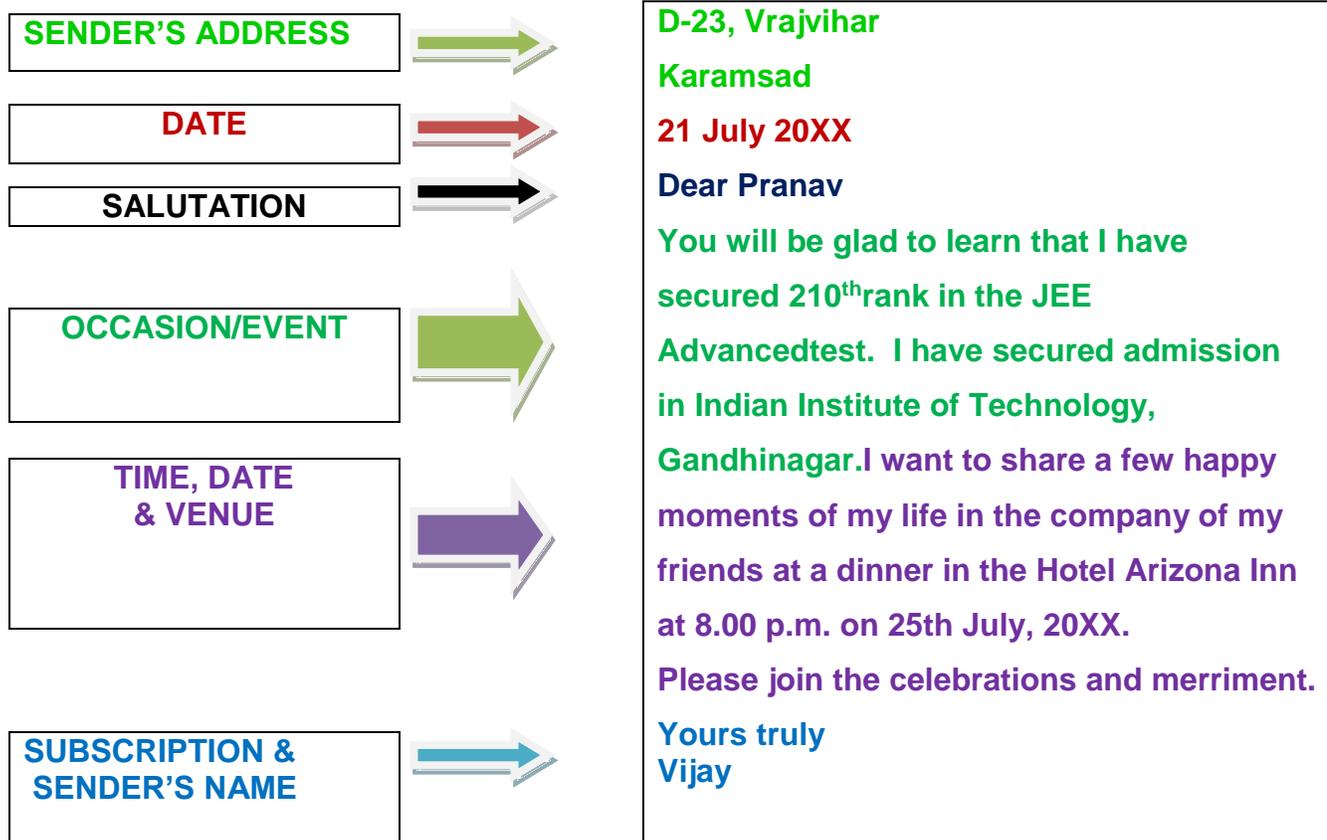
.....

INFORMAL INVITATION

Informal invitations follow the ordinary personal letters pattern. These letters or invitations are written to relatives, friends and known persons.

1. Vijay has got success in JEE Advanced. He wants to celebrate his admission to IIT, Gandhinagar by giving a party to his friends. Write an informal invitation giving details of venue, time and date. Do not exceed 50 words.

Sample Answer:



2. You are Kanay. You are going on a picnic with a group of your classmates to Nal Sarovar, near Ahmedabad. Write an informal invitation to your friend Kirit to join you on that day.

Sample Answer:

45, Paramount Height,

Maninagar,

Ahmedabad

25 January, 20XX

Dear Kirit

You will be delighted to learn that we have devised a full day joyous outing. I, along with four of my classmates, have decided to go on a picnic to Nal Sarovar Bird Sanctuary this Sunday, i.e., 31st January, 20XX. We'll assemble at my house at 6 a.m.

Do join us and have fun.

Yours truly

Kanay

Informal Replies to Invitations

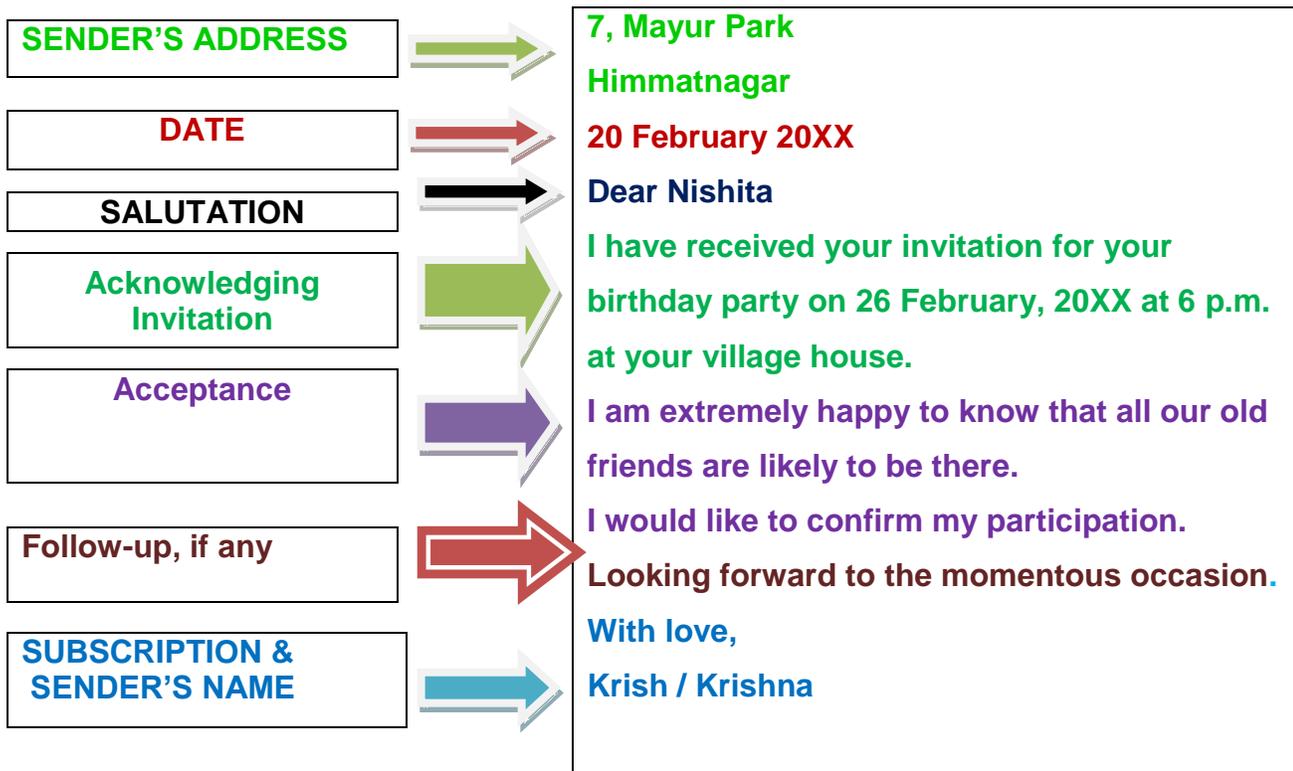
Acknowledge the invitation in first person.

Use second person for the sender of invitation.

- ✓ Mention acceptance/regret.
- ✓ Specify the reason in case of refusal.
- ✓ Use warm and simple language.

3. You are Krish / Krishna. You have been invited to attend a birthday party of your closest friend. Respond to this invitation. **(ACCEPTING THIS INVITATION)**

Sample Answer:

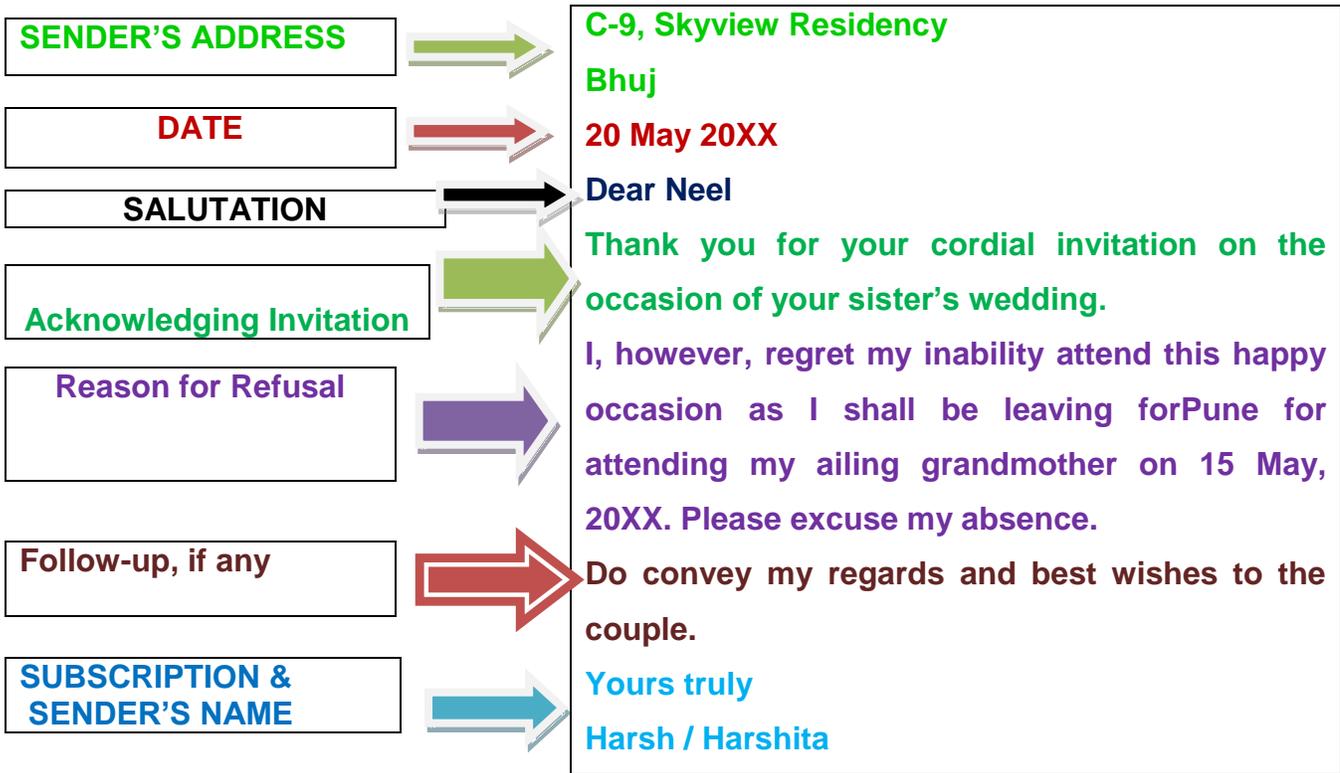


4. You are Yashvi /Yash, and have been invited to a party of your friend Vrushali. Write a reply accepting the invitation you got.

ACCEPTANCE OF INVITATION

5, Greenwood Bungalows
 Nasik
 22 July, 20XX
 Dear Vrushali,
 Many thanks for inviting me to attend your party which will be held on 28th July 20XX at your home. I shall be highlydelighted to attend the same and will enjoy the party with great fun.
 Yours truly
 Yashvi / Yash

5. You are Harsh / Harshita. You have been invited to attend the wedding of your friend’s sister during summer vacation. Respond to the invitation, regretting your inability to attend it.(REFUSAL)



LETTER WRITING (5 MARKS)

Q.3. Letters based on verbal/visual input, to be answered in approximately 120-150 words. Letter types include application for a job, Letters to the editor (giving suggestions or opinion on issues of public interest). One out of the two given questions to be answered (**5 Marks**)

(Format: 1 / Content: 2 / Expression: 2)

A) APPLICATION FOR A JOB

COMMON CONTENT FOR ALL JOB APPLICATIONS:

This is in response to your advertisement in the ----- dated -----, I wish to be considered for the post of -----. I am confident that my qualification and experience are suitable for the post mentioned above.

I am enclosing my bio-data, all testimonials and attested copies of my certificates along with the letter. I hope to receive a positive response from you.

Thanking You

Yours sincerely

ABC

Bio-data

Name	
Father's Name	
Age	
Date of Birth	
Educational Qualification	
Address	
Hobbies	
Contact	
Experience	
Reference	

EXAMPLE 1: You are Anamika / Aman of Lower Jakhu, Shimla. You have recently gone through an advertisement in The Tribune for the post of a PGT English. Write a letter to the Principal, ABC Public School, Theog applying for the post of PGT English. Furnish your bio-data as well.
26-B Lower Jakhu
Shimla

25 February, 2021

The Principal
ABC Public School
Theog

Subject: Application letter for the post of PGT English

Sir

This is in response to your advertisement in the 'The Tribune' dated 18th February, 2021. I wish to be considered for the post of PGT English. I am confident that my qualification and experience are suitable for the post mentioned above.

I am enclosing my bio-data, all testimonials and attested copies of my certificates along with the letter. I hope to receive a positive response from you.

Thanking you

Yours faithfully
Aman Sharma

Encl: bio-data, testimonials, attested copies of certificates

BIODATA

Name	Aman Sharma
Father's Name	Sh. Akhilesh Sharma
Age	29 years
Date of Birth	15th January, 1992
Educational Qualification	(i) B.A. (English), Punjab University (ii) M.A. (English), Punjab University (iii) B.Ed (English), Punjab University
Address	26-B, Lower Jakhu, Shimla
Hobbies	Reading and Playing Table Tennis
Contact	9276XXXXXX
Experience	2 years at Doon Public School, Dehradun
Reference	(i) Prof. Mahesh Verma, Punjab University (ii) Mr. Aakash Thapa, Principal, Doon Public School, Dehradun

EXAMPLE 2: You see a classified advertisement in the newspaper inviting applications for the post of a Sales Executive in a reputed bank. Write a letter with bio-data in about 120-150 words to the HR Manager, HABC Bank, Lajpat Nagar New Delhi, applying for the post advertised.

You are Avani/Aviral of 120, Kirti Nagar Delhi.

120, Kirti Nagar
New Delhi

28 Jan,20xx

The HR Manager
HABC Bank
New Delhi

Sub: Application for the post of Sales Executive

Sir

With reference to your advertisement published in your esteemed newspaper dated 15 Jan 20xx, I would like to submit my resume for the post of Sales Executive. I am an MBA from SNTD University. I did my B. Com from University of Delhi. I have a total experience of 3years in the relevant field. If given a chance, I'll try to do everything in my capability to company's growth.

I have attached my resume for your kind consideration.

Hope to get a positive reply from your side.

Thank You
Yours truly,
Avani/Aviral

RESUME

Name	:	Aviral Kumar Singh
Father's Name	:	Mr. M.K. Soni
D.O.B	:	09 Nov.19XX
Contact No.	:	94120xxxxx
Address	:	12, Kirti Nagar, New Delhi
Nationality	:	Indian
Marital Status	:	Single
Qualification	:	M. Com (Delhi University)
Experience	:	3 years
Professional Qualification	:	MBA from SNTD University
Hobbies	:	Painting, Music and Reading

Proficiency in other fields : Computers (Basic and Languages)
References : 1) Mr. Shubendu Dhar
GM, Anupam Associates

New Delhi
2) Dr. Sharad Sharma
BM, SBI, I.T.O Branch, Delhi

B) LETTER TO THE EDITOR

Points to remember:

- Draw the attention of the concerned authorities/general Public towards the problem NOT of the Editor
- Request concerned authorities to take the action NOT to the editor
- Raise the issue by citing some latest news items / Survey report etc.
- Analyze the issue, try to find causes.
- Offer suggestions to solve the problem.

Beginning line in the content of the letter:

Through the columns of your esteemed newspaper, I would like to draw the attention of the concerned authorities towards_____

Ending Lines:

Hope some effective measures will soon be adopted to improve the existing situation
OR

Hope the concerned authorities will take notice and do something in this direction.

OR

I hope the concerned authorities and the general public will see the gravity of the matter and some measures will be adopted to _____

The format of a **letter to the editor of a Newspaper** is as follows –

1. **Sender's address:** The address and contact details of the sender are written here. Include email and phone number, if required or if mentioned in the question.
2. **Date:** The date is written below the sender's address after Leaving one space or line.
3. **Receiver-Editor's address:** The address of the recipient of the mail i.e. the editor is written here.
4. **Subject of the letter:** The main purpose of the letter forms the subject. It must be written in one line. It must convey the matter for which the letter is written.
5. **Salutation** (Sir / Respected sir / Madam)
6. **Beginning line:** Through the columns of your esteemed newspaper, I would like to draw the attention of the concerned authorities towards_____

Paragraph 1: Introduce yourself and the purpose of writing the letter in brief.

Paragraph 2: Give a detail of the matter.

Paragraph 3: Ending Line (Conclusion)

7. Complimentary Closing

8. Sender's name, signature and designation (if any)

Sample Formal Letter

You are a resident of 7, Club Road, Hyderabad-13. Write a letter to the Editor of the Hyderabad Times, P.O. Box 350 Hyderabad-1, about the bad quality and inadequate supply of tap water in your locality.

Sender's address (only address— not name)	7, Club Road Hyderabad April 12, 20XX	Date
Designation of receiver	The Editor The Hyderabad Times P.O. Box 350 Hyderabad-1	
Receiver's address	Sir	
Salutation	Subject: <u>Inadequate Supply of Water</u>	
Subject statement	Through the medium of your newspaper, I would like to draw the attention of the civic authorities to the bad quality and inadequate supply of tap water in our locality.	
Problem	It is unfortunate that the civic authorities do not care to provide citizens with even the basic amenities such as proper and adequate water supply. In our locality, water is supplied only for an hour in the morning. For the rest of the day, the taps remain dry. Also, the quality of water supplied is extremely poor. There have been some cases of diarrhoea and dysentery. It is feared that these diseases may break out in an epidemic form if the quality of water is not improved.	
Effects of problem		
Desired future course of action	It is hoped that instead of ignoring the matter, the authorities concerned will take immediate steps to ensure adequate supply of good quality tap water in our locality.	
Subscription and signature	Yours faithfully Your name	

EXAMPLE: You are Ronit/Ronita, resident of C-49, Shivam Society, Karelibaug, Baroda. You find participation of children in various reality shows on T.V. a form of child exploitation. Write a letter to the editor of a national daily showing your concern about various forms of child exploitation prevalent in Educated, Urban society giving some suggestions to curtail it.

Ans.

C-49, Shivam Society,
Karelibaug,
Baroda

25th Nov, 2021

The Editor
The Times of India
Baroda

Sub: Exploitation of children in Urban Society

Sir/Madam

Through the columns of your esteemed newspaper, I want to draw the attention of the general public and the concerned authorities towards the above cited problem.

In urban societies, parents are increasingly using their children as means of achieving their own unfulfilled wishes, resulting in physical and mental exploitation of the children. Forcing children to participate in reality shows or cajoling them to play roles in TV serials by shunning games are some examples of child exploitation. Even parents among audience of such programmes openly compare their wards with child actors on TV. In school arena, parents put pressure on their wards, to excel in the field of academics, sports and other activities alike without considering their field of interest and abilities.

The implication of exploitation of children in the guise of making their future bright is evident now. The diseases like hypertension, obesity, diabetes which were known to be adult diseases a decade back are common among children. Psychotic problems among children are also rising with cases of drug abuse, depression or even suicide is reported frequently.

Authorities in the child's rights department and educational institutes should come out with bolder steps to curb the problem. There should be a ban on all types of advertisements and programmes on TV with child actors below 14 years of age. There should be regular counselling for parents in schools to make them understand the consequences of stressing the children.

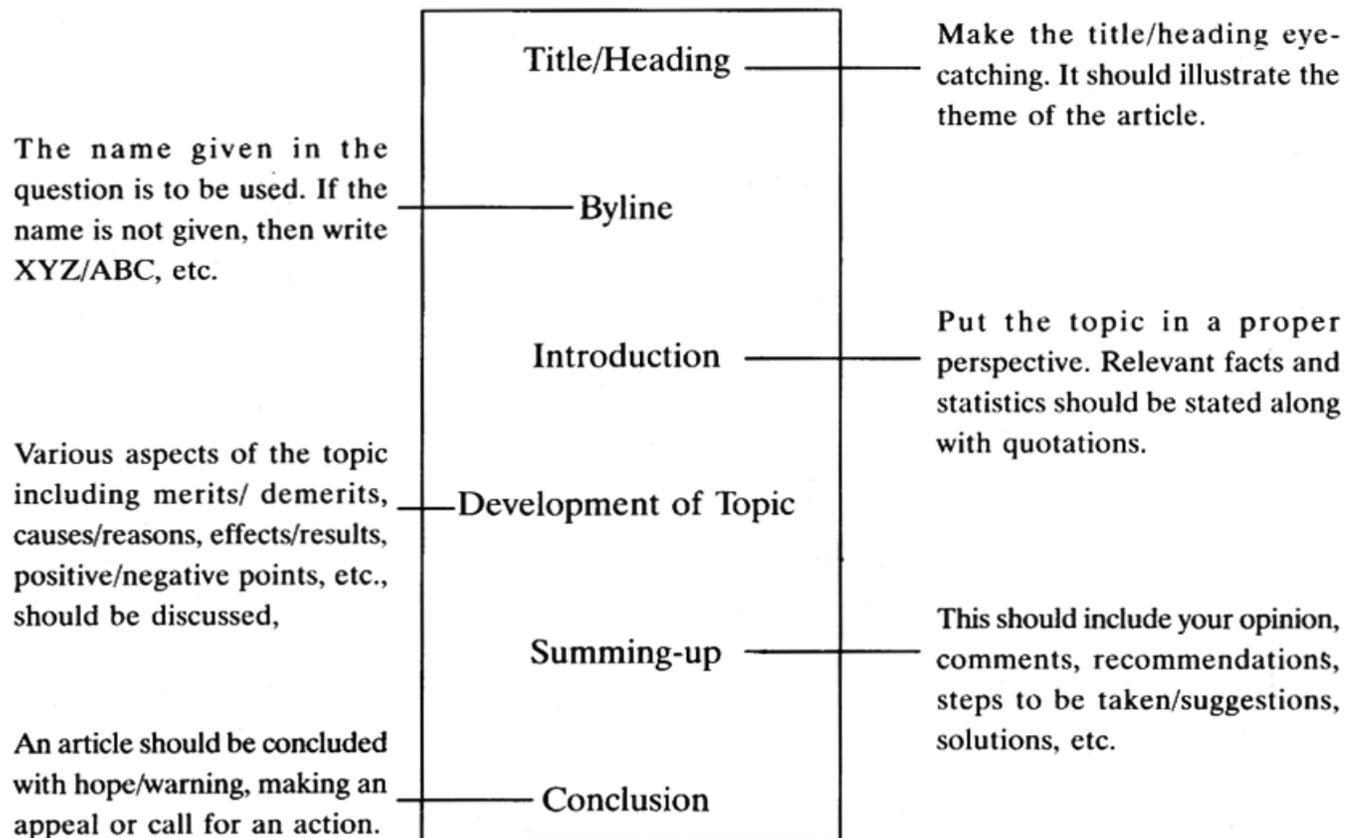
Yours faithfully
Ronita

ARTICLE WRITING (5 MARKS)

Q.4. Article/ Report Writing, descriptive and analytical in nature, based on verbal inputs, to be answered in 120-150 words. One out of the two given questions to be answered **(5Marks:** Format: 1 / Content: 2 / Expression: 2)

The first thing required in an article is an interesting title to catch the attention of the reader. It should be engaging enough to make the reader go from beginning to end. Make sure that the ideas are well organized. Spend some time in collecting the ideas and organizing them in a proper sequence. An article should end with the summing – up of the points made and drawing a conclusion from that.

Format



EXAMPLE 1: Hard work and punctuality are essential for a happy and successful life. They help in meeting the desired targets of our life. You are Kavya/Kanha. Write an article in 120 – 150 words highlighting the importance of hard work and punctuality in a student's life.

Answer: **Hard work and punctuality in a student's life**

by Kavya

Hard work and punctuality are indispensable in a student's life to reach the top. Students should develop this habit from the beginning of their life. If they be punctual and hard-working, they can achieve success and happiness in life. So, punctuality and hard work are the requisites in a student's life to meet his desired target in life.

Let us take a few examples. If a student comes late to his class, he misses the lesson, and the teacher becomes annoyed with him. Unpunctuality is considered a symbol of rudeness or uncivilized manner. Napoleon lost the battle of Waterloo because his marshal was too late to come to his chief's side. Nelson once said that he owed his success in life due to punctuality.

Hence, hard work and punctuality lead a student to the path of success. So, every student is expected to work hard and do their assigned homework punctuality. Teachers will love him and success will come to him. Indeed, he will be blessed with punctuality.

EXAMPLE 2: To have a fair complexion is an obsession in our society. Demand for fair brides in matrimonial columns and sale of fairness creams are evidence enough. Write an article in 120 – 150 words giving your views on 'Beautiful mind, better than a fair complexion.' You are Natwar/Nimmi.

- Use the following clues:
- the West, people like to be tanned
- fair complexion, only skin deep
- beautiful mind
- attitude to life
- behaviour in society, etc.

Answer: **Beautiful mind, better than a fair complexion**

by Natwar

If we look at the tantalizing matrimonial columns in the leading dailies, we observe great demand for fair brides and ads for sale of fairness creams. It implies that fair complexion is an obsession in our society.

However, our major premise is beautiful mind is better than a fair complexion. First, we will see how our people, especially women folks, are influenced by the West. They tend to follow western culture and enrich facial beauty. But, virtually, this facial make – up is only skin – deep and represents only external beauty of a person. It is absolutely temporary. It only gives us sensual pleasure. A fair complexioned person may or may not possess a beautiful mind.

It all depends on his/her thoughts, deeds and behaviour that reveal what his/her persona is. Beauty of mind is internal and external and leads to a pretty mind, a pretty heart and a beautiful soul. These qualities change one's attitude to life and add to make for social behaviour. Those who possess these qualities do beautiful deeds, such as Helen Keller, Vivekananda and B.T. Washington. Beauty lies not in the face, but in the heart. A beautiful mind is better than a fair complexion.

EXAMPLE 3:Our performance in the Rio Olympics has told us that we do not pay enough attention to athletics and outdoor games. It is time we revised our attitude. Sports should be an important part of school's daily routine. Write an article in 120-150 words on 'Importance of Outdoor Games'. You are Sreeja/Thomas.

Answer: IMPORTANCE OF OUTDOOR GAMES

- By Sreeja/ Thomas

Sports occupy a prominent place in the life of a nation. It not only helps keep you healthy and fit but also plays an important part as a recreational event. Unfortunately, in our country, the trend is such that it focuses only on the academic front. To grow a tree, we have to water its roots; just like that, to prepare athletes that could play for the country, we need to inculcate the concept of sports at the primary level, i.e., the school level. What we are missing out is that sports play a vital role in imparting complete education.

Clearly, things did not go well in the Rio Olympics, and as everyone gets down to doing the post-mortem of our performances, often breathless, blame the quality of attention being given to athletics.

The benefits of playing sports are several, as it leads to balanced mental growth. It teaches the children life skills like team efforts, leadership, patience and social skills. It inculcates confidence, discipline and playing without crossing the rules.

Thus, it becomes all the more important to change the attitude of schools towards sports. It should be made a compulsory activity. It has been rightly said,

“Children learn as they play. Most importantly, in play, they learn how to learn.”

REPORT WRITING

(5Marks: Format: 1 / Content: 2 / Expression: 2)
120-150 Words

Report writing is a purely factual account or happening.

POINTS TO REMEMBER

- A report must be factual.
- Should include the place, date, and other relevant facts about the event.
- Follow format.
- Develop ideas (causes, reasons, consequences, opinions) logically.
- Narrate the events in the sequence they took place.

FORMAT includes

Headline

Headline is the main key to an Article. Hence, it must be attractive, interesting and appealing and expressive of the contents of the report.

By line

Name of the person writing the report along with the designation.

Body

Opening Paragraph - It is generally the expansion of the headline.

State the incident/event in brief. Include the people related to the incident/event. Give importance to facts. Mention place, time and date of occurrence.

Sequence of events in 2nd Paragraph

These are an Account of the event in detail - The account of the event can be written in two parts. First part should give a chronological sequence of what happened. The second part should contain the remarks of the witnesses.

Concluding Paragraph

Put your relevant opinions about the incident/event. End with a reflective meaningful end line.

EXAMPLE 1: Delhi Public School Gandhinagar recently organized a science symposium on the topic: '**Effect of pollution on quality of life**'. You are Sumit/Sumita, editor of the school magazine. Write a report on the event for your school magazine. (120 – 150 words)

Science Symposium at Delhi Public School, Gandhinagar

-By Sumit/ Sumita , Editor, School magazine

A symposium was organised on 28 Jan, 2021 in Delhi Public School, Gandhinagar on the topic, **Effect of Pollution on Quality of Life.**

The event started with the felicitation of the guest speakers. Thereafter, the participants were espoused by Sh. Suraj Prakash. He acquainted them with the objectives and goals of the workshop. The resource person, Dr. Hari Om Gupta, reflected his profound knowledge on the topic and highlighted how important it is to curb the menace of pollution. An exalting demonstration of effects of pollution on our lives galvanized the engrossed participants. Dr. K.K. Arora, Resource Person, exhibited the possible steps that can be undertaken at the personal level to reduce pollution.

An interactive concourse ignited the inquisitiveness of participants. They have committed themselves completely to bring about a change in the situation. The informative workshop culminated with a vote of thanks proposed by the Head of the college.

EXAMPLE 2: You are Rohit/Rohita./You witnessed Republic day Celebration at your School, Army Public School Agra. Write a report in about 120 to 150 words to be published in The Indian Express.

Army Public School Agra Celebrates Republic Day

By- Rohit/Rohita

Agra, 27 Jan, 2021 -On the auspicious morning of 26th Jan, Army School Agra I celebrated Republic Day in the school premises. Brigadier AK Khanna was the Chief Guest of the day He was warmly welcomed by the whole staff led by our Principal.

The Hon'ble Chief guest unfurled the National flag. After that, everybody stood straight for the National Song sung by the students. Then there was a parade by NCC cadets of the school. After this, students presented cultural items. These cultural items included patriotic songs, folk dances and speeches. Then there were speakers who through their speeches invoked the precious contribution of great freedom fighters.

With a couple of cultural items, the function ended with the National Anthem. Towards the end, all

the people flew coloured balloons symbolizing prosperity and peace. Sweets were also distributed.

Note the difference – Report for School Magazine & Newspaper

EXAMPLE OF REPORT FOR NEWSPAPER:

The floods in the State of Tamil Nadu, adversely affected the area causing destruction to life, property, cattle and crops. As a TOI correspondent, you visited this state. Write the details of this disaster in 125-150 words. Also give a suitable title to your write up.

ANSWER:

Devastation By Floods

By Correspondent

Chennai, 31 July, 2020-A visit to the flood-hit districts of the State of Tamil Nadu fills one with depressing thoughts. How can nature be so cruel?

The cyclonic storm has proved a disaster for the state. Coastal areas have been hit hard. The villages and hamlets have been adversely affected. Thousands of acres of land having crops are still submerged in water. Millions of cattle have been washed away or perished in the flood waters.

Thousands of the villagers have been rendered homeless. Hundreds of children and the aged have been swept off. Thus there has been an all-round destruction of life, property, cattle and crops. Government agencies and voluntary groups have rushed to the help of the flood-affected victims. The situation is grim and calls for more concerted efforts.

EXAMPLE OF REPORT FOR MAGAZINE:

Annual Prize Distribution Function was held in your school on last Friday. Write a report to be published in your school magazine. You are Sanket/Sanchita, Student Editor of the magazine.

ANSWER:Annual Prize Distribution Function

By- Sanket/Sanchita, Student Editor

Last Friday, Annual Prize Distribution Function was organized in our school. The Education Minister of the state was the Chief Guest of the function. It was a matter of great pride for us. He came at 10:00 am.

Our Principal and some teachers welcomed him with bouquet of flowers. The parents of the students and other respected people of the city were invited to grace the occasion. The function started at 10:00 am sharp. The Function began with *welcome song*. The Principal and the Chief

Guest lit the lamp before the picture of Goddess *Saraswati*. The students of our school presented cultural items. People enjoyed this Cultural Programme a lot with loud clapping. After that our Principal read out the Annual Report of the school. Immediately after that the Prize Distribution took place.

The Chief Guest distributed the prizes to the winners of the respective fields. Then he delivered a very motivating speech. The function ended with National Anthem.

REPORTING AN ACCIDENT/A MISHAP:

You happened to witness a road accident in which ten people were killed while coming to school. As reporter of The Times of India write a report in about 120-150 words.

ANSWER: Ten People Killed in Road Accident

By TOI Reporter

Baroda, 31 Jan, 2021: Ten people from Rajasthan died and four others sustained injuries after their vehicle was hit by a loaded truck from behind on Vadodara-Ahmedabad Expressway at 2.30 am on Saturday. The injured were taken to Civil Hospital, Ahmedabad

According to eye witness, a Force Traveler, which was carrying 14 passengers, tried to overtake a vehicle but applied brakes after seeing another vehicle coming from the opposite direction and got another end. "The cement truck coming from behind smashed into the tempo traveller killing ten persons on the spot, including two children aged seven and eight years. Police had to bring a crane to remove the van and retrieve the mangled bodies. Miraculously, a three-year-old girl escaped unhurt.

A case has been filed against the truck driver and the cops are investigating if the driver was driving rashly or the tempo traveller applied brakes too quickly resulting in the accident.

LITERATURE(44 Marks)

PART A: OBJECTIVE QUESTIONS (MCQs) (20 marks)

PART B: SUBJECTIVE QUESTIONS (24 marks)

CHAPTER WISE

- ✓ Multiple Choice Questions(MCQs) : 1 mark each
- ✓ Short Question Answers(SAQs) : 2 marks each
- ✓ Long Question Answers(LAQs) : 5 marks each

FLAMINGO

1. THE LAST LESSON -ALPHONSE DAUDET

CHOOSE THE CORRECT OPTION:

- I. For how many years had M. Hamel been teaching in the school?
 - a. Twenty years
 - b. Forty years
 - c. Fifty years
 - d. Thirty years
- II. What did M. Hamel write on the board at the end of the lesson?
 - a. School is dismissed
 - b. You may go
 - c. Vive la France
 - d. long live France
- III. Which topic was Franz expected to prepare as Homework?
 - a. Nouns
 - b. Adjectives
 - c. Participles
 - d. Verbs

- IV. From where did the order come?
- a. Paris
 - b. Alsace
 - c. Lorraine
 - d. Berlin
- V. Which place does Prussia refer to?
- a. Germany
 - b. France
 - c. Alsace
 - d. Lorraine
- VI. Why did Franz not want to go to school that day?
- a. Because he was late
 - b. Dreaded the scolding
 - c. Wanted to avoid taking French Exam
 - d. Had not finished his assignment
- VII. Why did the villagers attend the last lesson?
- a. To pay tribute to M. Hamel
 - b. To pay tribute to Alsace and Lorraine
 - c. To gather knowledge
 - d. To learn French
- VIII. Franz was not scolded that day because-
- a. He was in a happy mood
 - b. M. Hamel had changed
 - c. It was a Sunday
 - d. It was the last lesson
- IX. Why did M. Hamel wear his Sunday dress?
- a. To show off
 - b. To honour his Last Lesson
 - c. To seek importance
 - d. To display happiness

X.

- XI. What was the image of M. Hamel among his students initially?
- A loving teacher
 - A kind and humble teacher
 - A strict teacher
 - An understanding teacher
- XII. The crowd was there at the Bulletin board to...
- Collect food
 - Celebrate a good news
 - Gather information and latest news
 - Take the money being distributed
- XIII. The last lesson changed Franz's attitude towards
- His studies
 - His friends
 - His family
 - His sports
- XIV. The emotion that swayed away everyone during the last lesson was
- forgiveness
 - Patriotism
 - Happiness
 - Ecstasy
- XV. The phrase 'VIVE LA FRANCE' means ---
- France is no more
 - France is captured
 - Long live France
 - France and German
- XVI. The thought of pigeons singing in German is a/an _____ on the situation
- Exaggeration
 - Satire
 - Humour
 - Simile

- XVII. Why could M. Hamel not speak at the end of the lesson?
- a. He was sad and choked
 - b. He had cold and cough
 - c. He did not wish to talk
 - d. He was exhausted
- XVIII. What was the order from Berlin?
- a. To teach only French
 - b. To teach only German
 - c. To teach English in school
 - d. To ban Music teaching in school
- XIX. The value that prevented Franz from bunking the school is-
- a. Will to resist
 - b. Sincerity
 - c. Punctuality
 - d. Will to learn
- XX. Why was the school so quiet like a Sunday morning?
- a. Because of the war going on
 - b. Because there was no one in school
 - c. Because it was a holiday
 - d. Because of the order from Berlin
- XXI. Why according to M. Hamel is Language the key to freedom?
- a. Because it is beautiful
 - b. Because it is logical
 - c. Because it helps to keep united
 - d. Because it is the only means of communication
- XXII. Why was M. Hamel sitting motionless in his chair?
- a. He was tired
 - b. He did not wish to teach
 - c. He was physically hurt
 - d. He was sad and depressed

ANSWERS:

- i. (B) Forty Years
- ii. (C) Vive la France
- iii. (C) Participles
- iv. (D) Berlin
- v. (A) Germany
- vi. (B) Dreaded the scolding
- vii. (B) To pay tribute to M. Hamel
- viii. (D) It was the last lesson
- ix. (B) To honour his Last Lesson
- x. (C) A strict teacher
- xi. (C) Gather information and latest news
- xii. (A) His studies
- xiii. (B) Patriotism
- xiv. (C) Long live France
- xv. (B) Satire
- xvi. (A) He was sad and choked
- xvii. (B) To teach only German
- xviii. (A) Will to resist
- xix. (D) Because of the order from Berlin
- xx. (C) Because it helps to keep united
- xxi. (D) He was sad and depressed

EXTRACT BASED QUESTIONS:

Extract 1

I started for school very late that morning and was in great dread of a scolding, especially because M. Hamel had said that he would question us on participles, and I did not know the first word about them.

- a. Who is the narrator in above lines?
 - i. M Hamel
 - ii. **Franz**
 - iii. Alphonse
 - iv. Wachter

- b. These lines are taken from the chapter...
 - i. Lost Spring
 - ii. The Last Lesson**
 - iii. The Enemy
 - iv. The Third Level
- c. Who is M Hamel?
 - i. Parent
 - ii. French Teacher**
 - iii. German Soldier
 - iv. German Teacher

Extract 2

“Your parents were not anxious enough to have you learn. They preferred to put you to work on a farm or at the mills, so as to have a little more money. And I? I’ve been to blame also. Have I not often sent you to water my flowers instead of learning your lessons? And when I wanted to go fishing, did I not just give you a holiday?”

- i. Who is the speaker in these lines?
 - a. Franz
 - b. M Hamel**
 - c. Postman
 - d. Hauser
- ii. Why didn’t parents send their children to school?
 - a. They don’t want them to learn
 - b. They want them to earn**
 - c. They want to go for fishing
 - d. They water flowers
- iii. “I’ve been to blame also.” Who is referred in this line?
 - a. Parents
 - b. Children
 - c. M Hamel**
 - d. Germans

Extract 3

How it must have broken his heart to leave it all, poor man; to hear his sister moving about in the room above, packing their trunks! For they must leave the country next day.

- i. What has broken his heart?
 - a. Order from Berlin
 - b. Leaving Alsace & School**
 - c. Victory of Germans
 - d. Villager’s attitude
- ii. Who is packing the trunks?
 - a. M Hamel
 - b. His daughter
 - c. His Sister**
 - d. Villagers

- iii. Why does M.Hamel need to leave country?
- a. Due to retirement
 - b. Due to service of 40 years
 - c. Due to order from Berlin**
 - d. Due to his health

ANSWER IN 30-40 WORDS:

Q.1 How is the title 'The Last Lesson' appropriate?

Ans. The title 'The Last Lesson' is appropriate because it was M. Hamel's last lesson and also the last French lesson in the school according to the order from Berlin after Alsace and Lorraine had been conquered by the Prussians.

Q.2 How were the parents and M. Hamel responsible for the children's neglect of the French language?

Ans. M. Hamel blamed everyone for putting off learning till the next time and thus losing out on the opportunity to learn their native language, French. The parents preferred to put their children to work on a farm or at the mills so that they could earn more money. M. Hamel too sent them to water his flowers and gave them a holiday when he wanted to go for fishing.

Q.3 Why were some elderly persons occupying the backbenches that day?

Ans. The elders of the village were sitting in the classroom as a mark of respect which they wanted to show for their language and their country. They felt sorry for not having learnt their language and wanted to thank M. Hamel for his forty years of faithful service.

Q.4 Why were people standing in front of the bulletin board in 'The Last Lesson'? Why did Franz not join the crowd?

Ans. For the past two years the bulletin board had been the bearer of all bad news—the lost battles, drafts, orders from the commanding officer. That day an order had come from Berlin that from the next day a new teacher would teach German instead of French in the school. Franz could not join the crowd as he was already late for his class and could not afford further delay.

Q.5 Why did M. Hamel write 'Vive La France' on the blackboard?

Ans. Before dismissing the class, M. Hamel writes 'Vive La France' (Long Live France) on the blackboard. He was extremely patriotic and he does this to make the people of Alsace realise that they had to safeguard their language and identity among themselves as this was the key to their prison.

Q.6 Why is the order from Berlin called a thunderclap by Franz?

Ans. The order from Berlin is called a thunderclap by Franz, because it was a complete shock for him. He had never thought that he would be deprived of the right of learning his native language. He realised he had so much more yet to learn and was going to lose the opportunity.

Q.7 What was the mood in the classroom when M.Hamel gave his last French lesson?

Ans. When M.Hamel was giving his last French lesson, the mood in the classroom was solemn and sombre. When he announced that this was their last French lesson, everyone present in the classroom suddenly developed patriotic feelings for their native language and genuinely regretted ignoring their mother tongue.

Q.8 What did M. Hamel tell the people in the class about French language? What did he ask them to do and why?

Ans. M. Hamel told the people in his class that French was the most beautiful, the clearest and the most logical language in the world. He advised them to guard it among themselves and never to forget it because it would prove to be the key to their prison as they were enslaved then.

Q.9 Franz thinks, “Will they make them sing in German, even the pigeons?” What does this tell us about the attitude of the Frenchmen?

Ans. During his last French class Franz hears the pigeons cooing and wonders if the Prussians would make them sing in German too. His thought reveals the Frenchmen’s fear of complete domination by the Germans whereby they would try to enslave even their minds.

Q.10 What was unusual about M. Hamel’s dress and behaviour on the day of his last French lesson?

Ans. On the day of his last French lesson M. Hamel was kind. He had put on his beautiful green coat, frilled shirt and an embroidered black silk cap that he normally wore only on inspection and prize days. In his last lesson he explains everything with unusual patience as if he wants to teach them everything he has ever learned in their last French class.

ANSWER IN 120-150 WORDS:

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

Ans. The one common feeling that fills each and every person who is present in the last French lesson is an acute sense of regret. M. Hamel reproaches himself for putting off his students’ learning till the next day and sending them to water his flowers instead of learning their lessons. He also gave his students a holiday when he wanted to go fishing. Franz felt sorry for not learning his lessons and escaping school. He wished he had attended his classes more often and even the thought of losing his teacher saddened him. The village elders occupied the back benches of the class to atone for their guilt and express their regret for not having attended school regularly. They were now showing their respect for the country that was theirs no more.

2. LOST SPRING: STORIES OF STOLEN CHILDHOOD -Anees Jung

CHOOSE THE CORRECT OPTION:

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

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

Answer:- (a) Mukesh

Question 2. The sahu-kars, the middlemen, the policemen, the keepers of the law, the bureaucrats and the politicians

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

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

Question 3. She has not enjoyed a full meal in her entire lifetime'. Who is 'she' in the given sentence?

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

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

Question 4. Savita, a young girl is seen by the author,

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

Answer:- (c) soldering pieces of glass

Question 5. 'Can a god-given lineage ever be broken?' These words were spoken by

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

Answer:- (c) Mukesh's grandmother

Question 6. Mukesh's father is a

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

Answer:- (b) bangle-maker

Question 7. Mukesh's house is covered with

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

Answer:- (d) thatch

Question 8. The families of the bangle-makers live in

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

Answer:- (c) very small houses

Question 9. What did Mukesh want to become, on growing up?

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

Answer:- (a) a motor mechanic

Question 10. Saheb did not like to work in the tea-stall because

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

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

Question 11. Garbage to the rag pickers is

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

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

Question 12. For the rag pickers, food is more important than

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

Answer:- (c) identity

Question 13. The squatters in Seemapuri arrived as refugees from Bangladesh in

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

Answer:- (b) 1971

Question 14. The author visited the town and temple of Udipi after

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

Answer:- (c) thirty years

Question 15. The man from Udipi was the son of an

- (a) doctor
- (b) teacher
- (c) priest
- (d) engineer

Answer:- (c) priest

Question 16.Saheb's full name was

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

Answer:- (b) Saheb-e-Alam

Question 17.The author advised Saheb to go to

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

Answer:- (a) school

Question 18.Why did Saheb and his family move to Delhi?

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

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

Question 19.Saheb's profession was that of a

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

Answer: - (b) rag-picker

EXTRACT BASED QUESTIONS:

Extract 1: Food is more important for survival than an identity. "If at the end of the day we can feed our families and go to bed without an aching stomach, we would rather live here than in the fields that gave us no grain,' say a group of women in tattered saris when I ask them why they left their beautiful land of green fields and rivers. Wherever they find food, they pitch their tents that become transit homes. Children grow up in them, becoming partners in survival. And survival in Seemapuri means rag-picking. Through the years, it has acquired the proportions of a fine art. Garbage to them is gold. It is their daily bread, a roof over their heads, even if it is a leaking roof. But for a child it is even more.

- i. The phrase 'transit homes' refer to the dwellings that are
- temporary
 - unhygienic
 - inadequate
 - fragile
- ii. Identify the figure of speech used in the sentence 'Garbage to them is gold'
- hyperbole
 - simile
 - synecdoche
 - personification
- iii. Choose the term which best matches the statement 'Food is more important for survival than an identity'
- necessity
 - immortality
 - obligation
 - ambition
- iv. What does 'acquired the proportions of a fine art' mean
- Rag-picking has attained the position of a skill
 - Rag-picking has regained its lost status
 - A segment of rag pickers are skilled in fine arts
 - Only a few people are experts in rag-picking

Ans. i-a, ii-a, iii-a, iv-a

Extract 2: The cry of not having money to do anything except carry on the business of making bangles, not even enough to eat, rings in every home. The young men echo the lament of their elders. Little has moved with time, it seems, in Firozabad. Years of mind-numbing toil have killed all initiative and the ability to dream.

- i. The above extract has been taken from
- Lost Spring by Anees Jung
 - The Third Level by Jack Finney
 - The Last Lesson by Alphonse Daudet
 - Deep Water by William Douglas
- ii. Families in Firozabad do not have money to do anything except
- carry on the business of making bangles
 - carry on searching for garbage
 - indulge in day labouring
 - keep quiet and forbear all the troubles and turmoils
- iii. What does 'little has moved with time' mean?
- The world is growing and changing with time but not Firozabad
 - Firozabad has moved a little on the eastern side
 - Firozabad has experienced development with time
 - The people keep trying to move Firozabad to some other location

- iv. The living conditions of the bangle makers of Firozabad are
- a) Poor, don't have money to pacify hunger, live in tin roofed hutments
 - b) Rich, possess plenty of money for comforts, live in spacious villas
 - c) Rag-pickers, motor mechanics, do good business
 - d) Poor but creative, earn money through lending

Ans. i-a, ii-a, iii-a, iv-a

ANSWER IN 30-40 WORDS:

Q.1 What does the writer mean when she says, 'Saheb is no longer his own master'?

Ans. Since Saheb now works in a tea-stall, he is now bound to his master and feels burdened. The steel canister he carries is very heavy as compared to his light plastic bag. The bag was his own and the canister belongs to his master whose orders he now has to follow. So he is no longer his own master.

Q.2 What does the title, 'Lost Spring' convey?

Ans. The title 'Lost Spring' conveys how millions of children in India lose out on living the 'spring' of their lives, that is their childhood. The best phase of life is lost in the hardships involved to earn their livelihood. Poverty forces these young children to work in the most inhuman conditions as a result of which they miss out on the fun of childhood which hampers their growth.

Q.3. Why does the author say that the bangle makers are caught in a vicious web?

Ans. The author says that the bangle makers are caught in a vicious web which starts from poverty, to indifferences, then to greed and finally to injustice. Mind-numbing toil kills their hopes and dreams. They cannot organise themselves into cooperatives and have fallen into a vicious circle of sahkars, middlemen and the police so they get condemned to poverty and perpetual exploitation.

Q.4 Who is Mukesh? What is his dream?

Ans. Mukesh is a child labourer in a glass factory in Firozabad. Belonging to a family of bangle makers, he shows no fascination towards bangle-making and insists on being his own master. He dreams of becoming a motor mechanic. He desires to go to a garage and get the required training for this job.

Q.5 Mention any two problems faced by the bangle sellers.

Ans. The bangle makers had to work in the glass furnaces with high temperatures, in dingy cells without air and light. They are exposed to various health hazards like losing their eyesight as they work in abysmal conditions in dark and dingy cells. They were also caught in a web of poverty, burdened by the stigma of caste in which they were born and also caught in a vicious circle of Sahukars, middlemen and policemen.

Q.6 Garbage has two different meanings—one for the children and another for the adults. Comment.

Ans. For the children garbage has a different meaning from what it means for the adults. For the children it is wrapped in wonder, their eyes light-up when they find a rupee or a ten-rupee note in

it. They search the garbage excitedly with the hope of finding something more. But for the elders it is a means of survival.

Q.7 A child in Firozabad is burdened with the baggage of two worlds. What are they?

Ans. The two worlds that burden a child in Firozabad include one of the family, caught in the web of poverty, burdened by the stigma of " caste in which they are born; the other a vicious circle of the Sahukars, the middlemen, the policemen, the keepers of law, the bureaucrats and the politicians.

Q.8 How is Mukesh different from the other bangle makers of Firozabad?

Ans. Mukesh was different from other bangle makers because he wanted to be his own master. He had a dream of becoming a motor mechanic whereas other bangle makers did not even dare to dream but had accepted their fate.

Q.9 "It is his karam, his destiny." What is Mukesh's family's attitude towards their situation?

Ans. Mukesh's family have accepted their misery and impoverished condition as factors that have been ordained by destiny. Years of depravation and suffering has made them accept their condition passively in the name of fate or destiny. They feel that a God-given lineage can never be broken and have accepted bangle making as his destiny.

Q.10 Describe the irony in Saheb's name.

Ans. Saheb's full name is Saheb-e-Alam which means 'Lord of the Universe'. But ironically Saheb is a poverty-stricken ragpicker who scrounges the garbage dumps to earn his livelihood. His name is in complete contrast to his miserable existence.

ANSWER IN 120-150 WORDS:

Q. How is Mukesh's attitude towards his situation different from that of Saheb? Why?

Ans. Mukesh's attitude towards his situation is different from that of Saheb. Mukesh is more of a rebel who dares to be different and wishes to become a motor mechanic. Though, Mukesh too, like his community, is working in mind-numbing glass industry but unlike his peers, the spark in him has not extinguished. He wants to break free from the vicious circle which his community has been caught in. Saheb, on the other hand, has enslaved himself. By taking up work in the tea stall he is no longer his own master. The difference in their attitude towards their situation can be attributed to the fact that Saheb is a rootless migrant from Bangladesh and Mukesh is a citizen of India. Moreover, Mukesh dares to dream. The author too senses a flash of daring in Mukesh and this is what makes his attitude a little more aggressive than Saheb.

3. DEEP WATER -WILLIAM DOUGLAS

CHOOSE THE CORRECT OPTION:

1 What is the story Deep Water speaking about?

- a) fear of water and the way to overcome it
- b) fear of people
- c) fear of dogs
- d) fear of swimming

2 How did the author's fear vanish?

- a) with courage, guidance and determination
- b) with care
- c) with mother's words
- d) with guidance

3 According to story where did the narrator go when he was 3 or 4 years old

- a) Washington
- b) New Zealand
- c) California
- d) Canada

4 What did William Douglas desire?

- a) visit to California
- b) visit to Washington
- c) to be able to swim and enjoy the water sports
- d) to be with his mother

5 How old was Douglas when his aversion to the water started?

- a) one or two
- b) three or four
- c) ten or eleven
- d) eighteen

6 How did the instructor make Douglas a good swimmer ?

- a) The instructor started working with Douglas five days a week
- b) Taught him to put his head underwater and exhale and raise his nose and inhale
- c) Held Douglas on the side of the pool and made him kick with his legs
- d) All of the above

7 Why did Douglas' mother warn him against swimming in the Yakima River ?

- a) the river was treacherous.
- b) she was afraid of water.
- c) many people had drown there
- d) none of the above

8 Who threw Douglas into the swimming pool?

- a) A young 18-year-old Bruiser
- b) Instructor
- c) his mother
- d) his father

9 What plans did he make to come to the surface of the pool?

- a) tried to jump and push himself up
- b) shouted
- c) cried aloud
- d) shouted help

10 How did this experience at YMCA pool affect the author?

- a) became fearful
- b) confident
- c) over confident
- d) became hydrophobic

11 Douglas hated to walk with bare legs because of

- a) ugly looking legs
- b) fat legs
- c) his skin colour
- d) skinny legs

12 Though Douglas was frightened during the pool incident, he was not.....

- a) afraid to die
- b) able to shout for help
- c) going to survive
- d) out of his wits

13 How many times did Douglas go down towards the bottom at YMCA misadventure?

- a) only once
- b) twice
- c) thrice
- d) None

14 How much distance did Douglas cover when he swam the lake to Stamp Act Island?

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

15 'All we have to fear is fear itself.' Who spoke these words?

- a) Douglas
- b) His instructor
- c) His father
- d) President Roosevelt

16 After successful training, whenever terror struck again what would Douglas start?

- a)laughing
- b)screaming
- c)panicking
- d)talking to terror

17Where is the lake Wentworth situated?

- a)In New Hampshire
- b)in Washington
- c)in California
- d)in Washington D.C

18How did the author's fear vanish?

- A)with courage, guidance and determination
- B)with care
- C)wth mother's words
- D)with guidance

19 From where did he dive off in the Lake Wentworth?

- a)Yakima
- b)Triggs Island
- c)Stamp Act Island
- d)Cascade

20Why did Douglas go to the beach in California with his father?

- a) for swimming
- b) for surfing
- c) for paddling
- d) none of the above

ANSWERS

- 1 a) fear of water and the way to overcome it
- 2 a) with courage, guidance and determination
- 3 c)California
- 4 c) to be able to swim and enjoy the water sports
- 5 b) three or four
- 6 d) All of the above
- 7 c) many people had drown there
- 8 a)A young 18years old Bruiser
- 9 a) tried to jump and push himself up
- 10 d)became hydrophobic
- 11b)skinny legs
- 12d) out of his wits
- 13 c) thrice
- 14 a)two miles
- 15 d) President Roosevelt
- 16 d) talking to terror

- 17 a) In New Hampshire
- 18 a) with courage, guidance and determination
- 19 b) Triggs island
- 20 b) for surfing

EXTRACT-BASED QUESTIONS

1. "It had happened when I was ten or eleven years old. I had decided to learn to swim. There was a pool at the Y.M.C.A. in Yakima that offered exactly the opportunity. The Yakima River was treacherous."

i. What opportunity did Y.M.C.A provide?

- a) To swim in turbulent waters
- b) To swim with Dolphins
- c) To swim in safe waters with life guards
- d) To explore deep waters

ii. What happened when the author was 11?

- a) He went on a trip to a beach at California
- b) He was knocked down by a wave.
- c) He had a misadventure at YMCA pool.
- d) He visited Yakima river with parents.

iii. Why was Yakima river referred to as treacherous?

- a) Its waters were deep
- b) Its current was too strong
- c) It had claimed many lives
- d) It was unpredictable

iv. Choose a word which is near the meaning of "treacherous"

- a) precarious
- b) reliable
- c) safe
- d) loyal

2. "He and I stood together in the surf. I hung on to him, yet the waves knocked me down and swept over me. I was buried in water. My breath was gone."

i. Who is referred to as 'he'?

- a) The writer's brother
- b) The writer's uncle
- c) The writer's grandfather
- d) The writer's father

ii. How old was he at the time the beach incident ?

- a) He was 4 years old
- b) He was 5 years old
- c) He was 10 years old
- d) He was 11 years old

iii. Who saved him at the beach?

- a) His uncle
- b) His friend
- c) His coach
- d) His Father

iv. Another word for "surf" is ...

- a) Ocean
- b) Paddling
- c) Wave
- d) Foam

3. "With that he picked me up and tossed me into the deep end. I landed in a sitting position, swallowed water, and went at once to the bottom."

i. Who is "he" here?

- a) An 18-year-old boy
- b) His father
- c) Life guard
- d) His friend

ii. Whom did he toss into the water?

- a) His friend
- b) The trainer
- c) William Douglas
- d) Life guard

iii. Where did he land in the sitting position?

- a) In the river
- b) In the sea
- c) In the deep end of the pool
- d) None

iv. What happened to the narrator when he threw him in the pool?

- a) He swam to the edge of the pool
- b) He was rescued by the boy who threw him in the pool
- c) He swallowed water and went to the bottom of the pool
- d) He was rescued by his father

4. "I went down, down, endlessly. I opened my eyes. Nothing but water with a yellow glow — dark water that one could not see through. And then sheer, stark terror seized me, terror that knows no understanding, terror that knows no control, terror that no one can understand who has not experienced it. I was shrieking under water. I was paralyzed under water — stiff, rigid with fear. Even the screams in my throat were frozen. Only my heart, and the pounding in my head, said that I was still alive."

- i. How did he feel under water?
 - a) Calm
 - b) Peaceful
 - c) Stiff and rigid with fear
 - d) Relaxed

- ii. What seized him while going down to the bottom of the pool?
 - a) Fear
 - b) Stark terror
 - c) Reason
 - d) Wit

- iii. Who can understand terror better?
 - a) The person who is undergoing it
 - b) The person who has experienced it in life
 - c) The close friends of the person
 - d) None

- iv. How could he know that he was still alive?
 - a) Because his brain was working
 - b) Because of his screams
 - c) The pounding of the heart
 - d) None

5. "The yellowish light was going out. Then all effort Ceased. I relaxed. Even my legs felt limp; and a blackness swept over my brain. It wiped out fear; it wiped out terror. There was no more panic. It was quiet and peaceful. I crossed to oblivion, and the curtain of life fell."

- i. What is happening to the writer?
 - a) He is being carried out by the lifeguard
 - b) He is regaining consciousness
 - c) He is floating
 - d) He is losing consciousness

- ii. Choose a word opposite to the word "ceased" ...
 - a) Stop
 - b) End
 - c) Conclude
 - d) Start

- iii. What has wiped away the fear out of his mind?
 - a) Relaxation
 - b) Peace
 - c) Blackness
 - d) Oblivion

iv. Another word for “oblivion” is.....

- a) Awareness
- b) Fame
- c) Consciousness
- d) Unconsciousness

6.“Thus, piece by piece, he built a swimmer. And when he had perfected each piece, he put them together into an integrated whole. In April he said, “Now you can swim. Dive off and swim the length of the pool, crawl stroke.”

i.How did the instructor make Douglas a good swimmer?

- a) by planning
- b) with the help of ropes
- c) by pushing him into the pool
- d) with the help of ropes and belts

ii. -What lesson did Douglas learn from his experience of drowning?

- a) learnt swimming
- b) love for swimming
- c) Swimming is not difficult
- d) Face the fear

iii.“Thus, piece by piece, he built a swimmer” what does the narrator mean by this statement?

- a) Step by step
- b) Slowly
- c) With patience
- d) One by one

iv. “he put them together into an integrated whole” What did he put together?

- a) All the styles and strokes of swimming learnt by Douglas
- b) All his equipment
- c) All the ideas
- d) None

7. “But I was not finished. I still wondered if I would be terror-stricken when I was alone in the pool. I tried it. I swam the length up and down. Tiny vestiges of the old terror would return. But now I could frown and say to that terror, “Trying to scare me, eh? Well, here’s to you! Look! And off I’d go for another length of the pool.”

i.But I was not finished...who is I in these lines?

- a) The Narrator
- b) The instructor
- c) The life guard
- d) His father

- ii. What did Douglas want to check?
- a) Whether he is free from the fear of water
 - b) Whether his old fear will come back when he will swim alone
 - c) Whether he could swim alone without fear
 - d) All the above

- iii. Another word for “vestiges” is....
- a) Remnant
 - b) Sign
 - c) Non indication
 - d) Deletion

- iv. The figure of speech used in the last two sentences is...
- a) Alliteration
 - b) Metaphor
 - c) Simile
 - d) Personification

8. “Yet I had residual doubts. At my first opportunity I hurried west, went up the Tieton to Conrad Meadows, up the Conrad Creek Trail to Meade Glacier, and camped in the high meadow by the side of Warm Lake. The next morning, I stripped, dived into the lake, and swam across to the other shore and back — just as Doug Corpron used to do. I shouted with joy, and Gilbert Peak returned the echo. I had conquered my fear of water.”

- i. What residual doubts Douglas is talking about?
- a) Whether he had learnt swimming?
 - b) Whether he has concurred his fear of water?
 - c) Whether he can participate in competitions?
 - d) Whether he can swim to the length of the pool?

- ii. Where did he go to clear his doubt?
- a) California
 - b) Warm Lake
 - c) Conrad meadows
 - d) To the North

- iii. What did he do there?
- a) Camped there
 - b) Did fishing there
 - c) Did boating there
 - d) swam across to the other shore and back

- iv. Who was Doug Corpron?
- a) Trainer
 - b) Life guard
 - c) Swimmer
 - d) Friend

9. "The experience had a deep meaning for me, as only those who have known stark terror and conquered it can appreciate. In death there is peace. There is terror only in the fear of death, as Roosevelt knew when he said, "All we have to fear is fear itself."

i. In the essay William Douglas talks about his fear of

- a) fire
- b) lizards
- c) snake
- d) water

ii. How did the author's fear vanish?

- a) With courage, guidance and determination
- b) With care
- c) With mother's words
- d) With guidance

iii. "All we have to fear is the fear itself", who said these words?

- a) William Douglas
- b) Trainer
- c) His Father
- d) Roosevelt

iv. "In death there is peace. There is terror only in the fear of death" it means.....

- a) Death brings an end to all our fears
- b) Death is peaceful
- c) Thought of death creates fear in us
- d) All of the above

10. "At last I felt released — free to walk the trails and climb the peaks and to brush aside fear."

i. At the end of the experience, Douglas felt

- a) Happy
- b) Sad
- c) Victorious
- d) Released

ii. Douglas got freedom from his

- a) Fear of water
- b) Fear of darkness
- c) Fear of height
- d) Fear of lizard

iii. What could he do now?

- a) Travelling
- b) Running
- c) Tracking
- d) Enjoy all the water sports

iv. How was he able to brush his fear of water?

- a) With practice
- b) hard work
- c) perseverance
- d) All the above

ANSWER IN 30-40 WORDS:

Q.1. What is the “misadventure” that William Douglas speaks about?

Ans. William O. Douglas had just learnt swimming. One day, an eighteen year old big bruiser picked him up and tossed him into the nine feet deep end of the Y.M.C.A. pool. He hit the water surface in a sitting position. He swallowed water and went at once to the bottom. He nearly died in this misadventure.

Q.2. What were the series of emotions and fears that Douglas experienced when he was thrown into the pool? What plans did he make to come to the surface?

Ans. Douglas was frightened when he was thrown into the pool. However, he was not frightened out of his wits. While sinking down he made a plan. He would make a big jump when his feet hit the bottom. He would come to the surface like a cork, lie flat on it, and paddle to the edge of the pool.

Q.3. How did this experience affect him?

Ans. This experience revived his aversion to water. He shook and cried when he lay on his bed. He couldn't eat that night. For many days, there was a haunting fear in his heart. The slightest exertion upset him, making him wobbly in the knees and sick to his stomach. He never went back to the pool. He feared water and avoided it whenever he could.

Q.4. Why was Douglas determined to get over his fear of water?

Ans. His fear of water ruined his fishing trips. It deprived him of the joy of canoeing, boating, and swimming. Douglas used every way he knew to overcome this fear he had developed 'since childhood. Even as an adult, it held him firmly in its grip. He determined to get an instructor and learn swimming to get over this fear of water.

Q.5. How did the instructor “build a swimmer” out of Douglas?

Ans. The instructor built a swimmer out of Douglas piece by piece. For three months he held him high on a rope attached to his belt. He went back and forth across the pool. Panic seized the author every time. The instructor taught Douglas to put his face under water and exhale and to raise his nose and inhale. Then Douglas had to kick with his legs for many weeks till these relaxed. After seven months the instructor told him to swim the length of the pool.

Q.6. How did Douglas make sure that he conquered the old terror?

Ans. Douglas still felt terror-stricken when he was alone in the pool. The remnants of the old terror would return, but he would rebuke it and go for another length of the pool. He was still not satisfied. So, he went to Lake Wentworth in New Hampshire, dived off a dock at Triggs Island and swam two miles across the lake. He had his residual doubts. So, he went to Meade Glacier, dived into Warm Lake and swam across to the other shore and back. Thus, he made sure that he had conquered the old terror.

Q.7. How did Douglas overcome his fear of water?

Ans. When Douglas grew up, he took the help of an instructor to learn swimming. His training went on from October to April. For three months he was taken across the pool with the help of a rope. As he went under, terror filled him and his legs froze. The instructor taught him to exhale under water and inhale through raised nose. He made him kick his legs to make them relax. Then he asked him to swim. He continued swimming from April to July. Still all terror had not left. He

swam two miles across Lake Wentworth and the whole length to the shore and back of Warm Lake. Then he overcame his fear of water.

Q.8. When did Douglas decide to learn swimming? What options were available to him to swim in? Which one did he choose and why?

Ans. Douglas was ten or eleven years old when he decided to learn swimming. He could swim in the Yakima River or the Y.M.C.A. pool at Yakima. The Yakima River was dangerous. Many persons had drowned in it. So, he chose the Y.M.C.A. pool. It was considered safe.

Q.9. Which factors led Douglas to decide in favour of the Y.M.C.A. pool?

Ans. The Y.M.C.A. pool was safe. It was only two to three feet deep at the shallow end. It was nine feet deep at the other. Moreover, the drop was gradual. The Yakima River was treacherous and had drowned many. So, he decided in favour of the Y.M.C.A. pool.

Q.10. How did Douglas initially feel when he went to the Y.M.C.A. pool? What made him feel comfortable?

Ans. Unpleasant memories of the past were revived and childish fears were stirred. In a little while he gathered confidence. He paddled with his new water wings. He watched the other boys and tried to imitate them. He did so two or three times on different days. He began to feel comfortable.

Q.11. What two things did Douglas dislike to do? Which one did he have to do and why?

Ans. Douglas hated to walk naked, into the pool and show his very thin legs. Secondly, he was fearful about going in alone. So, he sat on the side of the pool to wait for others. But he had to go into water as one cannot learn swimming without going into water.

Q.12. How did the “misadventure” happen with Douglas?

Ans. Douglas was sitting alone on the side of the pool, waiting for others. A big, boxer boy of eighteen came there. Mocking him as ‘skinny’ he enquired how he would like to be plunged in water. Saying so, he picked up Douglas and tossed him into the nine feet deep end. Douglas struck the surface of water, swallowed water and at once went to the bottom.

Q.13. “I was frightened, but not yet frightened out of my wits.” says Douglas. Which qualities of the speaker are highlighted here and how?

Ans. Douglas was frightened when he went down into the pool and was about to be drowned. He had an aversion to water and now he was filled with terror. He had remarkable self-control. He used his mind even in the crisis and thought of a strategy to save himself from being drowned.

Q.14. What did Douglas experience as he went down to the bottom of the pool for the first time?

Ans. Going down to the depth of nine feet was not quick. It seemed a long way down. For him those nine feet were more like ninety. Before he touched bottom his lungs were ready to burst. He did not lose his presence of mind. Using all his strength, he made a great jump upwards.

Q.15. How did Douglas struggle before hitting the bottom of the pool for the second time? What was the outcome of his struggle?

Ans. Douglas moved his arms and legs around without control. He swallowed water and choked. His legs hung as dead weights, paralysed and rigid. A great force was pulling him down. He struck at the water with full force as he went down. He had lost all his breath. His lungs ached and head throbbed. He was getting dizzy. He went down through dark water and was filled with fear.

Q.16. What sort of terror seized Douglas as he went down the ‘water with a yellow glow?’ How could he feel he was still alive?

Ans. An absolute, rigid terror seized Douglas. It was a terror that knew no understanding or control and was beyond comprehension of anyone who had not experienced it. He was paralysed under water-stiff and rigid with fear. His screams were frozen. The beating of his heart and throbbing of mind made him feel that he was still alive.

Q.17. 'I crossed to oblivion, and the curtain of life fell.' How did Douglas experience the sensation of dying before he actually crossed to oblivion?

Ans. As Douglas went down the pool the third time, he swallowed more water. All his efforts to jump up ceased. His legs felt limp. A blackness swept over his brain and it wiped out fear and terror. There was no more panic. It was quiet and peaceful. He felt drowsy and wanted to go to sleep.

Q.18. In what state did Douglas find himself on regaining consciousness?

Ans. He found himself lying on his stomach near the pool. He was vomiting. The fellow who had thrown him in the pool was saying that he was only joking. Then someone remarked that the small boy had nearly died. He hoped that he would be all right then. Then he was carried to the locker room for change of clothes.

Q.19. What efforts did Douglas make to get over his fear of water and why?

Ans. Fear of water was a handicap Douglas developed during his childhood. It stayed with him as he grew older. It ruined his pursuits of pleasure such as canoeing, boating, swimming and fishing. He used every method he knew to overcome this fear. Finally, he determined to get an instructor and learn swimming.

Q.20. Why does Douglas say, 'The Instructor was finished. But I was not finished.' How did he overpower tiny vestiges of the old terror?

Ans. The Instructor's work was over when he built a swimmer out of Douglas piece by piece and then put them together into an integrated whole. However, Douglas was not satisfied as the remnants of the old terror would return when he swam alone in the pool. He would frown on terror go for another length of the pool.

Q.21. Why did Douglas go to Lake Wentworth in New Hampshire? How did he make his terror flee?

Ans. Douglas was not sure whether all the terror had left even after the training from October to April and practice till July. So, he went to Lake Wentworth and swam two miles. Terror returned only once when he was in the middle of the lake. He had put his face under and saw nothing but bottomless water. The old sensation returned in a smaller size. He laughed and rebuked terror. His terror fled away and he swam on.

ANSWER IN 120-150 WORDS:

Q.1. 'All we have to fear is fear itself'. Courage and optimism are two things that help anyone survive in the period of stress. Comment on the value of being courageous with reference to the chapter 'Deep Water'.

OR

The story "Deep Water" has made you realize that with determination and perseverance one can accomplish the impossible. Write a paragraph in about 100 words on how a positive attitude and courage will aid you to achieve success in life.

Ans. Everyone in this world comes face to face with difficulties at some stage of life as life is a mixture of joys and sorrows. These difficulties are like touchstone. They test a person's will-power as well as his perseverance courage. It is only his optimistic and courageous point of view of life that helps him survive in the period of stress. Douglas also faced the fear of water since his childhood. He never wanted to go near the pool and thus avoided it. But then he decided to get rid of this fear as he had realised that all we have to fear is fear itself. He took the help of an instructor, who guided him into becoming a good swimmer. His aversion to water was gone. The

fear of water which had haunted him for years had been overcome by him by his courage and perseverance. He made all his efforts to conquer his fear of water. In the same way, a person must not let any fear overpower him. We should face life boldly and courageously. Courage and determination go hand in hand. If one decides to achieve something, he can very well do it with the help of his positive thinking.

Q.2. Justify the title Deep Water.

Ans. The title of the story “Deep Water” by William Douglas is well justified. The narrator of the story has an aversion to water. When the author was only four years old, he went to California. There a misadventure took place. A big wave knocked him down. He nearly drowned and he felt as if his breath was no more. The Y.M.C.A pool was safe enough. It was only two or three feet deep at the end whereas was nine feet at the other. But a big bruiser of a boy arrived and tossed him into the deeper part of the pool. He was afraid but he didn't lose hope.

Douglas planned that he would make a huge jump when he would reach the bottom of the pool but his attempt failed. He tried for multiple times but failed. Finally, he gathered all his strength and thought that he would be able to jump but instead he came slowly and saw nothing other than water. He got panicked and tried to yell but couldn't make any sound. His eyes and nose came out of the water but his mouth didn't. Douglas swallowed water and choked. He tried again but his legs seemed to be paralysed.

Douglas could not come out of the pool and started to scream. He tried for the last time and thought that he would die and lost consciousness. After that, he avoided water-based activities. But he was determined enough. Douglas appointed an instructor who would teach him to swim. He practised for five days a week. At first, he taught him the basics of swimming by suspending him with a rope.

Through this, he was made to cross the pool. This went for three months. After that, Douglas was taught to breathe inside the water. After seven months, he finally learnt to swim and his terror was removed forever. Thus, the title is justifiable.

4. THE RATTRAP **- SELMA LAGERLÖF**

CHOOSE THE CORRECT OPTION:

Q.1 Sweden Mines are rich in which kind of ore?

- a. Brass
- b. Copper
- c. Steel
- d. Iron

Q.2 Where has the story been set up?

- a. Jewellery shops
- b. Forests of Sweden
- c. Roads of Sweden
- d. Mines of Sweden

Q.3 Why had the rattrap seller resort on both the begging and petty thievery?

- a. His business was not profitable.
- b. He did not have self-respect
- c. It was an easy way to earn money
- d. He had a habit of stealing

Q.4 Why does the peddler knit up various kind of thoughts?

- a. Because of greed
- b. Because of travelling
- c. Because of loneliness and poverty
- d. None

Q.5 The peddler entered the gate of the iron mill with the intention of _____

- a. asking for food
- b. meeting the master smith
- c. shelter from rain and cold
- d. chatting with his friends

Q.6 What is the message of the story?

- a. Love and kindness are powerful reformers.
- b. Kindness is powerless
- c. Kindness encourages thieves
- d. Thieves need reprimand

Q.7 What game did the peddler and the crofter play?

- a. Majlis
- b. Mössacs
- c. Mjölis
- d. Mehfilis

Q.8 After following the sound of the thumping, where did the peddler finally land?

- a. Mjölis
- b. Forest
- c. Manor house
- d. Ramsjö Iron mills

Q.9 Why did the ironmaster not seem pleased with the guest the next morning?

- a. Because the peddler was poor
- b. Because he was not Nils Iof
- c. Because the peddler was a thief
- d. Because the peddler was a rattrap seller

Q.10 Why did the peddler want to be nice to Edla?

- a. Because she was kind and benevolent
- b. Because he had decided to change
- c. Because she treated him like a real Captain
- d. Because basically he was a nice person

Q.11 Why did the crofter show his money to the peddler?

- a. Because he wanted to show off
- b. Because he was rich
- c. Because the peddler seemed incredulous
- d. Because the peddler looked at him ridiculously

Q.12 Why did not the peddler take the public highway?

- a. public highway was full of thieves
- b. public highway was full of traffic
- c. He was in fear of being caught
- d. The forest interested him more

Q.13 Why was the peddler's life sad and monotonous?

- a. because he had no family
- b. because he had to work hard
- c. because he was poor and lonely
- d. because he had no respect in the society

Q.14 Why did the Peddler feel that he had fallen into the Rattrap?

- a. He had let himself be fooled by a bait of 30 kronor
- b. He had lost his way in the forest
- c. The whole forest had closed upon him
- d. All the above

Q.15 What would have happened if Edla would have gone by her father's decision?

- a. the peddler would have gone back to his old ways
- b. the peddler would have changed any way
- c. the peddler would have never got out of the forge
- d. the peddler's perception would have changed

Q.16 Why did the peddler return to the crofter's cottage?

- a. to show his gratitude
- b. to rest for some more time
- c. to get hold of the pouch
- d. to break the window

Q.17 When does the ironmaster realise his mistake?

- a. when the peddler speaks
- b. when he sees an old photograph
- c. All of these
- d. when the peddler changes clothes and cleans his face

Q.18 Why did the Peddler leave the stolen money in a Rattrap?

- a. Because of his plan
- b. To deceive them
- c. Because his heart was changed with Edla's kindness
- d. None

Q.19 The first move of the ironmaster was to make sure that the guest could

- a. gain some flesh on his bones
- b. have verification done
- c. be given some money
- d. be given some clothes

Q.20 The purpose of her visit to the iron-mill was to

- a. persuade the rattrap seller to spend Christmas Eve at their house
- b. propose to him
- c. counsel him to return the stolen money
- d. advise him to give up stealing

Q.21 The girl had brought with her the following article to make him feel warm

- a. A blanket
- b. A comforter
- c. A sweater
- d. A fur coat

Q.22 How did the ironmaster feel when he saw the rattrap seller after he was well groomed by his valet?

- a. Not pleased
- b. Very happy
- c. Suspicious
- d. Angry

Q.23 What made the peddler finally change his ways?

- a. The crofter's confidence in him
- b. Love and kindness of Edla
- c. Shelter given by the master smith
- d. Shelter given by the ironmaster

Q.24 The crofter living in the grey cottage had received a payment of

- a. forty kronor
- b. thirty kronor
- c. twenty-five kronor
- d. ten kronor

Q.25 The ironmaster lived in the manor with his

- a. Sons
- b. Wife
- c. daughter
- d. old mother

Answers:

Q.1 d. Iron

Q.2 d. Mines of Sweden

Q.3 a. His business was not profitable.

Q.4 c. Because of loneliness and poverty

Q.5c. shelter from rain and cold

Q.6a. Love and kindness are powerful reformers.

Q.7c. Mjölis

Q.8d. Ramsjö Iron mills

Q.9b. Because he was not Nils Olof

Q.10a. Because she was kind and benevolent

Q.11c. Because the peddler seemed incredulous

Q.12c. He was in fear of being caught

Q.13c. because he was poor and lonely

Q.14c. The whole forest had closed upon him like an impenetrable prison.

Q.15 a. he peddler would have gone back to his old ways

Q.16c. to get hold of the pouch

Q.17d. when the peddler changes clothes and cleans his face

Q.18 c. Because his heart was changed with Edla's kindness

Q.19a. gain some flesh on his bones

Q.20 a. persuade the rattrap seller to spend Christmas Eve at their house

Q.21 d. A fur coat

Q.22 a. Not pleased

Q.23b.Love and kindness of Edla

Q.24 b. thirty kronor

Q.25 c. daughter

EXTRACT BASED QUESTIONS:

Extract 1.He made them himself at odd moments, from the material he got by begging in the stores or at the big farms. But even so, the business was not especially profitable, so he had to resort to both begging and petty thievery to keep body and soul together. Even so, his clothes were in rags, his cheeks were sunken, and hunger gleamed in his eyes.

1. **The above extract is from**
 - a. Deep Water
 - b. Last Lesson
 - c. The Rattrap**
 - d. Enemy
2. **Who is “he” in the first line?**
 - a. Peddler**
 - b. crofter
 - c. Edla
 - d. The Narrator
3. **How did he keep his body and soul together?**
 - a. By begging
 - b. By petty thievery
 - c. Selling newspaper
 - d. Both a and b**
4. **The word ‘gleam’ means**
 - a. Shine**
 - b. Dull
 - c. Enter
 - d. Dance

Extract2.No one can imagine how sad and monotonous life can appear to such a vagabond, who plods along the road, left to his own meditations. But one day this man had fallen into a line of thought, which really seemed to him entertaining. He had naturally been thinking of his rattraps

when suddenly he was struck by the idea that the whole world about him — the whole world with its lands and seas, its cities and villages — was nothing but a big rattrap.

1. **The word 'vagabond' means**
 - a. Businessman
 - b. Traveller
 - c. Wanderer**
 - d. Beggar
2. **The word 'rattrap' stands for**
 - a. A situation where a person enjoys to be trapped
 - b. A situation of starvation
 - c. an unpleasant situation that offers no prospect of improvement.**
 - d. a pleasant situation that offers prospect of improvement.
3. **Who 'had fallen into a line of thought'?**
 - a. A man who begs
 - b. A man who sells rattraps**
 - c. A man who thieves
 - d. A man who runs errands
4. **What according to the man is a big rattrap?**
 - a. the whole world**
 - b. islands and seas
 - c. cities and villages
 - d. All of the above

Extract3. One dark evening as he was trudging along the road, he caught sight of a little gray cottage by the roadside, and he knocked on the door to ask shelter for the night. Nor was he refused. Instead of the sour faces, which ordinarily met him, the owner, who was an old man without wife or child, was happy to get someone to talk to in his loneliness.

1. **Who is 'he' in the lines?**
 - a. Peddler**
 - b. crofter
 - c. Edla
 - d. The Narrator

2. **The man knocks at the door as**
 - a. He needs food
 - b. He needs money
 - c. He needs help
 - d. He needs a night stay**
3. The word 'trudging' means
 - a. walk fast
 - b. run slowly
 - c. walk slowly and with heavy steps**
 - d. walk slowly and with light steps

Extract 4. The stranger must have seemed incredulous, for the old man got up and went to the window, took down a leather pouch, which hung on a nail in the very window frame, and picked out three wrinkled ten-kronor bills. These he held up before the eyes of his guest, nodding knowingly, and then stuffed them back into the pouch.

1. Who is the stranger here?
 - a. Peddler**
 - b. crofter
 - c. Edla
 - d. The Narrator
2. **The old man earned money by**
 - a. Working on fields
 - b. Working in town
 - c. Selling horses
 - d. Milking a cow**
3. **Kronor is currency**
 - a. Indian
 - b. Russian
 - c. American
 - d. Swedish**

4. The word 'Incredulous' means

- a. **Dubious**
- b. Clear
- c. Logical
- d. Careful

Extract 5. The next day both men got up in good season. The crofter was in a hurry to milk his cow, and the other man probably thought he should not stay in bed when the head of the house had gotten up. They left the cottage at the same time. The crofter locked the door and put the key in his pocket. The man with the rattraps said good-bye and thank you, and thereupon each went his own way.

1. Who are both in the first line?

- a. Old man and Edla
- b. Young man and paddler
- c. Old man and crofter
- d. **Peddler and crofter**

2. Who is the man with rattraps?

- a. **Peddler**
- b. Old man
- c. Crofter
- d. None of the above

3. Name the lesson and the writer.

- a. Rattrap, Vikram Seth
- b. **The Rattrap, Selma Lagerlöf**
- c. Rattrap, Alma Lagerlof
- d. Rattrap, Selma Pearson

4. 'Cottage' is

- a. a big house, typically one in the country.
- b. **a small house, typically one in the country.**
- c. a glass house, typically one in the country.
- d. a wooden house, typically one in the country.

Extract 6. But half an hour later the rattrap peddler stood again before the door. He did not try to get in, however. He only went up to the window, smashed a pane, stuck in his hand, and got hold of the pouch with the thirty kronor. He took the money and thrust it into his own pocket. Then he hung the leather pouch very carefully back in its place and went away.

1. Whose house door has been mentioned here?
 - a. Peddler's
 - b. Crofter's**
 - c. Edlas's
 - d. None of the above
2. **Why did peddler steal money?**
 - a. He is a thief**
 - b. He needs money
 - c. The old man had taken his money
 - d. He had no other option
3. Why did he hang the leather pouch very carefully back in its place?
 - a. So that it would not seem the money was stolen at first sight**
 - b. He didn't need the pouch
 - c. He wanted to tease the old man
 - d. He thought it would be safe way to stael money
4. **The word 'thrust' means**
 - a. to pull something suddenly
 - b. to push something suddenly**
 - c. to tear something
 - d. to break something

Extract7. "It is queer that things have gone downhill with him as badly as that," said the daughter. "Last night I did not think there was anything about him to show that he had once been an educated man."

1. What is name of the daughter?
 - a. Her name is Pedla Willmansson.
 - b. Her name is Edla Willmansson.**

- c. Her name is Edla Williamson.
 - d. Her name is Peaterson.
2. Which word in the synonym of 'queer'?
- a. peer
 - b. Bad
 - c. **Strange**
 - d. Shiver
3. Where is speaker standing when above lines are spoken?
- a. She is standing in the dressing room of her house.
 - b. She is standing in the bedroom of her house.
 - c. **She is standing in the dining room of her house.**
 - d. None of the above
4. Who is the listener of above extract?
- a. **The ironmaster**
 - b. The padler
 - c. The crofter
 - d. None

Extract8.She looked at him compassionately, with her heavy eyes, and then she noticed that the man was afraid. "Either he has stolen something or else he has escaped from, jail", she thought, and added quickly, "You may be sure, Captain, that you will be allowed to leave us just as freely as you came. Only please stay with us over Christmas Eve."

1. Who is 'she' in the above lines?
- a. **Edla**
 - b. A poor girl
 - c. The owner
 - d. A stranger
2. What does she request?
- a. She requests to stay for lunch
 - b. She requests to stay for help
 - c. **She requests to stay for Christmas**
 - d. She requests to stay for party

3. The word 'compassionately' means
- a. angrily
 - b. sympathetically**
 - c. peacefully
 - d. mockingly

Extract 9. "First of all we must see to it that he gets a little flesh on his bones," he said to his daughter, who was busy at the table. "And then we must see that he gets something else to do than to run around the country selling rattraps."

1. **Who is 'he' in the lines?**
- a. Ironmaster
 - b. Peddler**
 - c. Crofter
 - d. None
2. **Whom were they talking about?**
- a. Ironmaster
 - b. Peddler**
 - c. Crofter
 - d. None
3. **In the first line the writer seems to be**
- a. Angry
 - b. Selfish
 - c. Cruel
 - d. concerned**
4. 'run around' means
- a. Busy doing the things around**
 - b. Running round
 - c. Playing some game
 - d. Handle things carelessly

Extract 10. In the evening, when the Christmas tree was lighted, they woke him up again, and he stood for a while in the drawing room, blinking as though the candlelight hurt him, but after that he disappeared again. Two hours later he was aroused once more. He then had to go down into the dining room and eat the Christmas fish and porridge.

1. **Name the lesson.**
 - a. **The Rattrap**
 - b. Deep Water
 - c. Third Level
 - d. Lost Spring
2. **Whom did they wake up?**
 - a. Ironmaster
 - b. **Peddler**
 - c. Crofter
 - d. None
3. **Where had the man stayed?**
 - a. **At Edla's house**
 - b. At crofter's house
 - c. At his own house
 - d. None
4. **'Porridge.' Is**
 - a. is a thick sticky food made from wheat cooked in water or milk an
 - b. is a thick sticky food made from oats cooked in oil
 - c. **is a thick sticky food made from oats cooked in water or milk**
 - d. is a thick sticky food made from rice cooked in water or milk

ANSWER IN 30-40 WORDS:

1. Why did the peddler derive pleasure from his idea of the world as a rattrap?

Ans. The peddler developed an idea that the world is a rattrap. It offers food, shelter, clothing and luxuries just to entrap us in the same way in which the rattrap entraps its victims through cheese and pork. The idea appealed and pleased him when he saw any one getting trapped who had insulted and humiliated him.

2. Why was the peddler surprised when he was offered shelter by crofter?

Ans. Normally, the peddler was not given shelter. The peddler was surprised when he knocked at the door of the cottage and received a warm welcome there. Moreover, he was offered warmth and hospitality. The crofter gave him food and tobacco.

3. What were the peddler's feelings as he drove over to the ironmaster's house?

Ans. The peddler had evil forebodings as he drove over to the ironmaster's house. He regretted to have stolen crofter's money and felt that he had been trapped and would be found out as a thief.

4. How did the peddler defend himself against not having revealed his true identity?

Ans. The peddler said that he had never pretended to be someone other than a tramp. Moreover, he had refused to come to Ironmaster's house and wanted to stay in the forge. When the ironmaster threatened to call the sheriff, the tramp told him that he would also suffer a similar fate.

5. What were the peddler's feelings as night fell in the woods?

Ans.. As night fell, the peddler lost his way in the forest. He could not find his way out and realised that he was moving around the same point. He was exhausted and hungry by this time and was feeling cold. At this point he realised that he had been caught in a rattrap with no escape route.

6. Who did the ironmaster mistake the peddler for? Why did the latter not reveal his true identity?

Ans. The ironmaster mistook the peddler to be his old acquaintance, Nils Olof, who was his regimental comrade. The tramp did not reveal his identity because, he thought he might get some money from the ironmaster as his old acquaintance. Moreover, he was scared of being caught.

7. What do we learn about the crofter's nature from the story, The Rattrap?

Ans. We learn that the crofter was a talkative and a friendly sort of fellow. He was also lonely and would welcome anyone to share his loneliness. He was hospitable towards his guests.

8. Who was the owner of the ironworks and what sort of person was he?

Ans. The owner of the Ramsjö iron mill was a prominent ironmaster who wanted to ship out good iron to the market. He was very hard working and supervised his work day and night.

9. What was the content of the letter written to Edla by the peddler?

Ans. The peddler left behind a packet for Edla. The packet contained a rattrap-a gift for Edla on Christmas. There was a letter and thirty kronor. In his letter, he had thanked Edla for her kindness and hospitality and repented his wrongdoing of stealing old crofter's money and requested her to return the same to the rightful owner.

10. What conclusion did the ironmaster reach when he heard that the crofter had been robbed by the peddler?

Ans. When, at the church, the ironmaster heard that the crofter had been robbed by the peddler, he at once concluded that the peddler was the thief. He apprehended that he would have made away with all their silver of his house by that time.

11. Why did Edla plead with her father not to send the vagabond away?

Ans. Edla was a kind-hearted lady. When she came to know the reality of the peddler, she showed her sympathy for him. She knew that he had no home or family. There was no place in the world where he was welcome and live in peace. Due to her tender and kind nature, she pleaded with her father not to send the stranger away and allow him to stay at home for Christmas.

12. What did Edla notice about the stranger?

Ans. Edla noticed that the stranger was very scared. He seemed to be either a thief or a runaway away from prison. She also observed that the stranger did not seem to be an educated person to be a captain.

13. "The man was just as generous with his confidences as with his porridge and tobacco". What was the outcome of this?

Ans. The crofter was overgenerous to the peddler. He not only gave him food and shelter but shared his confidences and showed him the money that he had saved.. Next morning when they both left the house together, the peddler got tempted, came back and stole the money.

14. What were the precautions that the peddler took to remain undetected as a thief?

Ans. In order to remain undetected as a thief, the peddler left the highway and took the route of the forest. Moreover, when at the Ramsjö Ironworks, he was invited by the ironmaster to his home, he declined the invitation due to the fear of being caught.

15. Why did the blacksmith at Ramsjö Ironworks not pay any attention to the peddler?

Ans. The blacksmith at Ramsjö Ironworks did not pay any attention to the peddler because it was a routine thing for him. Many vagabonds used to come there attracted by the light in order to warm themselves at the forge. He took peddler as one of such vagabonds.

16. What was the ironmaster's reaction to the poor condition of the peddler? What light does it throw on the character of the ironmaster?

Ans. The ironmaster was compassionate and trusting. When he saw the peddler in poor condition, he immediately asked him to come to his home. He had mistaken him for his old regimental fellow Nils Olof. He wanted to help him in his miserable condition.

17. What was the sentiment that urged Edla Willmansson to keep the peddler in their house despite knowing who he really was?

Ans. Edla was a kind woman. She could realise how difficult a life the tramp must be living with no home or family. It was Christmas and she didn't want to miss the opportunity to celebrate the spirit of Christmas. So she thought of keeping the peddler at home to give him some comfort and happiness on the Christmas day.

18. Who was a keen observer: the ironmaster or his daughter? Substantiate your answer.

Ans. It was Edla Willmansson, ironmaster's daughter, who was a keener observer than him. The ironmaster had mistaken the tramp for his old regimental comrade, but Edla had her doubts from the beginning .She could see fear in his eyes.

19. Why was Edla happy to see the gift left by the peddler?

Ans. Edla was happy to see the gift left by the peddler because it was symbolic of the positive change in the peddler. He had left the stolen thirty kronor in the rattrap along with a letter. He had requested that the money is returned to the crofter. Edla was happy to know that love and respect given to the peddler by her had made him realise his mistake and make amends.

20. How does the metaphor of the rattrap serve to highlight the human predicament?

Ans: The peddler believed this world was nothing else but a big rattrap. The only purpose is to set bait for people in the form of luring offers. Peddler lost his way in the forest. It was trapping him

now. He believed stealing was a rattrap in his case. The forest took him as a prison from which he could never escape. The peddler also told the ironmaster that the world is nothing but a rattrap and all the luxuries are the pieces of cheese.

ANSWER IN 120-150 WORDS:

Q 1. Do you think the title of the story 'The Rattrap' is appropriate? Give reasons to support your answer.

Ans. The story has an appropriate and suggestive title. It at once draws our attention to the central theme the whole world is a big rattrap. This metaphor helps us to understand the human predicament. All the good things of the world are nothing but baits to tempt a person to fall into the rattrap. Through the character of the peddler, the writer drives home the idea that most human beings are prone to fall into the trap of material benefits. The story begins with rattraps and ends with a rattrap as a present for someone who has helped a rat to get free from the rattrap. Even the middle of the story revolves round the rattrap. The actions of the peddler after he steals thirty kronor of the old crofter reveal the inner conflicts, tensions and lack of peace of a person who touches the bait of temptation. Renunciation of the temptation helps in redemption. Thus, the title is apt and significant.

Q.2. The story 'The Rattrap' exemplifies the notion that the emotional direct bearing on their behaviour. Elucidate.

Ans. No doubt it is the emotional needs of human beings that have a direct bearing on their behaviour. In fact, our emotions govern our actions and behaviour. In the story, all the characters depict the same. The peddler's behaviour is all due to the atrocities he had faced in his life. He is treated badly. Starvation and homelessness have made him emotionally very weak and negative. As a result, when the tramp sees the money of the crofter, he steals it. Similarly, the crofter being lonely with no wife or children welcomes the peddler and becomes overfriendly with him and, as a result, is cheated. Even the ironmaster lives a lonely life. His wife is dead and his sons are abroad. He has no family except his daughter or friends. Consequently, he invites the peddler to his house, mistaking him for his old friend. Finally, it is Edla's emotional generosity to serve and make someone happy on Christmas. Her kindness and empathy make her to treat the tramp with respect and kindness which brings out the goodness in the peddler.

5. INDIGO

-LOUIS FISCHER

CHOOSE THE CORRECT OPTION:

1. How was the Champaran episode a turning point in Gandhiji's life?
 - (a) He taught peasants a lesson of self-reliance
 - (b) It was Gandhi's final triumph
 - (c) It gave a spark to Civil Disobedience movement
 - (d) It gave a start to Quit India Movement
2. Why did Gandhi vehemently oppose taking help of Charles Freer Andrews?
 - (a) he was an African
 - (b) he was going on a tour of duty to the Fiji Islands
 - (c) he believed it would be an equal fight
 - (d) he wanted the lawyers to be self-reliant
3. What would be your stand if you were one of the lawyers at Champaran?
 - (a) support lieutenant Governor
 - (b) support sharecropping
 - (c) charge no fee
 - (d) appeal in high court
4. Why did Rajkumar Shukla come to the Congress session?
 - (a) to complain about the injustice faced by farmers
 - (b) to receive Gandhiji and take him to Champaran
 - (c) to bid farewell to the farmers
 - (d) to accompany Gandhiji to go to other parts of India
5. By what were the sharecroppers troubled?
 - (a) the peasants system
 - (b) the landlord system
 - (c) the crops system
 - (d) the irrigation system

6. "Morning found the town of Motihari black with peasants." Here 'black' means –
- (a) colour
 - (b) shade
 - (c) crowded
 - (d) blank
7. What else did Gandhiji work upon besides political and economic solutions?
- (a) personal and familiar interests
 - (b) cultural and social gathering
 - (c) social and promotional activities
 - (d) cultural and social backwardness
8. What did Gandhiji teach the lawyers and the sharecroppers?
- (a) Self-reliance
 - (b) Selfishness
 - (c) Self-centeredness
 - (d) Self-absorption
9. What did the people of Champaran do for a living under ancient agreement?
- (a) rag-picking
 - (b) bangle making
 - (c) farming
 - (d) sharecropping
10. What percentage of refund did Gandhiji ask for?
- (a) 15
 - (b) 50
 - (c) 25
 - (d) 75
11. Who were the two young men who helped Gandhiji to open Primary schools?
- (a) Louis Fischer and Charles Andrews
 - (b) Mahadev Desai and Narhari Parikh
 - (c) Rajendra Prasad and Kriplani
 - (d) Reverend J Z Hodge and Professor Malkani

12. What medicine was given to anyone who showed a coated tongue?

- (a) quinine
- (b) quinine plus castor oil
- (c) quinine and sulphur
- (d) castor oil

13. 'INDIGO' is an excerpt from

- (a) My Experiments with Truth
- (b) The Life of Mahatma Gandhi
- (c) Indian Home Rule
- (d) The Essential Gandhi

14. Annual Convention of Indian National Congress party in Lucknow was held in

- (a) 1942
- (b) 1924
- (c) 1950
- (d) 1916

15. Gandhi agreed to come to Champaran because

- (a) he was impressed by Rajkumar Shukla's tenacity
- (b) he had a lot of information about the atrocities inflicted by the Britishers
- (c) He had decided to start a freedom movement from Chamaparan
- (d) All of the above

16. Gandhi said that the Champaran battle was won because

- (a) he proved the Britishers guilt
- (b) he won the case against the Britishers
- (c) he united the different stratas of the society to fight for peasants rights
- (d) He got the help of the lawyers

17. Whose house did Gandhi stay in while visiting Champaran?

- (a) Rajendra Prasad
- (b) J.B Kriplani
- (c) Maulana Mazharul Haq
- (d) Brij Kishore Babu

18. Demonstrations in front of the court in Motihari was the triumph of

- (a) The Civil Disobedience movement
- (b) Court victory against the Britishers
- (c) Freedom against Britishers
- (d) Non Violence

19. Charles Andrew Freer was a

- (a) Pacifist
- (b) Englishman
- (c) Devoted follower of Gandhi
- (d) All of the Above

20. Gandhi taught fellow leaders a lesson in self reliance by

- (a) refusing help of Charles Andrew Freer
- (b) refusing to accept that the peasants vs Britishers was an unequal fight
- (c) believing that his cause was just
- (d) All of the above

21. The Champaran movement began

- (a) as an act of self-defiance
- (b) as an attempt to start a political movement
- (c) an attempt to alleviate the distress of the peasants
- (d) a movement to gain independence

22. Champaran movement was a turning point in Gandhi's life because

- (a) it taught him that Champaran was culturally and socially backward
- (b) it proved to him the unfairness and inadequacy of the British laws
- (c) It allowed him to solve problems of Champaran peasants
- (d) It helped him register his first victory against the might of the Britishers

23. Which of these was NOT a solution offered by Gandhi as an answer to the woes of peasants?

- (a) he ensured that the poor peasants had an adequate supply of clothes
- (b) he opened primary schools
- (c) he arranged for the visits of the doctors
- (d) he had people teaching about the community sanitation and cleanliness

24. What was the first incident of untouchability that Gandhi experienced in Champaran?

- (a) he was not allowed to enter J.B Kriplani's house
- (b) he was not allowed to draw water from the well
- (c) he was not allowed to touch a Britisher Officer
- (d) He was not allowed to enter the houses of Britishers

MORE MCQs with Answers:

1. From which book, the excerpt of ' Indigo' is taken?

- (a) Men and Politics
- (b) Life of Lenin
- (c) The Life of Mahatma Gandhi.
- (d) None

2. What does Gandhi's fight in Champaran signify?

- (a) The power of effective leadership
- (b) The power of lawyers
- (c) The power of farmers
- (d) The power of money

3. Why was Motihari black with peasants?

- (a) Because of people's rights
- (b) Because of the oppression of the British
- (c) Because their champion was in trouble
- (d) None

4. What was Gandhiji's demand from the British landlords?

- (a) 30% refund as repayment
- (b) 40% refund as repayment
- (c) 50% refund as repayment
- (d) 10% refund as repayment

5. Which of the following statements is NOT TRUE with reference to Indigo?

- (a) Rajendra Prasad was a lawyer.
- (b) Charles Freer Andrews was an English pacifist.
- (c) During his long stay in Champaran, Gandhi kept a long distance watch on his ashram.
- (d) Indigo sharecropping never disappeared from Champaran.

6. How did Gandhiji help peasants of Champaran?

- (a) By fighting and securing justice for them
- (b) By hiring lawyers for them
- (c) By educating them
- (d) By teaching them cleanliness

7. Why did Gandhiji decide to go to Muzzafarpur?

- (a) To have detailed information of the sharecroppers of Champaran
- (b) To have information about lawyers
- (c) To know different capacities of the people
- (d) To have a personal bond with the people

8. Who briefed Gandhiji at Muzzafarpur?

- (a) Government officers
- (b) Politicians
- (c) Farmers
- (d) Lawyers

9. Why did Mr. Shukla meet Gandhiji?

- (a) to seek his guidance for his own upliftment
- (b) to get ideas to be famous
- (c) to learn the art of speaking
- (d) to seek his help for the poor sharecroppers

10. What did the peasants pay the British landlords?

- (a) 10% of landholding and 15% of harvest
- (b) 20% of landholding and 15% of harvest
- (c) 10% of landholding and 25% of harvest
- (d) 15% of landholding and entire Indigo harvest

11. Why did Gandhi consider the Champaran episode a turning point?

- (a) Peasants were successful
- (b) It became famous
- (c) The British were scared
- (d) It grew out of an attempt to alleviate the distress of the farmers

12. What was the attitude of the average Indian in smaller localities towards advocates of home rule?

- (a) Very welcoming
- (b) Very courageous
- (c) Pleasing
- (d) Very fearful and indifferent

13. Where was the annual convention of Indian National Congress party held in 1916?

- (a) At Varanasi
- (b) At Mumbai
- (c) At Bangalore
- (d) At Lucknow

14. What amount of repayment did the big planters think Gandhi would demand?

- (a) repayment in full
- (b) double the amount
- (c) fifty percent of the amount
- (d) no payment, just an apology

15. Who was Sir Edward Gait in the lesson Indigo?

- (a) A British lawyer
- (b) A British Businessman
- (c) A British Politician
- (d) Lieutenant Governor of the province

16. Why did the British want the peasant to pay compensation?

- (a) Because they freed them
- (b) Because they got orders from the British headquarters
- (c) Because they were leaving India
- (d) They gave Indigo harvest from 15% of landholding only

17. Why did the British planters agree to pay the refund to the farmers?

- (a) Because their illegal extortion was revealed
- (b) Because they feared official punishment
- (c) Because they feared that the peasants will revolt
- (d) Because they feared Gandhiji

18. Why was Motihari back with peasants?

- (a) Because of people's rights
- (b) Because of the oppression of the British
- (c) Because their champion was in trouble
- (d) None

19. Who was Charles Freer Andrews in the lesson Indigo?

- (a) Follower of Gandhiji
- (b) An Englishman
- (c) An employee under the British government and Pacifist
- (d) All the above

20. Why did Gandhiji go to Muzzafarpur?

- (a) to seek guidance from the lawyers
- (b) to seek help from local people
- (c) to get detailed information about the sharecroppers' problem than Shukla was capable of imparting
- (d) to seek his help for the poor sharecroppers

ANSWERS

1. (c) The Life of Mahatma Gandhi
2. (a) The power of effective leadership
3. (c) Because their champion was in trouble
4. (c) 50% refund as repayment
5. (d) Indigo sharecropping never disappeared from Champaran.
6. (a) By fighting and securing justice for them
7. (a) To have detailed information of the sharecroppers of Champaran
8. (d) Lawyers
9. (d) to seek his help for the poor sharecroppers
10. (d) 15% of landholding and entire Indigo harvest

- 11.(d) It grew out of an attempt to alleviate the distress of the farmers
- 12.(d) Very fearful and indifferent
13. (d) At Lucknow
- 14.(a) repayment in full
- 15.(d) Lieutenant Governor of the province
- 16.(d) They gave Indigo harvest from 15% of landholding only
- 17.(a) Because their illegal extortion was revealed
18. (c) Because their champion was in trouble
19. (a) Follower of Gandhiji
20. (c) to get detailed information about the sharecroppers' problem than Shukla was capable of imparting

EXTRACT-BASED QUESTIONS

a. "They thought, amongst themselves, that Gandhi was totally a stranger, and yet he was prepared to go to prison for the sake of the peasants : If they, on the other hand, being not only residents of the adjoining districts but also those who claimed to have served these peasants, should go home, it would be shameful desertion."

- i. Who are 'They' being referred to in the above lines?
- a) Lawyers of Bihar
 - b) Indian Lawyers
 - c) Landlords of Bihar
 - d) Prominent landlords.
- ii. For whom the stranger was ready to go to prison?
- a) Indian peasants
 - b) Lawyers
 - c) Gandhi
 - d) People of Bihar.
- iii. Find the synonym of the word 'adjoining' used in the above lines?
- a) Contiguous
 - b) Endear
 - c) Conceited
 - d) similar
- iv. What would be- shameful desertion?
- a) Leaving Gandhi alone
 - b) Telling Gandhi to leave
 - c) Staying back with Gandhi
 - d) Feeling sorry for Gandhi

ANS i-a, ii-a, iii-a, iv –a

b. "...You should not seek a prop in Mr. Andrews because he happens to be an Englishman". He had read our minds correctly," Rajendra Prasad comments, "and we had no reply ...Gandhi in this way taught us a lesson in self-reliance."

Self-reliance, Indian Independence and help to share croppers were all bound together.

i. Who had read their thoughts clearly?

- a) Gandhi
- b) Rajendra Prasad
- c) Mr. Andrews
- d) British Lawyers.

ii. What the Indian lawyers should not seek?

- a) Prop in an Englishman
- b) Prop in lawyers.
- c) Prop in farmers
- d) Prop in Rajendra Prasad.

iii. What did Gandhi teach Rajendra Prasad and the other people?

- a) Self-reliance
- b) Indian independence
- c) Prop in Englishman.
- d) Faith in Englishman.

iv. Indian independence is bound with....

- a) Self-reliance and helping share croppers.
- b) Self-reliance and share croppers.
- c) Self-reliance and Indians not looking for prop.
- d) Indian farmers and self-knowledge.

Ans. i-a, ii-a, iii-a, iv-a

ANSWER IN 30-40 WORDS

1. How did Rajkumar Shukla establish that he was resolute?

Answer: Rajkumar Shukla was a peasant from Champaran. He wanted Gandhiji to come with him to accompany him to Champaran. At that time Gandhiji was very busy. But Shukla accompanied Gandhiji everywhere. Therefore, he had been described as resolute.

2. How was Gandhiji treated at Rajendra Prasad's house?

Answer: The servants at Rajendra Prasad knew Shukla as a peasant who pestered their master to help the indigo sharecroppers. But they thought that Gandhiji belonged to some low caste. Therefore they didn't allow him to draw water from the well.

3. What were the terms of the indigo contract between the British landlords and the Indian peasants?

Answer: The landlords compelled all tenants to plant three twentieths or 15 per cent of their holdings with indigo and surrender the entire indigo harvest as rent. This was done by a long-term contract.

4. What did the landlords do when they know that Germany had developed synthetic indigo?

Answer: The landlords came to know that Germany had developed synthetic indigo. Now producing natural indigo was not profitable for them. But very cunningly they hid that fact from the peasants. They instead obtained agreements from the sharecroppers to pay them compensation for being released from the 15 per cent arrangement.

5. Why did many sharecroppers sign the agreement letters willingly? What did the others do who had not signed the letters?

Answer: The sharecropping system was irksome to the peasants. They signed the agreement letters willingly. Those who resisted engaged lawyers; the landlords hired thugs.

6. Why did Gandhiji meet Secretary of the British landlord's association? How was he treated by him?

Answer: Gandhiji arrived at Champaran to get the facts. Therefore he visited the Secretary of the British landlord's association. The secretary told him that they could give no information to an outsider.

7. Why did Gandhiji go to Muzzafarpur? Where did he stay there?

Answer: Muzzafarpur was enroute to Champaran. To obtain more information about sharecropping system he went there. He decided to stay at Professor Malkani's house. He was a teacher in a government school.

8. Why did Gandhiji chide the lawyers of Muzzafarpur?

Answer: Gandhiji chided the lawyers for collecting big fee from the peasants. He said that he had come to the conclusion that they should stop going to courts. Taking such cases to the courts did little good. Where the peasants were so crushed and fear-stricken, law courts were useless. The real relief for them was to be free from fear.

9. How did the peasants of Champaran react when they came to know about the arrival of Gandhiji?

Answer: The news of Gandhiji's advent and of the nature of his mission spread quickly through Muzzafarpur and to Champaran. Sharecroppers from Champaran began arriving on foot and by conveyance to see their champion.

10. Why did Gandhiji feel that taking the Champaran case to the court was useless?

Answer: Gandhiji felt that taking the Champaran case to the court was useless. Where the peasants were so crushed and fear-stricken, law courts were useless. The real relief for them was to be free from fear.

11. How did Champaran peasants react when they came to know that a Mahatma had come to help them?

Answer: When the Champaran peasants came to know that a Mahatma had come to help them and he was in trouble with the authorities they came in large numbers to Motihari. Thousands of them hold demonstrations around the courthouse. The officials felt themselves helpless.

12. What made the lieutenant-governor drop the case against Gandhiji?

Answer: Thousands of peasants came in support of Gandhiji. The authorities felt that they could not control them and the condition of law and order could deteriorate. The pressure of the peasants was increasing. On the other hand, Gandhiji refused to have any bail. Therefore the lieutenant-general dropped the case against Gandhiji.

13. Why did Gandhiji tell the court that he was involved in a 'conflict of duties'?

Answer: Gandhiji said in the court he was involved in 'conflict of duties'. On the one hand, he didn't want to set a bad example as a lawbreaker; on the other hand, he wanted to render humanitarian and national service for which he had come to Champaran.

14. How was civil disobedience won for the first time in India?

Answer: The judge said that he could not deliver his judgement for several days because of the overwhelming support to Gandhiji. However, he was allowed to remain at liberty. Several days later, Gandhiji received a written communication from the magistrate informing him that the Lieutenant-General had decided to drop the case against him. In this way the civil disobedience won for the first time in India.

15. How much did the planters ready to refund to the peasants? How did Gandhiji react to it?

Answer: The planters wanted to prolong the dispute in some way. Therefore, they offered to refund only 25 per cent of the money they extracted illegally from the peasants. Gandhiji at once agreed to it thus breaking the deadlock.

16. Why did Gandhiji agree for only 25 per cent refund?

Answer: Gandhiji knew that the planters wanted to prolong the dispute in some way or the other. But he proved too smart for them. He at once agreed to their offer of 25 per cent refund. In this way the planters had to part with some of their money and also their prestige.

17. What social work did Gandhiji do in the villages of Champaran?

Answer: Gandhiji opened primary schools there. Many of his disciples came to volunteer their services. Health condition of the place was miserable. Gandhiji got a doctor to volunteer his services for six months.

18. Why was Gandhiji against taking the help of Charles Freer Andrews?

Answer: Charles Freer Andrews became Gandhiji's disciple at Champaran. The lawyers thought that it would be good for them if they had an Englishman with them. But Gandhiji was deadly against it. He said taking help of an Englishman would show the weakness of their heart.

19. Why is Rajkumar Shukla described as being 'resolute'?

Answer: Rajkumar Shukla was a peasant from Champaran. He wanted Gandhiji to come with him to accompany him to Champaran. At that time Gandhiji was very busy. But Shukla accompanied Gandhiji everywhere. Therefore, he had been described as resolute.

20. Why do you think that the servants thought Gandhiji to be another peasant?

Answer: Gandhiji wore very simple clothes. His complexion was dark and he was thin. In this way, his appearance matched a peasant of those days. Therefore, the servants thought Gandhiji to be another peasant.

ANSWER IN 120-150 WORDS:

1. Who was Rajkumar Shukla? What did he want from Gandhiji?

Answer: Rajkumar Shukla was a peasant from Champaran. He visited Gandhiji in 1942 at his ashram in Sevagram, in Central India. He wanted that Gandhiji should accompany him to his village in Champaran district. He described to Gandhiji about himself and his district. He told Gandhiji the peasants of Champaran were sharecroppers. Rajkumar Shukla was illiterate but resolute.

He had come to the Congress session to complain about the injustice of the landlord system in Bihar, and somebody told him to speak to Gandhiji. At that time, Gandhiji was very busy. Shukla accompanied him everywhere in India. For weeks he never left Gandhiji's side.

Impressed by the sharecropper's tenacity and story Gandhiji said, "I have to be in Calcutta on such-and-such a date. Come and meet me and take me from there." Shukla reached at the appointed spot in Calcutta when Gandhiji arrived. He waited till Gandhiji was free. Then Gandhiji went with him to Patna by train.

2. What information did Gandhiji get about the sharecropping system in Champaran?

Answer: The chief commercial crop of Champaran was indigo. The British landlords compelled all the tenants to plant 15% of their holdings with indigo and surrender the entire indigo harvest as rent. This was done by a long-term contract. Then the landlords came to know that the Germany had developed synthetic indigo. Now producing natural indigo was not at all profitable. Very cunningly the British landlords obtained agreements from the sharecroppers to pay them compensation for being released from the 15% agreement. Many sharecroppers signed it willingly while the others engaged lawyers. The landlords hired thugs. Meanwhile, the information about synthetic indigo reached the illiterate peasants. Who had paid the compensation wanted their money back.

POEMS

1. *My Mother at Sixty Six* -Kamala Das

CHOOSE THE CORRECT OPTION:

- I. Where was the poet driving to?
 - a. home
 - b. airport
 - c. playground
 - d. garden
- II. From where were the children spilling out?
 - a. Home
 - b. school
 - c. neighbourhood
 - d. car
- III. What were the parting words of the poet?
 - a. see you soon
 - b. Meet you soon
 - c. See you later
 - d. Call you soon
- IV. Where was the mother sitting?
 - a. in front of the poet
 - b. Beside the poet
 - c. behind the poet
 - d. beside the driver
- V. What would happen if the poet did not see her mother again?
 - a. The poet would be heart broken
 - b. The poet would feel relaxed
 - c. The poet would feel confused
 - d. The poet would be smiling

- VI. Why does the poet smile and smile and smile?
- to hide her happiness
 - to hide her relaxed feeling
 - to hide her fear
 - to hide her old age
- VII. What does the old age symbolize?
- Approaching death
 - carefree life
 - Freedom from responsibility
 - Health and happiness
- VIII. What does the image of merry children spilling symbolize?
- sincerity
 - responsibility and duty
 - carefree attitude
 - passive acceptance
- IX. Why has the mother been compared to a corpse?
- she is alert
 - she is active
 - she is merry
 - she is passive
- X. Why does the poet look out of the window?
- to look out at the trees
 - to distract herself
 - to look at the children
 - as she was bored
- XI. What thought did the poet try to put away?
- mother would not live long
 - mother would continue sleeping
 - mother would live long
 - mother would wake up

- XII. What was the poet's childhood fear?
- flying in a plane
 - unable to join merry children
 - separation from her mother
 - driving in a car
- XIII. Name the literary device used in the line 'her face ashen like that of a corpse.'
- metaphor
 - simile
 - alliteration
 - personification

ANSWERS:

- I. b. airport
- II. a. home
- III. a. see you soon
- IV. b. Beside the poet
- V. a. The poet would be heart broken
- VI. c. to hide her fear
- VII. a. approaching death
- VIII. c. carefree attitude
- IX. d. she is passive
- X. b. to distract herself
- XI. a. mother would not live long
- XII. c. separation from her mother
- XIII. b. simile

EXTRACT BASED QUESTIONS:

Read the following extracts and answer the questions that follow:

EXTRACT 1

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

- a. Where was the poet driving to?
- i. **Cochin**
 - ii. Her parent's home
 - iii. Abroad
 - iv. Kerala
- b. Why was her mother's face looking like that of a corpse?
- i. due to tiredness
 - ii. **due to old age**
 - iii. due to long drive
 - iv. due to bad weather
- c. What did the poet notice about her mother?
- i. she became old
 - ii. her ashen like face
 - iii. her open mouth
 - iv. **all of the above**
- d. Why was the realisation painful?
- i. **because of thought of separation**
 - ii. because of thought of children
 - iii. because of thought of sprinting trees
 - iv. because of security check.

EXTRACT 2

*I looked again at her, wan, pale
as a late winter's moon and felt that old
familiar ache, my childhood's fear,
but all I said was see you soon, Amma,
all I did was smile and smile and smile*

- (a) What was the poet's childhood fear?
- i. Losing her grandmother
 - ii. Losing her daughter
 - iii. Losing her father
 - iv. **Losing her mother**
- (b) What were the poetess's parting words?
- i. "Goodbye Amma"
 - ii. **"See you soon Amma"**
 - iii. "Will Come soon Amma"
 - iv. Smile and Smile

(c) What is the poetic device used in the second line?

- i. metaphor
- ii. simile**
- iii. alliteration
- iv. repetition

v.

(d) Why did the poet smile and smile?

- i. She wanted her mother to smile back.
- ii. She wanted to go away from mother.
- iii. She wanted to divert her mother's pain.
- iv. She wanted to hide her true feelings.**

EXTRACT 3

.....but soon
put that thought away and
looked out at young
trees sprinting, the merry children spilling
out of their homes...

b) What did she see when she looked out of the car?

- i. Her mother
- ii. Young trees
- iii. Merry children
- iv. Both ii & iii**

c) What are the merry children symbolic of?

- i. Pale and wan
- ii. Lifeless
- iii. Exuberance**
- iv. Weak

d) Which thought did the poet put away?

- i. Distressing reality of her mother**
- ii. Reaching airport soon
- iii. Children
- iv. Trees

e) She put the thought away because she felt ...

- i. Guilty
- ii. Insecure**
- iii. Sleepy
- iv. All of the above

f) What do the 'sprinting trees' signify?

- i. time running at a fast pace
- ii. energy and exuberance**
- iii. lifelessness
- iv. old age

ANSWER IN 30-40 WORDS:

Q.1 Why has the poet's mother been compared to the 'late winter's moon'?

Ans: Just as a 'late winter's moon' looks hazy and appears to lack brightness and lustre due to mist and fog, similarly, the poet's mother, who is now old, looks pale and devoid of exuberance. Her face looks dull and colourless due to old age.

Q.2 Why are the young trees said to be sprinting?

Ans. The car was moving when the poet looked outside at trees. They appeared to be 'sprinting' because the car was speeding past in the opposite direction. The 'young' trees represented youth and life in contrast to her mother's approaching death due to old age.

Q.3 What do the parting words of the poet and her smile signify?

Ans. The poet's parting words, 'See you soon, Amma', signify hope and assurance, not only to her but to her mother also, that they will meet again.

Q.4 Why has the poet brought in the image of the merry children spilling out of their homes?

Ans. The poet has used this imagery to bring out the contrast between children, who are energetic and full of life, and her mother, who is old, pale and lifeless.

Q.5 What were Kamala Das's fears as a child? Why do they come back when she is going to the airport?

Ans. During her childhood, Kamala Das was insecure about losing her mother just as all young children often are. The same old feelings come back to haunt her when she sees her mother's pale and lifeless face. She is sad by the fact that she may not see her alive again. She hides her feelings by smiling.

Q.6 How does Kamala Das try to put away the thoughts of her ageing mother?

Ans. Kamala Das finds it hard to accept the fact of her mother growing old, as it brings back to her mind her childhood fear of losing her mother. She makes a deliberate effort to drive or put away such thoughts by looking outside the car at the sights passing by.

Q.7 Ageing is a natural process; have you ever thought what our elderly parents expect from us?

Ans. Aged people usually undergo pangs of loneliness and need companionship. They long only for our love, care and attention. They expect their children to share the happenings in their lives with them and take their suggestions for making significant decisions. This will encourage them to live life enthusiastically.

ANSWER IN 120-150 WORDS:

Q. Bring out the significance of the smile of the poet as she bade farewell to her mother.

Ans. The poet smiles as she bids farewell to her mother and assures her that they would meet again. As she looks at her mother, who looks pale and weak due to old age, her heart is pained to think that her mother might not live long. She smiles, but her smile is only an effort to cover up the hidden fear and pain in her heart.

It is a smile put on deliberately to hide her tears. Her situation is quite ironical. Though she tells her mother that she'll see her soon, she doubts if she will ever see her alive again. The repetition of the word 'smile' shows that it is a long and cheerful one. The smile is also significant because it must have comforted both the mother and the daughter and kindled in them the hope that the mother would survive long enough for the two to meet again.

2. *An Elementary School Classroom in a Slum* -Stephen Spender

CHOOSE THE CORRECT OPTION:

1. The paper-seeming boy with rat's eyes means

The boy is

- a) sly and secretive
- b) thin, hungry and weak
- c) unpleasant looking
- d) All of the above

Ans. b)

2. What is the figure of speech used in the line "these children's faces like rootless weeds"?

- a) Metaphor
- b) Simile
- c) Alliteration
- d) Pun

Ans. b)

3. Why is the boy called "the stunted, unlucky heir"?

- a) He has not inherited the property.
- b) He has not received education.
- c) He has received disability from his father.
- d) None of the above

Ans. c)

4. What does the poet mean by "all their future's painted with a fog"?

- a) Their future is beautiful like fog.
- b) The children have painted their future with fog.
- c) The fog blocks their future.
- d) Their future is dark and hazy just like fog.

Ans. d)

5. What is the figure of speech used in the phrase 'language is the sun'?

- a) Metaphor
- b) Simile
- c) Personification
- d) Pun

Ans.a)

6. Why Shakespeare is called wicked?

- a) Shakespeare does not teach morals.
- b) His life is not a good example for these children.
- c) He uses wicked words.
- d) He has no relevance for these children and portrays a wrong world.

Ans. d)

7. What is the meaning of 'azure' in the context of the above text?

- a) hazy
- b) ochre
- c) the blue colour of the sky
- d) gray

Ans.c)

8. This poem follows the ideology of _____.

- a) Socialism
- b) Fascism
- c) Feminism
- d) Capitalism

Ans. a)

9. Which phrase/sentence best describes that all children of the slum are malnourished?

- a) love tempting them to steal
- b) Far, far from rivers, capes, and stars of words
- c) wear skins peeped through by bones.
- d) Where all their future's painted with a fog

Ans.c)

10. His eyes live in a dream, A squirrel's game, in the tree room other than this means the boy is

- a) Full of hope in the future
- b) Mentally ill
- c) Distracted from the lesson
- d) None

Ans.c)

EXTRACT BASED QUESTIONS:

EXTRACT 1.

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 are the children compared to?
 - a) rootless weeds
 - b) gusty waves
 - c) jolly birds
 - d) children of other countries
- ii. Why do you think the tall girl is sitting with a weighed down head?
 - a) Because she is physically and mentally exhausted
 - b) Because she possess thick hair
 - c) Because she is suffering from head-ache
 - d) Because her menstrual cycle has started suddenly
- iii. In the extract 'with rat's eyes' suggests that the children
 - a) search for food or something to eat as they are famished
 - b) make fun with their fellow mates
 - c) go to the school eagerly for learning
 - d) play Hide & Seek on the way like rats
- iv. Where, do you think, are these children sitting?
 - a) In the school classroom in a slum
 - b) In the school classroom in a town
 - c) In the forest under a tree
 - d) On the banks of a river

Ans. i-a, ii-a, iii-a, iv-a

EXTRACT 2

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

- i. What does the expression 'sour cream walls' suggest?
 - a) Badly maintained walls
 - b) Display of donated artifacts on the walls
 - c) Wall-to-wall furniture
 - d) A poor choice of paint for walls
- ii. The map of the world in the classroom symbolizes
 - a) Hopes and aspirations of the children
 - b) A world that is unconnected to the children
 - c) Travel plans of the school authorities
 - d) Interconnectivity within the world
- iii. The expression 'Shakespeare's head' is an example of
 - a) Irony
 - b) Pun
 - c) Satire
 - d) Parody

- iv. In the extract 'future's painted with a fog' suggests that the
- a) Life ahead for the slum children is as unclear and hazy as fog
 - b) Classroom is as foggy as the paint on the walls
 - c) Beautiful valleys are not a part of the children's future
 - d) Fog often finds itself in the classrooms through broken windows

Ans. i-a, ii-a, iii-a, iv-a

ANSWER IN 30-40 WORDS:

Q.1 'Break O break open'. To whom is the poet telling this and what should they 'break'?

Ans. The poet is telling the visitor, governor and inspector because they have power and money. They should break all barriers and obstacles that bind these children and confine them to ugly and dirty surroundings.

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

Ans. The poet notices the creation of two different worlds—the dirty slums with their narrow lanes and cramped houses which are virtual hells. Then there are islands of prosperity and beauty where the rich and powerful dwell. The poet protests against the disparity between the lives of the people in these two worlds. He wants that the poor should enjoy social equality and justice. The fair 'map' of the world should have blots of slums as big as doom. The gap must be reduced between the two worlds.

Q.3. How far do you agree with the statement: "History is theirs whose language is the sun."

Ans: This metaphor contains a vital truth. This world does not listen to the 'dumb and driven' people. Only those who speak with confidence, power, authority and vision are heard and obeyed. Those who create history are people whose ideas and language can motivate, move, inspire and influence millions of people. In order to be effective, their language must have the warmth and power of the Sun.

Q.4. Which images of the slum present the picture of social disparity, injustice and class inequalities?

Ans: The slum dwellers slyly turn in their 'cramped holes' from birth to death i.e. 'from fog to endless nights'. Their surroundings are 'slag heap'. Their children "wear skins peeped through by bones." Their spectacles are "like bottle bits on stones." The image that sums up their harsh existence reads: "All of their time and space are foggy slum."

Q.5. The walls of the classroom are decorated with the pictures of 'Shakespeare' 'buildings with domes', 'world maps' and beautiful valleys. How do these contrast with the world of these children?

Ans. The pictures that decorate the walls hold a stark contrast with the world of these underfed, poverty-stricken, slum children living in cramped dark holes. Obstacles hamper their physical and mental growth. The pictures on the wall suggest beauty, well-being, progress and prosperity—a world of sunshine and warmth of love. But the world of the slum children is ugly and lack prosperity.

ANSWER IN 120-150 WORDS:

Q. What message does Stephen Spender convey through the poem 'An Elementary School Classroom in a Slum'? What solution does he offer?

Ans: Stephen Spender conveys the message of social justice and class equalities by presenting two contrasting and incompatible worlds. He provides a way out. For achieving any significant progress and development the gap between the two worlds must be abridged. This can be done only by breaking the barriers that bind the slum children in dark, narrow, cramped holes and lanes. Let them be made mentally and physically free to lead happy lives. Only then art, culture and literature will have relevance for them. So the poet requests the people in power to contribute meaningfully to help these children get education and change their lives for a bright future.

3. Keeping Quiet

-Pablo Neruda

CHOOSE THE CORRECT OPTION:

1 Pablo Neruda advises the people not to speak

- a) French
- b) Spanish
- c) any language
- d) English

2. Human being needs to learn a lesson from

- (a) moon
- (b) stars
- (c) earth
- (d) sun

3. According to the poet wars that are fought have no.....

- (a) soldiers
- (b) weapons
- (c) fighter planes
- (d) survivors

4. How does the poet perceive life?

- (a) as stillness
- (b) as silence
- (c) a noisy place
- (d) a continuous evolution of nature

5. What is the pith or message of the poem?

- (a) thoughtfulness and retrospection to be more tranquil and be in congruity
- (b) to succeed
- (c) to be more joyful
- (d) to connect more individuals

6. What is destroying the environment?
 a) unthoughtful actions
 b) violent actions
 c) speaking without thinking
 d) all of the above
7. Name the poetic device used in “without rush, without engines”
 a) Repetition
 b) Antithesis
 c) Alliteration
 d) Simile
8. What does “fisherman” symbolize ?
 a) Indiscriminate exploitation of nature by human being
 b) Sense of co-existence
 c) Enticing and beautiful moment
 d) None of the above
9. What kind of a moment would it be when everyone is silent
 (a) terrible
 (b) painful
 (c) exotic
 (d) unforgettable
10. What should not be confused with total inactivity or death?
 (a) no movement
 (b) a statue
 (c) talking people
 (d) Stillness and silence

ANSWERS

- 1 (c) any language
 2 (c) earth
 3 (d) survivors
 4. (d) a continuous evolution of nature
 5 (a) thoughtfulness and retrospection to be more tranquil and be in congruity
 6 (d) all of the above
 7 (a) Repetition
 8 (a) Indiscriminate exploitation of nature by human being
 9 (c) exotic
 10 (d) Stillness and silence

EXTRACT BASED QUESTIONS:

1. *It would be an exotic moment
 without rush, without engines;
 we would all be together*

in a sudden strangeness.

- i. What kind of moment is referred to here?
 - a) Moment of happiness
 - b) Moment of victory
 - c) Moment of quietude
 - d) Moment of prayer
- ii. What would everyone feel at that exotic moment?
 - a) happy
 - b) content
 - c) dancing
 - d) strange blissful oneness
- iii. What will happen if there are no engines and no crowd?
 - a) noise will be lessened
 - b) no crowd on roads
 - c) no traffic rush
 - d) it will create a perfect, happy moment
- iv. Why does the poet request people to keep quiet?
 - a) to maintain silence
 - b) to avoid noise
 - c) to be friendly
 - d) in the hope of becoming more thoughtful and peaceful

*2. Those who prepare green wars,
wars with gas, wars with fire,
victories with no survivors,
would put on clean clothes
and walk about with their brothers
in the shade, doing nothing*

- i. What are the different kinds of wars mentioned in the poem?
 - a) War against humanity
 - b) War against nature
 - c) War with gases and fire
 - d) All these
- ii. What kind of victory do people win after fighting these wars?
 - a) Victory with people to rejoice
 - b) Victory with no survivor
 - c) Victory for nation to expand its borders
 - d) Victories with heroes
- iii. What will the warmongers do?
 - a) Put on clean clothes
 - b) Walk with brothers
 - c) Do nothing
 - d) All the above

iv. "wars with gas, wars with fire"

Which poetic device is used in this line?

- a) Simile
- b) Metaphor
- c) Repetition
- d) Alliteration

3. *What I want should not be confused
with total inactivity.*

Life is what it is about;

I want no truck with death

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

- a) no movement
- b) a statue
- c) talking people
- d) Stillness and silence

ii. 'Have no truck with death' means....

- a) will not die of the truck accident
- b) remove poverty and illiteracy
- c) have no association or deal with death
- d) will not drive a truck

iii "Life is what it is about" means....

- a) Life means activity
- b) Without activity there will be no life
- c) Both A & B
- d) None

iv. What is the attitude of the poet?

- a) Negative
- b) Positive
- c) Neutral
- d) Emotional

ANSWER IN 30-40 WORDS:

Q.1. Which is the exotic moment that the poet refers to in 'Keeping Quiet'?

Ans. The poet refers to the moment of stillness and quietness as an exotic moment. It would be an exotic moment; as such tranquility will initiate peace and brotherhood. There would be no movement, no talk, no activity and consequently, no violence.

Q.2. Which images in the poem 'Keeping Quiet' show that the poet condemns violence?

Ans. The images of fishermen not harming the whales in the sea and wars leaving behind no survivors to celebrate the victory show that the poet condemns violence. The poet wants the

warmongers to change their blood-stained clothes to clean ones. The poet's refusal to have any association or dealing with death also shows that he is not in favour of any form of violence.

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

Ans. No, the poet clearly states that his asking for stillness should not be confused with total inactivity or death. He perceives life to be a continuous process, where man's activities should not lead to destruction of fellow human beings or nature, but should be channelised in a resourceful way.

Q. 4. Which is the exotic moment that the poet refers to in 'Keeping Quiet'?

Ans. Pablo Neruda wishes for that exotic moment when mankind will be free from greed, cruelty and harmful actions. Unnecessary rush and noise have caused unpleasantness and troubles. The poet wishes the noise of engines and machines should cease and peace and tranquility should prevail.

Q.5. What is the sadness the poet refers to in the poem 'Keeping Quiet'?

Ans. The sadness that the poet refers to in the poem 'Keeping Quiet' is the sadness of never understanding oneself and nature. Human beings in a frenzy of activities have no time for introspection and thus threaten themselves with death or destruction. This darkens their ways with distress and wretchedness.

Q. 6. How, according to Neruda, can keeping quiet change our attitude to life?

Ans. According to Neruda, when people on earth think of keeping quiet for some time, that will be an exotic moment when they will be able to forget their differences and a feeling of brotherhood will prevail among them. Most of the evil thoughts disappear when man becomes silent for a while. By keeping quiet, man will realize his follies and refrain from harmful and destructive activities.

Q.7. 'Life is what it is all about...' How is keeping quiet related to life?

Ans. The poet advocates keeping quiet and inactivity but he does not want these to be confused with death. Life is an ongoing and continuous process, so it should not come to a standstill under any circumstances. People pursue their goals single-mindedly and their lives keep on moving.

Q.8. Why does one feel ‘a sudden strangeness’ on counting to twelve and keeping quiet?

Ans. One feels ‘a sudden strangeness’ on counting to twelve and keeping quiet because this is an exotic moment which builds a sudden and strange feeling of universal brotherhood. This feeling of togetherness and brotherhood is rather new and inexplicable.

Q.9. How will ‘keeping quiet’ protect our environment?

Ans. When we keep quiet and refrain from activity, we will not indulge in chemical and nuclear wars that cause total destruction by releasing toxic gases in the environment. These will destroy all greenery and life on earth making it a dead planet.

Q.10. What does the poem, ‘Keeping Quiet’ teach us?

Ans. The poem ‘Keeping Quiet’ emphasises the need for quiet introspection and creating a feeling of mutual understanding among human beings. It conveys to us the poet’s philosophy of an exotic moment of silence which will be an antidote to violence, hatred and war.

ANSWER IN 120-150 WORDS:

Q.1. What are the main ideas contained in the poem “Keeping Quiet”?

Or

Write the summary of the poem ‘Keeping Quiet’.

Ans. Pablo Neruda emphasizes a unique as well as universal impact of having a sense of togetherness along with the need of introspection for mutual understanding. In this respect he is of the opinion to bring total inactivity among all the people. They may realize some strangeness and enjoy the exotic moments in their life. So, he urges people of all languages to stop speaking and the fishermen are asked to stop harming the whales. Those who advocate deadly weapons to destruct the humanity have been requested to stop and save humanity.

When we keep quiet, we have to introspect. It is very much essential for us that we must understand that we have been selfish till now and we must change to make the earth a better place to live on. The nature teaches us that everything seems dead but later proves to be alive. So it is utmost important for us to realize the feeling of mutual understanding among all of us.

4. *A Thing of Beauty* -John Keats

CHOOSE THE CORRECT OPTION:

Q.1 From where has the poem 'A Thing of Beauty' been taken?

- a. From Keats work- Endymion- A poetic Romance
- b. Ode to a Nightingale
- c. Ode on Melancholy
- d. Ode on Indolence

Q.2 Who is Endymion?

- a. A worker
- b. An office boy
- c. A young child
- d. A young shepherd

Q.3 How is a thing of beauty joy forever?

- a. Because it is beautiful
- b. Because it is nature
- c. Because it is joyful
- d. Because its beauty never ends and leaves a lasting impact

Q.4 Write the phrase which means 'it is immortal'.

- a. It will never fade
- b. It will never pass into nothingness
- c. It will never cease
- d. It will keep giving happiness for a longer time

Q.5 What is a bower?

- a. A leafy shelter
- b. A stream
- c. A big tree
- d. A shady tree

Q.6 Everlasting impression of beauty is preserved in

- a) Loveliness
- b) A quiet bower

- c) Memory
- d) Dreams

Q.7 What does the reference 'simple sheep' symbolize?

- a) Divine beauty
- b) Symbol of protection
- c) A shady boon
- d) Humble animal

Q.8 What does quiet breathing imply?

- a) Sense of peace and serenity
- b) Sense of aggressiveness
- c) Sense of restlessness
- d) Sense of disappointment

Q.9 Why is nature called an endless fountain?

- a) It provides everlasting joy
- b) It provides a cooling covert
- c) It provides a source of darkened spirits
- d) It provides a vision of the green world

Q.10 What moves away the pall from our lives?

- a) Strong bonds
- b) Some shape of beauty
- c) Strong friendships
- d) Sprouting shady boon

Answers:

Q.1 a. From Keat's work- Endymion- A poetic Romance

Q.2 d. A young shepherd

Q.3d. Because its beauty never ends and leaves a lasting impact

Q.4 b. It will never pass into nothingness

Q.5 a. A leafy shelter

Q.6c. Memory

Q.7 a. Divine beauty

Q.8 a. Sense of peace and serenity

Q.9 a. It provides everlasting joy

Q.10 b. Shape of beauty

EXTRACT BASED QUESTIONS:

Extract 1.

A thing of beauty is a joy forever

Its loveliness increases, it will never

Pass into nothingness; but will keep

A bower quiet for us, and a sleep

Full of sweet dreams, and health, and quiet breathing.

Que.

1. Who is the poet of the above lines?
 - a) John Donne
 - b) William Blake
 - c) William Wordsworth
 - d) John Keats
2. How is a thing of beauty joy forever?
 - a) because it is beautiful
 - b) because it is nature
 - c) because it is joyful
 - d) because its beauty never ends and leaves a lasting impact
3. The synonym of 'Nothingness' is
 - a) non-existence
 - b) fullness
 - c) activeness
 - d. non significant.
4. The loveliness of beauty keeps for us
 - a. Shady retreat
 - b. Shelter
 - c. Dreams
 - d. Healthy notions

Answers: 1. d 2. d 3. a 4. a

Extract 2.

*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*

Que.

1. Which things cause suffering to human beings?
 - a) lack of virtues and inhuman acts
 - b) withering flowers
 - c) blooming flowers
 - d) flowing streams
2. What does a thing of beauty do for us?
 - a) gives hope
 - b) gives happiness
 - c) removes pain and suffering
 - d) All these
3. The word 'despondence' means
 - a. Rejection
 - b. Dejection
 - c. Divinity
 - d. Darkness
4. The poetic device used in 'noble natures' is
 - a. Simile
 - b. Metaphor
 - c. Repetition
 - d. Alliteration

Answers: 1. a 2. d 3. b 4. d

Extract 3.

*Rich with a sprinkling of fair musk-rose blooms;
And such too is the grandeur of the dooms*

*We have imagined for the mighty dead;
All lovely tales that we have heard or read;
An endless fountain of immortal drink,
Pouring unto us from the heaven's brink*

Que.

1. What are 'mighty dead' in the poem?
 - a) dead people
 - b) dead relatives
 - c) dead plants
 - d) great respect worthy ancestors specially dead emperors
2. Pick the words from the poem, which mean: stories, magnificence.
 - a) tales and grandeur
 - b) old, and young
 - c) green world and clear rills
 - d) sweet dreams and health
3. What is the endless fountain of immortal drink?
 - a) rivers
 - b) flowing streams
 - c) Sunlight
 - d) All the things of beauty
4. The rhyme scheme of the above lines is
 - a. Aa bb cc
 - b. Ab bcc b
 - c. Aa ab ac
 - d. Ab cd ef

Answers: 1. d 2. a 3. d 4. a

ANSWER IN 30-40 WORDS:

1. What does Keats consider an endless fountain of immortal drink and why does he call its drink immortal?

Ans. Keats considers nature's beauty as an endless fountain of immortal drink. He calls this drink immortal as the pleasure and delight given by the beautiful things never ends. It only increases with time.

2. Why is 'grandeur' associated with the mighty dead?

Ans. The mighty dead are those who have laid down their lives for a great or noble cause. They have left behind the beautiful legacy of their brave acts. Their selfless sacrifice for their nation and deeds for the welfare of mankind still continue to inspire us.

3. What rich bounty has the heaven given us?

Ans. The heaven is the source endless fountain. It keeps pouring on us the elixir of life which brings infinite pleasure, divine influence and keeps motivating those who have read or heard about the heroic tales of the mighty dead

4. How is a thing of beauty a joy forever?

Ans. A thing of beauty is a joy forever because it is a permanent source of joy and inspiration and leaves a lasting impression on us. The pleasure and happiness given by it never fades away but keeps on increasing.

5 In the hot season, how do man and beast get comfort?

Ans. Man and beast get comfort in the hot season from the small streams flowing through the thick bushes and trees that give a cooling effect.

6. How does Keats show unhappiness with fellow human beings?

Ans. In the poem, A Thing of Beauty, Keats shows unhappiness with fellow human beings through some negative aspects of life such as hopelessness, sadness and lack of noble ways, which are part of life. If we follow unhealthy and wicked paths in life, this will harm us. These paths or circumstances summarily make human beings unhappy.

7. How does Keats define a thing of beauty?

Ans. According to Keats, a Thing of beauty is a joy for ever. He defines beauty as the effect on the soul. The reason is beauty can create joy in the soul that will last forever. Keats believes in the power of nature to give us joy and happiness.

8. What troubles and suffering do human beings face in life?

Ans. In the poem, A Thing of Beauty', Keats hints at things that cause troubles and suffering to human beings. They include the dearth of people with a noble temperament, gloomy days, and the unhealthy and miserable ways in which humanity is searching for a meaning of life.

9. How do we get joy from life which is otherwise full of sorrows?

Ans. Life of human beings is full of sorrows due to disappointments and frustrations. But the beautiful objects of nature give us an eternal joy. Nature heals our wounded soul and fills us with hope and optimism.

10. Name the beautiful things mentioned in the Poem

Everything of nature is a thing of beauty and a source of pleasure. Some of them are: the sun, the moon, old and young trees, daffodil flowers, small streams with clear water, mass of ferns and the blooming musk-roses. All of them are things of beauty. They are a constant source of joy and pleasure.

ANSWER IN 120-150 WORDS:

How do things of beauty enrich our life and make it worth living?

Ans. Our desire to live on this earth is to a great extent due to the presence of beautiful things that are a constant source of joy for us. Without beauty, the earth is full of gloom and sadness. There is cruelty, selfishness and mean behaviour all around and lack of good-natured people. It is this beauty, a creation of God which removes the sadness and darkness from our minds and souls. As we get wrapped up in the beautiful flowery band or this strong connection with nature we get a reason to live further. The sun, the moon, trees old and young is all sources of happiness for us. The trees sprout and spread their branches to provide shelter within their shade for the simple sheep. The Daffodils bloom within the green surroundings in which they grow. The clear and small streams of water make a cooling shelter for themselves against the hot season.

The thick mass of ferns looks grand with their beautiful musk roses. All these things enrich our lives to an extent that it is not possible to live without them.

5. Aunt Jennifer's Tigers **-Adrienne Rich**

CHOOSE THE CORRECT OPTION:

1. It is clear that the speaker in Aunt Jennifer's Tigers has an attitude of -----towards her.

- (a) empathy (b) wonder (c) sympathy (d) gratitude

2. What literary device is used in the line 'Will go on prancing, proud and unafraid'?

- (a) Alliteration (b) Oxymoron (c) Personification (d) Irony

3. What do Aunt Jennifer's fluttering hands through her wool tell us?

- (a) The lost freedom and fear of Jennifer's mind
(b) Her old age
(c) Her love for embroidery and knitting
(d) Her love for tigers

4. What does the image 'massive weight of the wedding band' mean?

- (a) Wedding bond of an unhappy married life
(b) Fatty structure of uncle
(c) Fatty body of aunt
(d) Heavy body of tiger

5. What do you understand by the words 'denizens' and 'chivalric' in the poem?

- (a) The dominant and highly arrogant attitude of the wild animal-tiger
(b) tiger is a wild animal
(c) tiger is hungry
(d) beauty of the tiger

6. What are the ordeals Aunt Jennifer is surrounded by?

- (a) wild animals
(b) old people

- (c) a heavy crowd
- (d) heavy responsibilities of married life

7. What is still fresh in Jennifer's mind?

- (a) happy moments
- (b) early days of marriage
- (c) uncle's attitude
- (d) the old unhappy memories

8. What lies heavily on aunt Jennifer's hand?

- (a) needles
- (b) embroideries
- (c) work pressure
- (d) wedding ring

9. What is the meaning of the word 'Chivalric'?

- (a) ferocious
- (b) fearless
- (c) commanding and demanding high respect
- (d) None

10. How are tigers described in the poem?

- (a) as ferocious
- (b) fearless
- (c) chivalric
- (d) All these

ANSWERS

1. (c) sympathy
2. (a) Alliteration
3. a) The lost freedom and fear of Jennifer's mind
4. (a) Wedding bond of an unhappy married life
5. (a) The dominant and highly arrogant attitude of the wild animal-tiger
6. (d) heavy responsibilities of married life
7. (d) the old unhappy memories
8. (d) wedding ring
9. (c) commanding and demanding high respect
10. (c) chivalric

EXTRACT BASED QUESTIONS:

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.*

- a. What is Aunt Jennifer doing with her wool?
- Embroidering tigers
 - Pulling the ivory needle
 - Putting it in the needle
 - Playing with the wool
- b. Aunt finds it difficult to pull the ivory needle because she is.....
- Fearful of Uncle
 - Fearing like tigers
 - Fearing the men beneath the tree
 - Fearful of doing embroidery
- c. Which figure of speech has been used in the first line of the extract?
- Alliteration
 - Simile
 - Metaphor
 - Assonance
- d. The synonym of the word 'massive' used in the extract is...
- Immense
 - Fluffy
 - Petite
 - Puny

Ans. a-i, b-i, c-i, d-i

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, proud and unafraid.*

- (a) Name the poem and the poet.
- Aunt Jennifer's Tigers, Adrienne Rich
 - A Thing of Beauty, John Keats
 - Keeping Quiet, Pablo Neruda
 - My Mother at Sixty Six, Kamala Das
- (b) Who mastered Aunt?
- Her husband
 - Men beneath the tree
 - Art of making Tigers
 - Embroidery of tigers

(c) Which figures of speech has been used in 'terrified hands'?

- i. Synecdoche
- ii. Simile
- iii. Metaphor
- iv. Assonance

(d) What will happen to tigers after Aunt Jennifer's death ?

- i. Will go on prancing
- ii. Will go back in the forest
- iii. Will be mastered by Uncle
- iv. Will be shot by men beneath the tree.

Ans. a-i, b-i, c-i, d-i

ANSWER IN 30-40 WORDS

1. Describe the tigers created by Aunt Jennifer.

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

2. Why did Aunt Jennifer choose to embroider tigers on the panel?

Answer: Aunt Jennifer chose to embroider tigers on the panel because of the nature of the tigers. They symbolise strength and splendour which was in sharp contrast to her own meek nature. The massive weight of the wedding band that sits heavily on her finger symbolises the ordeals and hardships of her married life so she creates tigers as they are a striking contrast to the frail, meek old lady who created them.

3. What will happen to Aunt Jennifer's tigers when she is dead?

Answer: Aunt Jennifer's tigers will survive even after she is dead. She has created the tigers in a panel out of wool. These objects of art are immortal. They will continue prancing, proudly and fearlessly. To express her desire for freedom she had created the chivalrous tigers who will survive long after her death but her own longing for freedom will remain unfulfilled.

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

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

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

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

6. Describe the contrast between Aunt Jennifer 'and her creation, the tigers.

Answer: Aunt Jennifer is totally victimised and suffers from oppression by her male counterpart. So she creates an alternate world of freedom in her art. The tigers she creates go on prancing menacingly, exhibiting their pride and fearlessness of any social group or gender conflicts.

7. How do 'denizens' and 'chivalric' add to our understanding of the tigers' attitude?

Answer: 'Denizens' means that the tigers inhabit a green world. They live in the forests where they are free from constraints. 'Chivalric' means they are brave and fearless creatures. This helps us to understand that bravery and fearlessness are the basic nature of the tigers.

8. Why do you think Aunt Jennifer created animals that are so different from her own character?

Answer: Aunt Jennifer's tigers possessed all the qualities that Aunt Jennifer did not have. The tigers were free, fearless, confident and proud whereas Aunt Jennifer was meek, submissive and without any identity. She was a rather indecisive woman unlike the confident tigers she had created.

9. What do the symbols, 'tigers', 'fingers' and 'ring' stand for in the poem, 'Aunt Jennifer's Tigers'?

Answer: The 'tigers' are symbols of bravery and courage and also of Aunt Jennifer's desire for freedom. The 'fingers' are symbolic of the nervousness and fear experienced by Aunt Jennifer and the 'ring' symbolises a binding marriage that is full of oppression and curtails one's freedom.

10. What lies heavily on Aunt Jennifer's hand? How is it associated with her husband?

Answer: Aunt Jennifer's wedding band lies heavily on her hand. It reminds her of her unhappy married life. It is symbolic of male authority and power of her husband who had suppressed her and made her a nervous wreck. He had dominated over her for so long that she had lost her identity.

ANSWER IN 120-150 WORDS:

What is the meaning of the phrase, 'massive weight of uncle's wedding band'? What are the difficulties that Aunt Jennifer faced in her life?

Answer: Aunt Jennifer's wedding band lies heavily on her fingers as she has been a victim of gender oppression at the hands of her husband. She has been so physically and mentally trapped for so many years that she lives in a perpetual state of mental fear which she has never been able to overcome. Aunt Jennifer faced great hardships in her married life. She led a terrifying and oppressed life wherein she had never been free but a helpless victim of male chauvinism. Dominated and terrorized by her husband, Aunt Jennifer struggled for an existence within the deep conflicts of slavery.

1. THE THIRD LEVEL Jack Finney

CHOOSE THE CORRECT OPTION:

1. What was the date on the newspaper that Charley saw on 3rd level? June
 - a)11
 - b)10
 - c)12
 - d)13

2. Name of Charley's friend
 - a)Sam
 - b)Susan
 - c)Louisa
 - d)Jack

3. Charley was interested in travelling to:
 - a)Galesburg
 - b)Hamburg
 - c)Petersburg
 - d)Edinburg

4. Name of the newspaper that Charley saw on third level was 'The':
 - a)World
 - b)Globe
 - c)Empire
 - d)Times

5. Charley's 300 dollars bought less than _____ hundred in old style bills:
 - a)Two
 - b)One
 - c)Three
 - d)Four

6. What is first day cover?
 - a)A new stamp gets a post mark and a date
 - b)Gift
 - c)Cover of gift
 - d) First cover of gift

7. First day cover was sent by

- a) Sam a psychiatrist
- b) Sam's grandfather
- c) Sam's father
- d) Sam's great grandfather

8. Name the station that Charley went to:

- a) Grand Central
- b) Grand Canyon
- c) Grand station
- d) Central canyon

9. Who is the author of The Third Level?

- a) Jack Finney
- b) Agatha Christie
- c) James Joyce
- d) George Orwell

10. What are the author's best known works?

- a) Science fiction and thrillers
- b) Science and history fiction
- c) Science fiction and nature
- d) English and Science fiction

Q 1 to 10- Ans a)

11. What is the meaning of 'Waking dream wish fulfillment'?

- a) A pleasant wish that makes one forget the present
- b) A pleasant wish that takes one to the future
- c) A pleasant wish which inspires to work
- d) None of the above

12. What is the theme of the lesson?

- a) Human tendency of escapism because of the harsh realities of the present
- b) Time travel
- c) Theory of escapism
- d) Psychological issues

13. He was in a hurry to get home to his wife

- a) Louisa
- b) Teresa
- c) Clarisse
- d) Vanessa

14.What does Sam's letter to Charley represent?

- a)A blend of reality with fantasy
- b)A proof of reality
- c)A blend of charity & reality
- d) A proof of his fantasy

15.In what way do we try to overcome the insecurities of the present harsh times

- a) By engaging ourselves in hobby activities
- b)By talking to friends and family
- c)Reading good books
- d)All of the above

16.Who is Sam in The Third Level?

- a)A psychiatrist and Charley's friend
- b)A friend
- c)A doctor
- d)None of the above

17. Why did Charley visit Sam?

- a) To discuss the incident of Third level at the Grand Central Station
- b) To invite him to Galesburg
- c) To invite him at his home
- d) None of the above

18. Does the Third Level really exist at Grand Station?

- a)No, there were only two levels at the station
- b)Yes, there were 3 levels
- c)No, there was only 1 level
- d) None of the above

Q.11 to 18 Ans.a)

EXTRACT BASED QUESTIONS:

EXTRACT 1.

The Presidents of the New York Central and the New York, New Haven and Hartford railroads will swear on a stack of timetables that there are only two. But I say there are three, because I've been on the third level of the Grand Central Station.

- i) Name the Chapter
 - a) The Last Lesson
 - b) The Third Level
 - c) The Enemy
 - d) None of These

- ii) Name the author of this chapter
 - a) Alphonse Daudet
 - b) Jack Finale
 - c) Jack Finney
 - d) John Updike
- iii) Who is "I" in the above extract
 - a) Charley
 - b) Louisa
 - c) Sam
 - d) Coin Dealer
- iv) "There are only two" What is two in this statement?
 - a) Blocks
 - b) Platforms
 - c) Levels
 - d) Towers

EXTRACT 2.

He said I was unhappy. That made my wife kind of mad, but he explained that he meant the modern world is full of insecurity, fear, war, worry and all the rest of it, and that I just want to escape. Well, who doesn't? Everybody I know wants to escape, but they don't wander down into any third level at Grand Central Station. But that's the reason, he said, and my friends all agreed. Everything points to it, they claimed. My stamp collecting, for example; that's a 'temporary refuge from reality.' Well, maybe, but my grandfather didn't need any refuge from reality; things were pretty nice and peaceful in his day, from all I hear, and he started my collection.

- i) Who is 'He' in the above extract?
 - a) President of America
 - b) Louisa
 - c) Charley
 - d) Sam
- ii) What does the word 'Refuge' mean?
 - a) Safe place
 - b) Risky Place
 - c) Neither safe nor risky
 - d) Both I and ii
- iii) What did Charley's friends think of him?
 - a) That he was true
 - b) That he wanted to go to a safe place
 - c) That Charley was right in his discovery
 - d) That there existed the Third level seriously
- iv) Who was Charley's wife?
 - a) Louisa
 - b) Clare
 - c) Hana
 - d) None of these

EXTRACT 3.

I've been in and out of Grand Central hundreds of times, but I'm always bumping into new doorways and stairs and corridors. Once I got into a tunnel about a mile long and came out in the lobby of the Roosevelt Hotel. Another time I came up in an office building on Forty-sixth Street, three blocks away.

Sometimes I think Grand Central is growing like a tree, pushing out new corridors and staircases like roots. There's probably a long tunnel that nobody knows about feeling its way to Times square, and may be another to Central Park. And maybe-because for so many people through the years Grand Central has been an exit, a way of escape.

- i) What does the word 'Bumping' mean?
 - a) Collide with force
 - b) Collide with empathy
 - c) Collide without any support
 - d) All of these
- ii) What does the narrator mean by 'Grand Central has been an exit'?
 - a) People get lost in it
 - b) People want to escape through Grand Central Station
 - c) People need excuses to go through Grand Central station
 - d) It is the best mode to reach the underground tunnel
- iii) Why does, only, Charley get lost at the third level?
 - a) Because he is practical
 - b) Because he is escapist
 - c) Because he loves to do adventurous things
 - d) All of these
- iv) What is Grand Central
 - a) A Tree
 - b) A Bus Station
 - c) A Railway Station
 - d) A Park

EXTRACT 4.

For just a moment I thought I was back on the second level, but I saw the room was smaller, there were fewer ticket windows and train gates, and the information booth in the centre was wood and old- looking. And the man in the booth wore a green eyeshade and long black sleeve protectors. The lights were dim and sort of flickering. Then I saw why; they were open-flame gaslights.

- i) What is an eyeshade?
 - a) Visor
 - b) Protectors
 - c) Gaslights
 - d) None of these
- ii) What is flickering?
 - a) Move back and forth rapidly
 - b) Shine unsteadily
 - c) Flash intermittently
 - d) All of these

- iii) What is Charley talking about?
 - a) The first level
 - b) The second level
 - c) The third level
 - d) All of these
- iv) Where did Charley want to go?
 - a) Illinois
 - b) Galesburg
 - c) New York
 - d) Gabba

EXTRACT 5

Next day, during lunch hour, I drew three hundred dollars out of the bank, nearly all we had, and bought old-style currency (that *really* worried my psychiatrist friend). You can buy old money at almost any coin dealer's, but you have to pay a premium. My three hundred dollars bought less than two hundred in old-style bills, but I didn't care; eggs were thirteen cents a dozen in 1894.

- i) Why did Charley get his new currency exchanged?
 - a) He wanted to enjoy more in Galesburg
 - b) He wanted to buy two tickets for Galesburg
 - c) He wanted to invest in Galesburg
 - d) He was looking for safe job in Galesburg
- ii) Why was the psychiatrist worried?
 - a) Because Charley had borne loss
 - b) Because Charley had played foolish
 - c) Because Charley got 200 for 300 dollars
 - d) All of these
- iii) What does the speaker mean by 'Eggs were thirteen cents a dozen in 1894?'
 - a) It was cheaper to be in past
 - b) It was costlier to be in past
 - c) It was modest to be in past
 - d) All of these
- iv) How premium Charley had to pay?
 - a) Almost 100 dollars
 - b) Almost 200 dollars
 - c) Almost 300 dollars
 - d) None of these

EXTRACT 6.

At the stamp and coin store I go to, I found out that Sam bought eight hundred dollars' worth of old-style currency. That ought to set him up in a nice little hay, feed and grain business; he always said that's what he really wished he could do, and he certainly can't go back to his old business. Not in Galesburg, Illinois, in 1894. His old business? Why, Sam was my psychiatrist.

- i) Who is a Psychiatrist?
 - a) One who treats mental order
 - b) One who deals in medicine

- c) One who deals in physical exercises
- d) None of these
- ii) What made Sam convert his new style of currency into older ones?
 - a) Because he wanted to go to Galesburg
 - b) Because he wanted to earn premium
 - c) Because he wanted to start the business of hay and grain
 - d) All of these
- iii) What business did Sam prefer to do according to Charley?
 - a) Business of Dye
 - b) Business of Grain
 - c) Business of Psychiatry
 - d) All of these
- iv) Find out the antonym of 'Dubiously' from the above extract.
 - a) Surely
 - b) Definitely
 - c) Doubtful
 - d) None of these

KEY

Question No	i	ii	iii	iv
1	B	B	A	C
2	D	A	B	A
3	A	B	B	C
4	A	A	C	B
5	B	B	A	A
6	A	A	B	A

ANSWER IN 30-40 WORDS:

1. What does the Third level refer to?

Ans. The third level refers to the Grand Central Station subway which will carry passengers to Galesburg, Illinois. The station's third stage was a means of relief from the harsh realities of everyday life for Charley, the narrator. It provided him with a foundation where fantasy and reality could be interwoven.

2. Do you think that the third level was a medium of escape for Charley? Why?

A. Yes, Charley found the third level as a medium of escape because he was suffering from all the modern day insecurities, war, worries and stress caused by work and societal culture. He had a fascination for the past so in his mind he always wanted to go back in time, so he found the

third level as a fulfilment of his dream. In order to take the burden away from his shoulders and heap a sigh of relief, Charley resorted to escaping reality, although unintentionally.

3. What do you infer from Sam's letter to Charley?

A. Charley found Sam's letter in one of the first day covers given to him by his grandfather. The cover had a letter in it and not a blank page in it. The letter dates back to 18 July, 1894 when Sam (the writer of the letter) didn't exist because both Sam and Charley exist in the present times. Thus, it is sound to conclude that it was just a product of Charley's imagination.

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

Ans. Yes, we can see number of instances where the time and space intersect. To begin with, Charley himself went to the third level and experienced the past is the first example. Another example is when Charley saw the first day cover from his friend Sam indicating the Third Level.

5. What was the psychiatrist's reaction when Charley told him about 'The Third Level'?

Ans. The psychiatrist told him that it was a walking-dream wish fulfilment. He added that Charley was unhappy and this third level was nothing but the product of his mind to run away the reality.

6. What is the world filled up with reference to the unit 'The Third Level'?

Ans. The world is filled up with insecurity, fear, war, worry and a lot of tensions. On the other hand, there is joy, satisfaction, security and positivity in the world also.

7. What convinced Charley that he had reached the third level at Grand Central Station and not the second level?

Ans. The general layout of the third level was different from that of the second level. It had comparatively smaller rooms, fewer ticket windows and lesser train gates. The information booth in the centre was made of wood and looked old. The place with its brass spittoons didn't look very bright. So Charley was convinced it was not the second level.

8. How does Charley describe Galesburg as it used to be in 1894?

Ans. Charley thought that Galesburg was a wonderful town. In 1894, summer evenings were twice as long, and people sat out on their lawns, the men smoking cigars and talking quietly, the women waving palm-leaf fans, with the fire-flies all around, in a peaceful world. Overall, it was a peaceful and friendly place.

9. Why did Charley again wanted to go back to the third level?

Ans. Charley had always imagined escaping the place in which he was living and going to some peaceful place like Galesburg of 1894. He was able to escape to this place through the Third Level but not able to survive there without old currency. He thought of getting the old currency and go there again to stay there permanently.

10. How did Charley make sure that he was not in the present time?

Ans. To make sure that he was not in the present time, Charley did a reality check. He looked at the newspapers which were on sale at a kiosk and found a copy of the newspaper 'The World', which carried the main story on President Cleveland. 'The World' newspaper was not published for many years. Then he confirmed from the Public Library files that the newspaper he had seen was dated 11th June, 1894.

11. How does Charley, the narrator describe the third level at Grand Central Station?

Ans. Charley says that the rooms on the third level were smaller than that of the second level. There were fewer ticket windows and train gates and the information booth in the centre was made from wood and old looking. There were open- flame gaslights and brass spittoons on the floor. Everyone at the station was dressed in nineteenth century dresses.

12. Why did Charley meet a psychiatrist?

Ans. Charley met a psychiatrist, since he was in a dilemma. He felt sure that he had been on the third level of the Grand Central Station, which everyone knows has only two levels. Even the Presidents of the railroads would swear on a stack of timetables that there were only two levels. He wanted to understand the experience of his visit to the third level so he went to his psychiatrist friend.

13. What was Charley's argument when the psychiatrist told him that the stamp collection was a temporary refuge from reality?

Ans. The psychiatrist told the narrator that his stamp collection hobby was a 'temporary refuge from reality.' Charley argued that he had received the stamps from his grandfather who lived in nice and peaceful times. He did not need any "temporary refuge from reality". He added that President Roosevelt collected stamps too.

14. What is a first-day cover?

Ans. When a new stamp is issued, stamp collectors buy some and use them to mail envelopes to themselves on the very first day of sale and the postmark proves the date. The envelope is called a first-day cover. They are never opened. You just put a blank paper inside the envelope.

15. What was the content of the note that Sam wrote to Charley?

Ans. Sam said that he had found the third level, that he had already been there for two weeks, that life was peaceful, calm and tranquil. He urged Charley and Louisa to go back to the third level and keep looking for it till they found it.

16. Apparent illogicality sometimes turns out to be a futuristic projection? Discuss with reference to the unit 'The Third Level'.

Ans. All the great things seem strange and illogical till they are invented or discovered. The great minds like Thomas Edison, Leonardo Da Vinci and Newton were laughed and thought to be illogical but are appreciated now. Charley when talked about the Third Level seemed illogical but afterwards it comes out the Charley's friend Sam has been there.

17. What idea did Charley have about the tunnel and why didn't he tell the psychiatrist about it?

Ans. Charley felt there was a tunnel that nobody knew about. Grand Central, he felt, was like an exit, a way of escape and perhaps that's how he got into the tunnel. He didn't want to tell the psychiatrist, for he would not have believed him and would have wanted to treat him.

18. How does Charley describe himself?

Ans. Charley describes himself as just an ordinary guy, thirty-one years old. He wore a tan gabardine suit and a straw hat with a fancy band. He was just like other men he passed on the road and he was not trying to escape from anything.

19. What preparations did Charley make to go to Galesburg?

Ans. Charley withdrew 300 dollars out of bank and old style currency notes. He kept on searching for the third level with his wife.

20. In which context did Charley say, “eggs were thirteen cents a dozen in 1894”?

Ans. Charley had got his three hundred dollars out of the bank and got them changed into old-style currency so that he could go back to the third level and buy the tickets to Galesburg. For his three hundred dollars he had got only two hundred dollars old-style currency but he didn't mind that. The only consolation was that in the year 1894, the two hundred dollars would have more value, as things were much cheaper then than they were now.

ANSWER IN 120-150 WORDS:

1. How did Charley reach the third level of Grand Central? How was it different from the other levels?

Ans. One night Charley worked till late at the office. He was in a hurry to get back to his apartment so he decided to take the subway from Grand Central. He went down the steps and came to the first level. Then he walked down to the second level from where the suburban trains left. He ducked into an arched doorway that headed to the subway. Then he got lost. Knowing that he was going wrong he continued to walk downward. The tunnel turned a sharp left and then taking a short flight of stairs he came out on the third level at the Grand Central Station. Here he saw many unusual things. There were very few ticket windows and train gates that were old-looking and made of wood. Dim gaslights flickered and men wore derby hats and four-button suits. It was a rather strange world of sideburns, beards and fancy moustaches.

2. What kind of people did Charley 'See' at the third level?

Ans. Having worked late at the office Charley decided to take a train back home. So he came to Grand Central Station and from the second level he got lost while ducking into an arched doorway and found himself inside a tunnel. This tunnel took him to another light of stairs and he found himself on the third level of the station. As compared to the second level, the third level had smaller rooms, fewer ticket windows and train gates. Everyone there was dressed in 'eighteen-ninety-something'. Charley came across men and women wearing 19th century dresses. Men sported fancy moustaches, beards and sideburns. Tiny lapels, four-button suits, derby hats and pocket gold watches seemed to be in vogue. Women were wearing fancy cut sleeves, long skirts and high-buttoned shoes. Charley was confused to see people sporting old-fashioned clothes and hair styles at the third level.

3. Finney manages to not only capture the reader's imagination, but also provides a clear example of time travel that does not confuse the reader. Discuss.

Answer:

'The Third Level' is a well-defined and convincing description of time travel. It can be divided into modern world and the world of the 1890s, the world of Grand Central Station of New York and the past world of Galesburg, Illinois. The narrator talks of the present world of 21st century through the references of New York Central, New York, New Haven, Galesburg, Illinois of the 1890s in clearer terms. His visit to the third level of Grand Central and the physical description of this symbolize a flashback of the 19th century. So, the writer takes the reader in both the eras with care without confusing them. Thus, the third level is a beautiful interpretation of things through what we call 'the catastrophe theory' as given in 'The Adventure' by Jayant Narlikar.

2. THE ENEMY

Pearl S. Buck

CHOOSE THE CORRECT OPTION:

1. The author of the lesson "The Enemy" is ____
 - a. Colin Dexter
 - b. John Updike
 - c. Pearl S. Buck
 - d. Susan Hill

2. Dr. Sadao was a ____
 - a. Surgeon
 - b. Scientist
 - c. Surgeon & scientist
 - d. Soldier

3. Which one of the following is true about Sadao's father?
 - a. His father never joked or played with him.
 - b. His father was much worried about his education.
 - c. His father was a traditional person.
 - d. All of these

4. Sadao met Hana first time in_____
- a. Japan
 - b. America
 - c. England
 - d. None of these
5. Sadao went to America at the age of_____ and returned to Japan at_____
- a. 20, 27
 - b.22, 30
 - c. 30, 37
 - d.25, 35
6. One evening, Sadao and his wife found something black was swept ashore. It was a_____
- a. fisherman
 - b. large fish
 - c. wounded white man
 - d. dead body
7. Sadao was sent to America to learn_____
- a. Surgery
 - b. Medicine
 - c.Surgery & medicine
 - d. Music
8. How many servants were there in Dr.Sadao's house ?
- a. None
 - b. two
 - c. three
 - d. four
9. The servants left Sadao's house because_____
- a. They were not paid well.
 - b.They were overworked.
 - c.Sadao sheltered an American soldier and they hated him.
 - d. They got better jobs

10. According to Dr.Sadao & his wife, what was the best thing they could do with the American soldier at first?
- a. To give him shelter in their house
 - b. To hand him over to the police
 - c. To put him back in the sea.
 - d. To kill him
11. Dr.Sadao has_____ children.
- a. 2
 - b.3
 - c. 4
 - d. No
12. In what condition was the American prisoner when Dr.Sadao & his wife found him on the Japanese coast?
- a. He was wounded.
 - b. He was bleeding.
 - c. He was very weak & pale.
 - d. All of these.
13. Who among the following were the servants working in Sadao's house?
- a. Yumi, the maid servant
 - b. The old gardener
 - c. The cook
 - d. All of these
14. Why was Dr.Sadao not sent to the battlefield?
- a. His service was not required there.
 - b. He was not physically fit at that time.
 - c. The General needed him for his operation.
 - d. None of these.
15. What was the General's plan for the wounded American soldier?
- a. He wanted him to be admitted in a hospital.
 - b. He wanted him to be handed over to the Police
 - c. He would send his private assassins to kill him,
 - d. None of these.

16. The first treatment that Sadao gave the wounded soldier was_____

- a. His wound was dressed well.
- b. He was operated upon.
- c. He was fed well.
- d. His wound was washed.

17. While Sadao was performing operation on the wounded soldier, Hana rushed out to_____

- a. fetch water
- b. drink water
- c. vomit
- d. take care of babies.

18. Why did the messenger come to Sadao's house?

- a. To arrest Sadao.
- b. To talk to the servants
- c. To take Sadao to the General's house
- d. To arrest Hana.

19. The General only wanted Sadao to operate on him because_____

- a. He did not want to go abroad for surgery.
- b. Sadao was his close friend.
- c. he did not like other doctor.
- d. Sadao was very skilled.

20. When the assassins did not come, Sadao decided to_____

- a. hand over the American soldier to the police.
- b. kill the prisoner himself.
- c. help him escape.
- d. send him to America.

21. How did Sadao help the American soldier escape?

- a. By giving his boat.
- b. By giving him a flashlight
- c. By giving him food to eat.
- d. All of these.

22. On the seventh day after the operation of the American prisoner_____
- all the servants of Sadao left together.
 - Sadao handed him over to the police.
 - the prisoner ran away.
 - Sadao told the General about the prisoner.
23. The American prisoner was asked to flash the light if food ran out_____
- twice
 - thrice
 - once
 - not at all
24. The American prisoner was instructed to escape through_____
- American boat
 - Japanese boat
 - Korean boat
 - Australian boat.
25. What impression do you form of Dr. Sadao after reading the lesson "The Enemy?"
- an excellent doctor
 - a kind hearted person
 - a true patriot
 - all of these

ANSWERS :

Q.No.	Answer
01	c. Pearl S. Buck
02	c. Surgeon & Scientist
03	d. All of these
04	b. America
05	b. 22,30
06	c. Wounded white man
07	c. Surgery & medicine
08	c. Three
09	c. Sadao sheltered an American soldier & they hated him
10	c. To put him back in the sea

11	a.2
12	d..All of these.
13	d. All of these
14	c. The General needed him for his operation
15	c. He would send his private assassins to kill him.
16	d. His wound was washed.
17	c. vomit
18	c. To take Sadao to the General's house
19.	d. Sadao was very skilled.
20	c. help him escape
21	d.All of these
22	a.All the servants of Sadao left together
23	a.twice
24	c. Korean boat
25.	d.all of these

EXTRACT BASED QUESTIONS:

1. It was at this moment that both of them saw something black come out of the mists. It was a man. He was flung up out of the ocean — flung, it seemed, to his feet by a breaker. He staggered a few steps, his body outlined against the mist, his arms above his head. Then the curled mists hid him again.

Questions:

- i) What does black refer to in the extract?
 - a) A Stone
 - b) Man
 - c) Woman
 - d) None of these
- ii) Who saw something?
 - a) Sadao
 - b) Hana
 - c) Both Sadao and Hana
 - d) Gardener

- iii) Find out the word that means the same as 'To Walk unsteady'
 - a) Curl
 - b) Stagger
 - c) Flung
 - d) Outlined
- iv) What hid something black?
 - a) Water
 - b) Head
 - c) Hands
 - d) Mists

2. "The strange thing is," he said, "that if the man were whole I could turn him over to the police without difficulty. I care nothing for him. He is my enemy. All Americans are my enemy. And he is only a common fellow. You see how foolish his face is. But since he is wounded..."

Questions:

- i) What was strange?
 - a) To hand over man to the police
 - b) To take care of a man
 - c) To treat that man
 - d) None of these
- ii) Who is the speaker of the above lines?
 - a) Hana
 - b) Sadao
 - c) Gardener
 - d) Servant
- iii) What is the speaker's state of mind?
 - a) Worried
 - b) Happy
 - c) Excited
 - d) Sad
- iv) Find out a word that means the same as 'Despicable'
 - a) Strange
 - b) Common

- c) Foolish
- d) Wounded

3. Now Sadao remembered the wound, and with his expert fingers he began to search for it. Blood flowed freshly at his touch. On the right side of his lower back Sadao saw that a gun wound had been reopened. The flesh was blackened with powder. Sometime, not many days ago, the man had been shot and had not been tended. It was bad chance that the rock had struck the wound.

Questions:

- i) Who was wounded
 - a) Sadao
 - b) Hana
 - c) The White Soldier
 - d) Yumi
- ii) Which word best suits 'trained' in the extract?
 - a) Touch
 - b) Tended
 - c) Expat
 - d) Expert
- iii) What kind of wound the man had?
 - a) It was a knife stab
 - b) It was an injury
 - c) It was a gun shot
 - d) Rock had struck the wound
- iv) What was the dilemma that Dr,Sadao face?
 - a) Whether he should marry Hana or not
 - b) Whether he should leave Japan and settle in another country?
 - c) Whether he should study further or start practice
 - d) Whether he should save the life of the white soldier or let him die

4. Dr Sadao Hoki's house was built on a spot of the Japanese coast where as a little boy he had often played. The low, square stone house was set upon rocks well above a narrow beach that was outlined with bent pines. As a boy Sadao had climbed the pines, supporting himself on his bare feet, as he had seen men do in the South Seas when they climbed for coconuts. His father had taken him often to the islands of those seas, and

never had he failed to say to the little brave boy at his side, "Those islands yonder, they are the stepping stones to the future for Japan." "Where shall we step from them?" Sadao had asked seriously. "Who knows?" his father had answered. "Who can limit our future? It depends on what we make it."

Questions:

- i) Who is referred to as 'He' in the above extract?
 - a) Dr.Sadao Hoki
 - b) White Soldier, Tom
 - c) Old Gardener
 - d) Dr.Sadao Hoki's Father
 - ii) What kind of person was his father?
 - a) He was a very educated person
 - b) He never joked and played with him
 - c) Both (i) & (ii)
 - d) None of these
 - iii) What was his father's chief concern about Dr. Sadao?
 - a) Sadao's Marriage
 - b) Sadao's education
 - c) Japanese culture and tradition
 - d) Patriotism and nationalism
 - iv) Which word in the extract is antonym of 'coward'?
 - a) Yonder
 - b) Never
 - c) Brave
 - d) Stepping
5. "It is clear what our master ought to do," the old gardener said one morning. He had worked with flowers all his life, and had been a specialist too in moss. For Sadao's father he had made one of the finest moss gardens in Japan, sweeping the bright green carpet constantly so that not a leaf or a pine needle marred the velvet of its surface. "My old master's son knows very well what he ought to do," he now said, pinching a bud from a bush as he spoke. "When the man was so near death why did he not let him bleed?" "That young master is so proud of his skill to save life that he saves any life," the cook said contemptuously. She split a fowl's neck skilfully and held the fluttering bird and let its blood

flow into the roots of a wistaria vine. Blood is the best of fertilisers, and the old gardener would not let her waste a drop of it. "It is the children of whom we must think," Yumi said sadly. "What will be their fate if their father is condemned as a traitor?"

Questions:

- i) "When the man was so near death why did he not let him bleed?" Who said these words?
 - a) The cook
 - b) The maid
 - c) The gardener
 - d) The guard
 - ii) What is the feeling of the speaker?
 - a) Sarcasm
 - b) Sadness
 - c) Appreciative
 - d) Indignation
 - iii) How had the man come to be bleeding?
 - a) His body was torn by the rocks flanking the beach
 - b) He had tripped and fallen head first
 - c) He was scratched by the brambles
 - d) He had been shot
 - iv) Dr. Sadao's helping the white soldier displays which quality of his?
 - a) He was above the narrow predispositions
 - b) He considered his duty above all other things
 - c) He was bit selfish when it came to his country's matter
 - d) He was cunning and egoistic person
 - e)
6. "You will have to give the anesthetic if he needs it," he said. "I?" she repeated blankly. "But never have I!" "It is easy enough," he said impatiently. He was taking out the packing now, and the blood began to flow more quickly. He peered into the wound with the bright surgeon's light fastened on his forehead. "The bullet is still there," he said with cool interest. "Now I wonder how deep this rock wound is. If it is not too deep it may be that I can get the bullet. But the bleeding is not superficial. He has lost much blood." At this moment Hana choked. He looked up and saw her face the colour of sulphur. "Don't faint,"

he said sharply. He did not put down his exploring instrument. "If I stop now the man will surely die." She clapped her hands to her mouth and leaped up and ran out of the room. Outside in the garden he heard her retching. But he went on with his work.

Questions:

- i) "Don't faint", he said. Who said these words and to whom?
 - a) Dr. Sadao to Hana
 - b) Husband to the gardener
 - c) Dr. Sadao to the patient
 - d) The patient to Dr.Sadao
 - ii) Who would die? And who was retching?
 1. Dr. Sadao's wife
 2. The General
 3. The enemy soldier
 4. The old gardener
 - a) 1 and 2
 - b) 2 and 1
 - c) 3 and 1
 - d) 3 and 4
 - iii) Why had Hana to wash the wounded man himself?
 - a) She didn't want others to know about the man
 - b) She had promised Dr.Sadao to do so
 - c) She wanted to look after the guest by herself
 - d) The servants had refused to do so
 - iv) Why did Dr.Sadao feel impatient and irritable with the prisoner?
 - a) It was getting late at night
 - b) He was tired and sleepy
 - c) He would not get paid
 - d) He could not tend to his wife
7. It was at this moment that both of them saw something black come out of the mists. It was a man. He was flung up out of the ocean — flung, it seemed, to his feet by a breaker. He staggered a few steps, his body outlined against the mist, his arms above his head. Then the curled mists hid him again. "Who is that?" Hana cried. She dropped Sadao's arm and

they both leaned over the railing of the veranda. Now they saw him again. The man was on his hands and knees crawling. Then they saw him fall on his face and lie there

Questions:

- i) Who saw the figure which emerges out of the mists?
 - a) The doctors
 - b) Dr.Sadao and Hana
 - c) The Soldiers
 - d) The fisherman
 - ii) How would they have felt when they saw “something black come out of the mists”?
 - a) Terrified
 - b) Shocked
 - c) Happy
 - d) Ignorant
 - iii) How did the man walk?
 - a) Unsteadily with his arms above the head
 - b) Leisurely
 - c) Like an injured
 - d) Like an officer
 - iv) What did his walking style indicate?
 - a) That he was a rough
 - b) That he was trying to attack
 - c) That he was a prisoner
 - d) That he was a thief
8. “A white man!” Hana whispered. Yes, it was a white man. The wet cap fell away and there was his wet yellow hair, long, as though for many weeks it had not been cut, and upon his young and tortured face was a rough yellow beard. He was unconscious and knew nothing that they did for him. Now Sadao remembered the wound, and with his expert fingers he began to search for it. Blood flowed freshly at his touch. On the right side of his lower back Sadao saw that a gun wound had been reopened. The flesh was blackened with powder. Sometime, not many days ago, the man had been shot and had not been tended. It was bad chance that the rock had struck the wound.

Questions:

- i) What does 'Whiteman' refer to?
 - a) The man having white face
 - b) An American prisoner of war
 - c) A man wearing white shirt
 - d) None of these
 - ii) Hana's remark "A white man!" on seeing the white man indicated what she was feeling. Pick the option that correctly states her feeling.
 - 1. Horror
 - 2. Shocked
 - 3. Unfamiliar
 - 4. Annoyed
 - a) 1 and 2
 - b) 2 and 3
 - c) 2 and 4
 - d) 1 and 4
 - iii) How did the white man's face appear?
 - a) Old
 - b) Tortured
 - c) Fresh
 - d) Annoyed
 - iv) Why didn't he know the presence of Dr.Sadao and Hana?
 - a) As he was sleeping
 - b) As he was pretending to be unconscious
 - c) As he was unconscious
 - d) None of these
9. Thus agreed, together they lifted the man. He was very light, like a fowl that had been half-starved for a long time until it is only feathers and skeleton. So, his arms hanging, they carried him up the steps and into the side door of the house. This door opened into a passage, and down the passage they carried the man towards an empty bedroom. It had been the bedroom of Sadao's father, and since his death it had not been used. They laid

the man on the deeply matted floor. Everything here had been Japanese to please the old man, who would never in his own home sit on a chair or sleep in a foreign bed. Hana went to the wall cupboards and slid back a door and took out a soft quilt. She hesitated. The quilt was covered with flowered silk and the lining was pure white silk.

a) Choose the option that demonstrates the person who is being talked about in the extract

- a) Sadao's father
- b) The enemy soldier
- c) Sadao
- d) Hana

b) 'She hesitated' means that Hana

- a) Didn't want to carry the soldier as he had a limp leg
- b) Didn't want to use her silk as he was their guest
- c) Didn't want to use her white silk as the soldier was bleeding
- d) Didn't want to share her stuff

c) "his arms hanging" indicated the state of the soldier. Pick the option that correctly tells his state.

- i) Unconscious
- ii) Weak
- iii) Strong
- iv) Rebellious
- v) Calm
- vi) Conscious
- a) (i) and (ii)
- b) (ii) and (iii)
- c) (v) and (vi)
- d) (iv) and (v)

d) They avoided bringing the person home as he was

- a) Foreigner,white,enemy
- b) Enemy,soldier,Japanese
- c) Japanese,soldier,friend
- d) foreigner,friend,bleeding

10. It was at this moment that both of them saw something black come out of the mists. It was a man. He was flung up out of the ocean — flung, it seemed, to his feet by a breaker. He staggered a few steps, his body outlined against the mist, his arms above his head. Then the curled mists hid him again. “Who is that?” Hana cried. She dropped Sadao’s arm and they both leaned over the railing of the veranda. Now they saw him again. The man was on his hands and knees crawling. Then they saw him fall on his face and lie there. “A fisherman perhaps,” Sadao said, “washed from his boat.” He ran quickly down the steps and behind him. Hana came, her wide sleeves flying.

Questions:

i) Hana cried, “Who is that?” This reveals her,

- a) Concern
- b) Anger
- c) Anxiety
- d) Hope

ii) The phrase, “his body outlined against the mist,” means

- a) that his body was covered with mist
- b) that his body seemed flowing in the mist
- c) that his body was going against the direction of the mist
- d) that his body was slightly visible in the mist

iii) What does the expression-flung up out of the ocean-suggest?

- a) Pulled out of the ocean
- b) Crawling out of the ocean
- c) Thrown out of the ocean
- d) Walked out of the ocean

iv) “It was at this moment that both of them saw something”, the tone of the sentence suggest that they saw

- a) A casual sight
- b) A usual sight
- c) A rare sight
- d) An unbelievable sight

11. ‘If the master heals what the gun did and what the sea did they will take revenge on us.’

i) Who is the speaker?

- a) The Gardener
- b) The old gardener
- c) The cook
- d) Yumi

ii) What does the statement tell us about the speaker?

- a) The speaker is afraid
- b) The speaker is superstitious
- c) The speaker is patriotic
- d) The speaker is threatening his master

iii) What healing is being referred to here?

- a) The General's treatment
- b) The doctor treating Americans
- c) The doctor treating the prisoner
- d) The doctor treating the servant harshly

iv) What kind of revenge is the speaker afraid of?

- a) The sea will harm them
- b) They will be prosecuted
- c) They will be killed
- d) They will be thrown out of their homes.

12. "If a man like that could be so cruel to a woman in his power, would he not be cruel to one like this for instance?"

i) Whose cruelty is referred to in the given lines?

- a) Sadao
- b) The cook
- c) The Japanese Army
- d) General Takima

ii) Whom does the phrase 'one like this' refer to?

- a) Sadao
- b) The American
- c) The Prisoner
- d) The POW's

iii) What prompts the speaker to say so?

- a) The condition of the American
- b) The stories about his conduct
- c) The rumours about the prisoner
- d) The way people react to them

iv) Who tries to change the condition?

- a) General Takima
- b) Sadao
- c) Hana
- d) The Gardener

13. "If your food runs out before you catch a boat," he said, "signal me two flashes at the same instant the sun drops over the horizon. Do not signal in darkness, for it will be seen. If you are all right but still there, signal me once. You will find fresh fish easy to catch but you must eat them raw. A fire would be seen."

Questions:

i) Whom does 'he' refer to in the first line?

- a) Hana
- b) POW
- c) Yumi
- d) Sadao

ii) Why was he advised not to signal in night?

- a) Because it was not visible
- b) Because he could have been noticed by Japanese army
- c) Because he was safe
- d) None of these

iii) Find out a word that means the same as 'Sky line'

- a) Darkness
- b) Signal
- c) Horizon
- d) Raw

iv) What was the signal 'one flash' for

- a) that he was in trouble
- b) that he was safe but not there
- c) he was safe and was still there
- d) that he found food

14. He stood for a moment on the veranda, gazing out to the sea from whence the young man had come that other night. And into his mind, although without reason, there came other white faces he had known — the professor at whose house he had met Hana, a dull man, and his wife had been a silly talkative woman, in spite of her wish to be kind. He remembered his old teacher of anatomy, who had been so insistent on mercy with the knife, and then he remembered the face of his fat and slatternly landlady. He had had great difficulty in finding a place to live in America because he was a Japanese. The Americans were full of prejudice and it had been bitter

to live in it, knowing himself their superior. How he had despised the ignorant and dirty old woman who had at last consented to house him in her miserable home!

Questions:

- i) Whom does 'he' refer to in the first line?
 - a) POW
 - b) The old gardener
 - c) Dr.Sadao
 - d) General
- ii) Why had he great difficulty in finding home in America?
 - a) Because he was new there
 - b) Because he was Japanese
 - c) Because he was American
 - d) None of these
- iii) Find out the synonym of 'abhor'
 - a) Prejudice
 - b) Anatomy
 - c) Despised
 - d) Ignorant
- iv) Find out the antonym of 'Tidy'
 - a) Dull
 - b) Silly
 - c) Insistent
 - d) Slatternly

15. Sadao did not see him again until evening. As soon as it was dark he had dragged the stout boat down to the shore and in it he put food and bottled water that he had bought secretly during the day, as well as two quilts he had bought at a pawnshop. The boat he tied to a post in the water, for the tide was high. There was no moon and he worked without a flashlight.

Questions:

- i) Whom did Dr.Sadao see until evening?
 - a) Assassin
 - b) POW
 - c) General

- d) The old gardener
- ii) When did Dr.Sadao start working?
- a) After getting dark.
- b) Late at night
- c) Early in the morning
- d) None of these
- iii) Why did Dr.Sadao work without flash light?
- a) Because it was not needed
- b) Because he didn't have torch
- c) Because he could have been noticed by someone
- d) Because Hana advised him to do so
- iv) Why did Dr.Sadao arrange everything and for whom?
- a) To let assassins come & For assassins
- b) To let POW escape to nearby island & For POW
- c) To let General come & for General
- d) None of these

ANSWER KEY			
SL	NO.OF EXTRACT	ANSWER	
1	EXTRACT 1	i) b	ii) c iii) b iv) d
2	EXTRACT 2	i) a	ii) b iii) a iv) c
3	EXTRACT 3	i) c	ii) b iii) d iv) d
4	EXTRACT 4	i) a	ii) c iii) b iv) c
5	EXTRACT 5	i) c	ii) d iii)a iv) b
6	EXTRACT 6	i) a	ii) c iii) d iv) d
7	EXTRACT 7	i) b	ii) b iii) a iv) c
8	EXTRACT 8	i) b	ii) a iii) b iv) c
9	EXTRACT 9	i) b	ii) c iii) a iv) a
10	EXTRACT 10	i) a	ii) d iii) c iv) c
11	EXTRACT 11	i) b	ii) a iii) c iv) b
12	EXTRACT 12	i) d	ii) d iii) b iv) b
13	EXTRACT 13	i) d	ii) b iii) c iv) c
14	EXTRACT 14	i) c	ii) b iii) c iv) d
15	EXTRACT 15	i) b	ii) a iii) c iv) b

ANSWER IN 30-40 WORDS:

Q1. Who was Dr.Sadao? Where was his house?

Ans. Dr.Sadao Hoki was an eminent Japanese surgeon and scientist. He had spent eight valuable years of his youth in America to learn all that could be learnt of surgery and medicine there. He was perfecting a discovery which would render wounds entirely clean. Dr. Sadao's house was built on rocks well above a narrow beach that was outlined with bent pines. It was on a spot of the Japanese coast.

Q2.What solution did Hana offer to resolve Sadao's predicament?

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

Q3.Why did Dr. Sadao's father send him to America though he hated Americans?

Ans. The sole motive behind his decision may be the lure of technological advanced medical studies available in America. As he may have wanted his son to be trained according to the latest medical development.

Q4.Who was Sadao's wife? Where had he met her? Why did he wait to fall in love with her?

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

Q5.Dr.Sadao was compelled by his duty as a doctor to help the enemy soldier. What made Hana, his wife, sympathetic to him in the face of open defiance from the domestic staff?

Ans. Hana firmly follows her husband's sense of duty although she knows that her husband's decision is being questioned by everyone. She is humanitarian and compassionate and goes beyond her duty to perform the tasks which she is not supposed to. It is her care that helps the man recover quickly. She respects her husband and has a sense of duty towards him.

Q6.How did Hana help Dr. Sadao?

Ans. Hana was very helpful while the operation was on. She dipped a small clean towel into the steaming hot water washed the face of the soldier herself. She was requested to give the

anesthetic if needed. With the help of instruments from his emergency bag, Sadao made a clean and precise incision. The bullet was out and the doctor declared that the man would live.

Q7. Will Dr. Sadao be arrested on the charge of harbouring an enemy?

Ans. Dr. Sadao knew that they would be arrested if they sheltered a white man in their house. The wounded man was a prisoner of war who had escaped with a bullet on his back. Since Japan was at war with America, harbouring an enemy meant being a traitor to Japan. Dr. Sadao could be arrested if anyone complained against him and accused him of harbouring an enemy.

Q8. Why did the servants leave Dr. Sadao's house?

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

Q9. How would you explain the reluctance of the soldier to leave the shelter of the doctor's home even when he knew he couldn't stay there without risk to the doctor and himself?

Ans. Sadao and Hana had treated the American man with a lot of kindness and warmth. The man had suffered severely at the hands of the Japanese army as he had been made a prisoner of war. This warm attitude of Sadao and Hana gave him so much relief that he did not want to leave their house. The man felt at home – safe and warm. So, even though they were at risk at the hands of the army and the people of Japan, the man was reluctant to leave them.

Q10. Why was Dr. Sadao not sent with the troops?

Ans. The General thought that Dr. Sadao is indispensable to his life and can save anyone as he is very skilled. He also does not trust anyone except Dr. Sadao. So he was not sent with troops

Q11. Why did the General overlook the matter of the enemy soldier?

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

Q12. How was the plan of the patient's escape executed in the story?

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

Q13.What explains the attitude of the General in the matter of the enemy soldier? Was it human consideration, lack of national loyalty, dereliction of duty or simply self-absorption?

A. All his life the general had performed his duties with utmost sincerity. He realized that killing innocent men had become a burden on his soul. He understood Sadao's mindset which indicated that he wanted to save a life irrespective of the fact that he was from an enemy country. The general also considered him to be a human being and so, excused Sadao to save his life.

Q14.What plan did the old General suggest for getting rid of the 'man'?

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

Q15.What dilemma did Sadao face about the young white man?

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

Q16. When and where did Sadao marry Hana? How was their married life?

Ans. Sadao married Hana when they returned to Japan after finishing their work at medical school. Sadao's father saw her. The marriage was then arranged in the old Japanese way. They had been married years enough to have two children. Their married life was quite happy. They still loved each other.

Q17. How did the servants react when their master told them about the wounded whiteman?

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

Q18.Why had Hana to wash the wounded man herself?

Ans. Hana told Yumi to fetch hot water and bring it to the room where the white man was. Yumi put down the wooden bucket, but refused to wash the dirty white man. Hana cried at her severely. She told her to do what her master commanded her to do. The fierce look of resistance

upon Yumi dull face made Hana afraid. Under these circumstances, Hana had no option but to wash the white man herself.

Q19. In what context does Hana remember General Takima? What does she infer?

Ans. General Takima was a ruthless despot. At home he beat his wife cruelly. No one mentioned it now because he had won a victory in a battle in Manchuria. Hana remembers him in the context of the sufferings of the prisoners of war. She infers that if a man (like General Takima) could be so cruel to a woman in his power, he would be quite cruel to a prisoner. The deep red scars on the white man's neck confirmed her apprehension.

Q20. Why did Sadao sleep badly at night after meeting the General?

Ans. Sadao woke up time and again thinking he heard the rustling of footsteps, the sound of a twig broken or a stone displaced in the garden—or any noise such as men might make who carried a burden. This went on for three nights. Every night Sadao expected the assassins to come and this made him restless.

ANSWER IN 120-150 WORDS:

Q1. There are moments in life when we have to make hard choices between our roles as private individuals and as citizens with a sense of national loyalty? Discuss with reference to the story 'The enemy'.

Ans. *The story 'The Enemy' written by Pearl S Buck is set during the Second World War. A Japanese doctor finds an American POW at his doorstep. He is in a dilemma that being a doctor, should he save the wounded man or being Japanese, should he hand over the enemy to the army.*

Dr. Sadao Hoki faces a dilemma when he finds the body of an unconscious wounded white man lying on the lonely coast with dangerous rocks near his house. His first reaction was that the person was perhaps a fisherman who had been washed from his boat. He ran quickly down the steps. His wife, Hana came behind him. When they came near, Sadao found that the man was wounded and lay motionless. His face was in the sand. As they saw his face, they found that he was a white man with long yellow hair and a rough yellow beard. Being an expert surgeon, Dr. Sadao saw that the man had a gun-wound on the right side of his lower back. He at once packed the wound with sea moss to stanch the fearful bleeding. Since Japan was at war with America, the white man was an enemy. Dr. Sadao muttered, "What shall we do with this man?" He answered the question himself, "The best thing that we could do would be to put him back in the sea." His wife approved of his decision.

Q2. What impression do you form of DrSadao as a man and as a surgeon from your reading of the story 'The Enemy'?

Ans. *The story 'The Enemy' written by Pearl S Buck is set during the Second World War. A Japanese doctor finds an American POW at his doorstep. He is in a dilemma that being a doctor, should he save the wounded man or being Japanese, should he hand over the enemy to the army.*

Dr.Sadao Hoki was true Japanese like his father. He was a brave boy who obeyed and respected his father and loved Japanese culture, tradition and people. He was intelligent and hardworking and studied surgery and medicine in America for eight years. He married a Japanese girl, Hana, whom he had met in America. But he waited for his father's approval and their marriage was arranged in the old Japanese way after they had returned home to Japan. They had two children. He still loved his wife as warmly as ever. He returned home at fixed hours. DrSadao was an eminent surgeon as well as scientist. The old General had full faith in him. He was not sent abroad with the troops because the old General might need an operation. DrSadao was called even at odd hours from the palace. DrSadao was a real doctor. He would not let a man die if he could help him. That is why he cured even an "enemy" of bullet wound and did not hand him over to the police. He faced a great risk to his position and life by sheltering the man. Since DrSadao could not kill the man himself, he sought the help of the old General to get rid of him. When that plan failed, he let the prisoner escape in order to calm down the fears of his wife and let the household run properly. It may be a blemish from a narrow patriotic angle but a sensitive soul can't take back what he has given.

Q3. The ending of the story 'The Enemy' epitomises the attitude of a Japanese towards Americans during the war. Elucidate.

OR

Comment on the ending of the story 'The Enemy'.

Ans. *The story 'The Enemy' written by Pearl S Buck is set during the Second World War. A Japanese doctor finds an American POW at his doorstep. He is in a dilemma that being a doctor, should he save the wounded man or being Japanese, should he hand over the enemy to the army.*

The ending of the story, 'The Enemy' is highly artistic. The old General, recovering from the operation, promises that Dr.Sadao will be rewarded as he is a good man. DrSadao has his reward when he finds that his prisoner has gone away safely from the island. He now recalls all the other white faces he ever came across. The professor, at whose house he met Hana, was a

dull man and his wife had been a silly, talkative woman, in spite of her wish to be kind. His old teacher of anatomy had been insistent on 'mercy with the knife'. He remembered the face of his fat and slatterly landlady whom he had despised for being ignorant and dirty. He remembered the difficulties he faced in finding a place to live in America because he was Japanese. The Americans were full of prejudice and, it had been bitter to live in America. He found the white people repulsive. It was a relief to be openly at war with them. Then he remembered the youthful, haggard face of the prisoner. It was also white and repulsive. He thought it strange that he spared his enemy. He is left wondering why he could not kill the white man "his enemy".

3. SHOULD WIZARD HIT MOMMY?

John Updike

CHOOSE THE CORRECT OPTION:

1. When did Jack begin to narrate story to his daughter?

- a. Since his daughter's birth.
- b. When his daughter became two years old.
- c. When his daughter became four years old.
- d. In the evening and in the afternoon on Saturdays.

2. Where would Roger creature go to get rid of his problem?

- a. To the wise old owl.
- b. To the well.
- c. To the wizard.
- d. None of the above.

3. What would the wise old owl suggest Roger creature to do?

- a. to go to the well to bring the extra pennies.
- b. to go to the wizard.
- c. to ignore the problem.
- d. to have patience.

4. How would the wizard solve Roger creature's problem?

- a. By performing magic spell.
- b. By performing black magic.

- c. By uttering magical words.
- d. All of the above.

5. What was Roger Skunk's problem?

- a. Nobody played with him.
- b. He had no friends.
- c. He smelled bad.
- d. All of the above.

6. Why didn't Jo like the end of the story?

- a. Because the wizard refused to make the skunk smell bad.
- b. Because the wizard made the skunk smell bad.
- c. Because Roger skunk's mother hit the wizard.
- d. Because the wizard did not hit Roger skunk's mother.

7. How is Roger Skunk's story different from previous stories?

- a. It has a happy ending.
- b. The wizard refused to help Roger Skunk.
- c. The wise old owl solved the problem.
- d. It has a sad ending.

8. Which was 'the reality phase'?

- a. Jo wanted a happy ending.
- b. Jo started asking questions about the story.
- c. Jo wanted the wizard to hit the mommy.
- d. Jo called Roger Skunk's mommy as stupid.

9. Which part of the story did Jack enjoy the most?

- a. Imitating the voice of the old wizard.
- b. Narrating the story with the pace and tone of the occasion.
- c. Using the facial expressions.
- d. All of the above.

10. What did Roger Skunk want to smell like?

- a. Like a flower.
- b. Like perfume.
- c. Like a jasmine flower.
- d. Like a rose flower.

11. Where would Roger creature get the extra pennies?

- a. In the wizard's house.
- b. Near the well.
- c. In the crick.
- d. At the bottom of the wise old owl's tree.

12. Why did Jo start to fuss with her hands and look out of the window?

- a. Because she got bored.
- b. Because she was tired.
- c. Because she knew what would happen at the end of the story.
- d. Because she did not like the story.

13. What made Roger Skunk's mommy angry?

- a. Roger skunk went to meet the wizard.
- b. Roger skunk did not smell like a skunk.
- c. Roger skunk smelled like flower.
- d. She did not like the smell of roses.

14. Why did Roger skunk's mommy hit the wizard?

- a. Because the wizard used his magic spell on Roger skunk.
- b. Because he made the skunk smell like a rose.
- c. Because of the wizard Roger skunk lost its real smell.
- d. All of the above.

15. How did Roger skunk's mommy punish the wizard?

- a. By scolding the wizard.
- b. By beating the wizard with her umbrella.
- c. By cursing the wizard.
- d. By hitting the wizard over his head with her umbrella.

16. How did the woodland creatures treat Roger skunk?

- a. They would run away from Roger skunk.
- b. They would not play with Roger skunk.
- c. They would tease Roger skunk.
- d. All of the above.

17. How did Jo react to the end of Roger Skunk's story?

- a. She put her hands out to touch Jack's lips.
- b. She sat up and dabbled her hands in air with fright.
- c. She insisted her father to change the end of the story.

d. All of the above.

18. Who would suggest Roger creature to go to the wizard?

- a. The woodland creatures.
- b. The wise old owl.
- c. Roger creature's mother
- d. All of the above

19. How would Jack end his stories?

- a. His stories had a sad end.
- b. He would describe the supper.
- c. He used to describe the magic spell.
- d. He used to describe Roger creature's mother punishing the wizard.

20. Why did Roger Skunk want to spell like a rose?

- i. Because he loved roses.
 - ii. Because he hated his smell.
 - iii. Because the other woodland creatures did not play with him.
 - iv. Because the other woodland creatures would run away at Roger Skunk's arrival.
- a. i, ii, iii b. i, ii, iii & iv c. iii, iv d. ii, iv

21. Why did Jack feel that he was caught in ugly middle position?

- i. Because he had to paint furniture.
 - ii. Because he couldn't finish the story quickly.
 - iii. Because he couldn't help his wife to paint the woodwork.
 - iv. Because his daughter wanted a different end to Roger skunk's story.
- a. i, ii, iii, iv b. ii, iii, iv c. i, iii, iv d. i, ii, iii

22. Why did Jack not want to speak and work with his wife?

- a. Because she did not wait for Jack to paint the woodwork.
- b. Because she scolded Jack for being late.
- c. Because he felt that he was caught in an ugly middle position.
- d. Because his wife created a mess.

23. Why did Jack change the end of the story?

- a. Because Jack wanted his daughter to know that in reality things always don't end happily.
- b. Because Jack wanted his daughter to know that we have to make compromises in life.
- c. Because he wanted his daughter to know that we have to accept people as they are.
- d. Because he wanted his daughter to know that we should be content with what we have.

24. Which moral issue does this story raise?

- a. Parents should not be strict with their children.
- b. A child’s perspective of life is different from an adult’s perspective.
- c. Parents should not impose their views on their children.
- d. Parent should give freedom to their children.

25. Which of the following show/s that Jack possessed the art of storytelling?

- i. He was perfect in imitating the voice of the old wizard.
- ii. He narrated the story with the pace and tone of the occasion.
- iii. He used facial expressions.
- iv. He was full of creative enthusiasm.

- a. i, ii, iv b. i, ii, iii c. i, ii, iii, iv d. ii, iii, iv

Question	Answer	Question	Answer	Question	Answer
1	b	11	b	21	b
2	c	12	c	22	c
3	b	13	b	23	a
4	a	14	c	24	b
5	d	15	d	25	c
6	b	16	d		
7	d	17	d		
8	b	18	b		
9	a	19	b		
10	d	20	c		

EXTRACT BASED QUESTIONS:

EXTRACT 1. The owl told him to go to the wizard, and the wizard performed a magic spell that solved the problems, demanding in payment a number of pennies greater than the number that Roger creature had, but in the same breath directing the animal to a place where the extra pennies could be found. Then Roger was so happy he played many games with other creatures, and went home to his mother just in time to hear the train whistle that brought his daddy home from Boston.

1. Name the lesson and author of given extract.

- (a) Should wizard Hit Mommy, Charles Updike
- (b) Should wizard Hit Mommy, John Updike
- (c) Should mommy wizard hit, James Updike
- (d) Should Wizard Hit Mommy, John Updike

2. Why would wizard demand money?

- (a) for meeting with him
- (b) for solving problems through magic spell
- (c) for allowing his magic wand
- (d) for fulfilling desire of the owl

3. How much money does the Wizard demand?

- (a) more than Roger creature had
- (b) whatever Roger Creature had
- (c) less than Roger Creature had
- (d) What Roger Creature earns

4. When did Roger Creature go home?

- (a) when all friends are at home
- (b) after playing
- (c) when he heard the whistling of train
- (d) after his daddy comes

EXTRACT 2. The little girl had at last arranged herself, and from the way her fat face deep in the pillow shone in the sunlight sifting through the drawn shades, it did not seem fantastic that some magic would occur, and she would take her nap like an infant of two. Her brother, Bobby, was two, and already asleep with his bottle. Jack asked, "Who shall the story be about today?" "Roger"....she squeezed her eyes shut and smiled to the thinking she was thinking. Her eyes opened, her mother's blue. "Skunk", she said firmly.

1. Who is the little girl here?

- (a) Jas
- (b) Jo
- (c) Bobby
- (d) Johana

2.What was the name of character in story?

- (a) Roger Skunk
- (b) Roger Chipmunk
- (c) Roger Snake
- (d) Roger Squirrel

3.Nap means.....

- (a) sleeping in the night
- (b) sleeping in early morning
- (c) sleeping in the Noon/evening
- (d) None

4. What is incorrect for the little girl?

- (a) She was older than Bobby
- (b) Her eyes were blue
- (c) She pretends to think
- (d) She was afraid from ghost

EXTRACT 3.He smelled so bad that none of the other little woodland creatures would play with him.”Jo looked at him solemnly: She hadn’t foreseen this. “Whenever he would go out to play.”Jack continued with zest, remembering certain humiliations of his own childhood.” All of the other tiny animals would cry.”Uh-oh, here comes Roger Stinky Skunk” and they would run away, and Roger Skunk would stand there all alone, and two little round tears would fall from there his eyes.” The corners of Jo’s mouth drooped down and her lower lip bent forward as he traced with forefingers along the side of her nose the course of one Roger Skunk’s tears.

1. Who is the author of the story?

- (a) John Updike
- (b) Charles Updike
- (c) James Updike
- (d) Joe Updike

2. Why were no other creatures playing with Roger Skunk?

- (a) He was naughty
- (b) He was teasing
- (c) He had bad smell
- (d) He was not good teammate

3. The extract also showed.....

- (a) father's feeling on humiliation of childhood
- (b) no company from daughter
- (c) cleanliness of Skunk
- (d) None

4. The characteristics we find in Jo.....

- (a) curious and surprised
- (b) emotional
- (c) sentimental
- (d) All of above

EXTRACT 4. Having a fresh hero momentarily stirred Jack to creative enthusiasm. "All right," he said.

1. Who is Jack here?

- (a) Father
- (b) Owl
- (c) Skunk
- (d) Wizard

2. Who is 'a fresh hero'?

- (a) Owl
- (b) Skunk
- (c) Tortoise
- (d) Mouse

3. What was the problem of this fresh hero?

- (a) bad humour
- (b) distorted face
- (c) Awful smell
- (d) Limping

4. How could Jo know about the creature?

- (a) In the class
- (b) In the Mall
- (c) In the TV
- (d) In the Zoo

EXTRACT 5.Jo was starting to fuss with her hands and look out of the window, at the crack of day that showed under the shade. She thought the story was all over. Jack didn't like women when they took anything for granted; he liked them apprehensive, hanging on his words.

"Now, Jo, are you listening?"

"Yes"

"Because this is very interesting. Roger Skunk's mommy said, 'What's that awful smell?'

"Wha-at?"

"And Roger Skunk said, 'It's me Mommy. I smell like roses.' And she said, 'Who made you smell like that?' And he said, 'The wizard' and she said," Well, of all the nerve. You come with me and we're going right back to that very awful wizard."

1. Choose the best demonstrates the relevant traits of Jo and Jack respectively, based on the extract provided

- (a)curious and irritable
- (b)patient and irritable
- (c)curious and lethargic
- (d)patient and lethargic

2. 'Jo was starting to fuss with her hands'. This means that Jo was.....

- (a)feeling anxious
- (b)getting relaxed
- (c)feeling lazy
- (d)fighting sleep

3. Jo's "What?" indicated her feelings. What are they?

- (i) terror
- (ii)surprise
- (iii)ignorance
- (iv)displeasure
- (v)joy
- (vi)approval

- (a)1 and 3
- (b)2 and 4
- (c)3 and 6
- (d)4 and 5

4. Mommy says, "Well, of all the nerve." This reveals her.....

- (a) approval, surprise and pleasure
- (b) pleasure, hope and approval
- (c) betrayal, disapproval and hurt
- (d) shock, anger and disapproval

EXTRACT 6. "Mr Owl." Roger Skunk said, "All the other little animals run away from me because I smell so bad." "So you do," the owl said. "Very, very bad." "What can I do?" Roger Skunk said, and he cried very hard.

"The Wizard, the Wizard" Jo shouted, and sat right up, and a Little Golden Book spilled from the bed.

1. What was Roger Skunk's problem?

- (a) bad smell
- (b) no wings
- (c) dirty fur
- (d) none

2. Why did Roger Skunk visit the owl?

- (a) to talk to him and to smell like Jasmin
- (b) to learn the art of flying
- (c) to be his friend
- (d) to seek his advice to solve his problem

3. "The Wizard, the wizard" spoken by Jo shows.....

- (a) her surprise
- (b) boredom in story
- (c) prediction for next part of the story
- (d) none

4. What advice did the wise owl give to Roger Skunk?

- (a) to visit his friends
- (b) to consult the wizard
- (c) to consult his mother
- (d) to think deeply

EXTRACT 7. “Well. The Owl thought and thought. At last he said, “Why don’t you go see the wizard?”

“Daddy?”

“What?”

“Are magic spells real?” This was a new phase, just this last month, a reality phase. When he told her spiders eat bugs, she turned to her mother and asked. “Do they really?”and when Clare told her God was in the sky and all around them...

1.Jo believed totally what parents told her.

(a)agree

(b)disagree

(c)can’t say

(d)none

2. Who is Clare here?

(a)Jo’s mother

(b)Jo’s sister

(c)Jo’s caretaker

(d)Jo’s friend

3What did father of Jo tell her?

(a) Spider eats bugs

(b)God was in the sky

(c) magic spells real

(d)all of above

4.Which characteristic do you find in Jo?

(a) obedient

(b) realistic

(c) fault finder

(d) doubtful

EXTRACT 8. A little river. “Over the crick, and there will be the wizard’s house.” And that’s the way Roger Skunk went, and pretty soon he came to a little white house, and he rapped on the door.”Jack rapped on the window sill and under the covers Jo’s tall figure clenched in an infantile thrill.”And then a tiny little old man came out, with a long white beard and a pointed blue hat, and said, “Eh? Whatzis? Whatcher want? You smell awful.”

1What is a crick?

- (a) small hill
- (b) ocean
- (c) small river
- (d) none

2. Which word is similar to 'knocked' in the given extract?

- (a) clenched
- (b) pointed
- (c) rapped
- (d) none

3. What did the old man notice?

- (a) sound of sill
- (b) tall posture of the visitor
- (c) smell of visitor
- (d) beard and blue hat

4. How is the Wizard?

- (a) tiny
- (b) old
- (c) having long beard
- (d) all of the above

EXTRACT 9. "No. Wizards don't die. Well, he rummaged around and found an old stick called a magic wand and asked Roger Skunk what he wanted to smell like. Roger thought and thought and said, "Roses."

"Yes, Good," Jo said smugly.

1. Roger Skunk wanted to new smell.....

- (a) to remove an awful smell
- (b) to change his friends
- (c) to go to slum school
- (d) to attract parents

2. Who speaks "Wizards don't die"?

- (a) Jack
- (b) Jo
- (c) Clare
- (d) Wizard himself

3. Why did Jo say "Good"?

- (a) She liked choice of Roger Skunk
- (b) She knew Wizards don't die
- (c) She wanted to appreciate her father's way of story telling
- (d) None

4. Rummaged means.....

- (a) searched haphazardly
- (b) haunted
- (c) frightened
- (d) questioned

EXTRACT 10. "And all of a sudden," he whispered, "the whole inside of the wizard's house was full of the smell of-roses!" 'Roses!' Roger Fish cried. And the wizard said, very cranky, "That'll be seven pennies."

1. Who changed smell of Roger Skunk?

- (a) the wise owl
- (b) Jo's fantasy
- (c) the wizard
- (d) Roger Fish

2. Who is here 'He'?

- (a) the wizard
- (b) Jo's father
- (c) the old man
- (d) Roger Skunk

3. Cranky means.....

- (a) easily pampered
- (b) easily irritated
- (c) easily acceptable
- (d) easily worried

4. What was a mistake by Jack while telling this story?

- (a) He should not suggest smell of rose
- (b) He called Jo cranky.
- (c) spoke Roger Fish instead of Roger Skunk
- (d) all of these above

EXTRACT 11. “Tomorrow, I want you to tell me the story that that wizard took that magic wand and hit that mommy”-her plump arms chopped forcefully-“right over the head.”

“No. That’s not the story. The point is that the little Skunk loved his mommy more than he loved all the other little animals and she knew what was right.”

1. What do adult people signify in the story?

- (a) cruelty
- (b) maturity and experience
- (c) unwise words
- (d) indifference

2. What does a 4-year-old child symbolise in the story?

- (a) crooked
- (b) smartness
- (c) curiosity
- (d) none of these

3. Why did Jo have a different opinion from her father?

- (a) because she was unable to see beyond facial expressions
- (b) because she was a child
- (c) because she wanted a happy ending
- (d) all of these

4. How did Jo want the story of Roger Skunk to end?

- (a) wanted to punish Roger's mother
- (b) wanted to talk to her
- (c) wanted to forget her
- (d) wanted to kill her

EXTRACT 12. In the evenings and for Saturday naps like today’s Jack told his daughter Jo a story out of his head. This custom, begun when She was two, was itself now nearly two years old, and his head felt empty. Each story was a slight variation of a basic tale:

1. ‘Should Wizard hit Mommy?’ is awithin a story

- (a) story
- (b) Digression
- (c) Metaphor
- (d) Moral

2. The custom of Jack telling a story began when Jo was.....

- (a)2
- (b)3
- (c)4
- (d)5

3. Jo is now nearly.....years old.

- (a)2
- (b)3
- (c)4
- (d)5

4. The story is of a creature named.....

- (a) Skunk
- (b)Fish
- (c)Roger
- (d)Bobby

EXTRACT 13. I don't care. You smelled the way a little Skunk should have and I'm going to take you right back to that wizard,' and she took an umbrella and went back with Roger Skunk and hit that wizard right over the head.

1. What is the moral of the story?

- (a) parents are wise and know what is best for their children
- (b) children are cute and always right
- (c) mothers should not interfere in their children's affairs
- (d) mothers are cruel and punish their children

2.What is different about Roger's story?

- (a)Jo had a different opinion from her father's.
- (b) it had a wizard
- (c) none of these
- (d) this was more interesting than others.

3. Why does Jo want her father to tell her story in a different way?

- (a) to understand the story better
- (b) to give the story a happy ending with a mature understanding
- (c) to give the story a sad ending
- (d) to complete the story at the earliest

4. How does Jo want the wizard to behave with Roger's mother?

- (a) she wants the wizard to avoid her
- (b) she wants the wizard to hit her
- (c) she wants the wizard to behave politely
- (d) she wants the wizard to behave rudely

EXTRACT 14. "Then the wizard hit her on the head and did not change that little Skunk back."

1. What did Roger's mother decide finally?

- (a) to get him new smell but not that of roses
- (b) to punish him for disobeying her
- (c) to take him back to awful wizard and get his bad smell back
- (d) to take him with her to a doctor

2. What kind of end did Jo want for Roger's story?

- (a) pathetic
- (b) happy note
- (c) sad
- (d) all of these above

3. Why was Roger's Mom angry with him?

- (a) because of his changed behaviour
- (b) because of new dress
- (c) because of new appearance
- (d) because of new rosy smell

4. Who hit whom in the original story?

- (a) Wizard hits Roger's mom
- (b) Roger hits his mom
- (c) Roger hit the wizard
- (d) Roger's mom hit the wizard

ANSWER IN 30-40 WORDS:

1. How did the wizard help Roger Skunk?

Answer: The wizard asked Roger Skunk what he wanted to smell like. Roger said he wanted to smell like roses. The wizard took his magic wand and chanted a spell and his whole house was full of the smell of roses. Roger also smelt of roses and in this way the wizard helped him by making him get rid of his bad smell.

2. How did Jo want the story of Roger Skunk to end?

Answer: In the original story Roger's mommy hits the wizard on the head with an umbrella. So the wizard makes Roger smell bad again. Jo wants the story to end the other way round. She wants the wizard to hit on the head of 'stupid' mommy. She holds Roger's 'stupid' mother responsible for making Roger smell bad again and so she wants her to be punished.

3. Why did Jo think Roger Skunk was better off with the new smell?

Answer: Jo thought Roger Skunk was much better off with the new smell because of which he had been able to find so many friends and played with them happily. For her Roger Skunk's story should have ended on a happy note with his pleasant smell because of which he was accepted by the other creatures as their friend.

4. Why was Roger Skunk's mummy angry with him? What did she finally tell him?

Answer: Roger Skunk's mummy was angry with him because she did not like her son smelling of roses. Roger was a skunk and so he must smell like one. She did not care for the fact that all the other animals kept away from him because he smelled badly. She decided to take him back to that 'awful' wizard so that he could get back his old smell.

5. How did Jo want the wizard to behave when mommy Skunk approached him?

Answer: Jo does not approve of the idea that Skunk's mother should hit the wizard on his head. She wants in fact the wizard to spank stupid mommy when she approaches him as she does not let her son have a new and pleasant smell so that he could befriend the other creatures.

6. Why did Roger Skunk visit the owl? What did the owl advise him?

Answer: Roger Skunk visited the owl who was a wise creature to tell him about his pathetic problem and seek his advice on how he could solve it. The wise owl ruminates and advises the Skunk to consult the wizard who was sure to help him overcome his problem.

7. How did Roger Skunk pay the wizard?

Answer: The wizard demands seven pennies as fee to make Roger Skunk smell like roses. Skunk has only four pennies. The wizard tells him how and where to find the rest of the three

pennies. Roger follows the wizard's instructions and finds the three pennies in the magic well and pays the wizard the full amount.

8. What part of the story did Jack himself enjoy the most and why?

Answer: Jack enjoyed narrating the part of the story where Roger goes to the Wizard's house. He imitated the Wizard's voice by scrunching up his face and somehow whining through his eyes. He felt being an old man suited him. He enjoyed the part where he mixed his own childhood humiliations and experiences with the narration of the story.

9. Give an example to show that Jo was a sensitive child.

Answer: "Uh-oh, here comes Roger Stinky Skunk," all the other tiny animals would cry. Jo hears new stories like this each day from her father Jack. So sensitive a child she was that she wanted Roger Skunk as the hero. Her joy and sorrow was linked to that of the protagonist, the Skunk

10. What do you think was Jo's problem?

Answer: Jo was a small girl. For her peer acceptance was of prime importance. She could not imagine the main character of the story to smell so bad as to be humiliated and shunned by other animals. It was quite embarrassing to smell bad, so she wanted acceptability and peer appreciation as she identified with the pain and suffering of Roger Skunk.

11. Which two factors made Jack continue the story?

Answer: While Jack was telling the story, he found that though Jo was exhibiting the desired response to the story, her response was not sincere like his wife's pretence at the cocktail party. So he thought of continuing the story to create her real interest in the story. Moreover, he noticed that Jo was expecting the story to end in a particular way and he could not bear when women take things for granted. So he decided to continue the story by giving it a twist.

12. Why did Roger Skunk go in search of the wizard?

Answer: Everybody made fun of Roger Skunk because he gave out a bad smell. He was upset about this so he met the old owl who advised him to go to the wizard, who would help him and give him a good smell.

13. What did Jo want the wizard to do when Mommy Skunk approached him?

Answer: Jo wanted that when Mommy Skunk approached the wizard he should take the magic wand and hit mommy over her head, instead of the mommy taking the umbrella and hitting the wizard over his head.

14. Why does Jo insist that her father should tell her the story with a different ending?

Answer: A child's perspective is different from an adult's perspective. For Jo, Roger Skunk's mother is wicked and stupid and she feels rather annoyed with her for making Roger smell bad

again. She wanted a happy ending to the story and so she insists that her father should tell her the story where the wizard should hit mommy in the end.

15. Why did Roger Skunk want to change?

Answer: Roger Skunk smelled so bad that none of the other creatures in woodland would play with him. Whenever he went out to play all the other tiny animals would cry and run away and Roger would stand there all alone and cry. So he wanted to change.

16. How was the Skunk's story different from the other stories narrated by Jack?

Answer: Jo had never opposed the ending of any other story narrated by Jack. She had never challenged her father's authority and never interrupted his narration earlier. Through this story, Jack wanted to prove that parents always know what is right, but Jo entirely disapproved of the ending of the Skunk's story.

17. What changes did Jack find in his daughter as compared to the past when he began narrating her bedtime stories?

Answer: Jack had been telling stories to Jo for two years. But he found that of late there was a change in his daughter as compared to the past. Now Jo was developing a questioning attitude and her curiosity level was increasing day by day. She wanted logical answers to questions as to how was God around them? Could magic spells be real?, etc. Moreover, her awareness of the world was growing.

19. Why does Jack insist that it was the wizard that was hit and not the mother?

Answer: Jack insisted that it was the wizard that was hit and not the mother because he wanted to prove a point to Jo that the little Skunk loved his mother more than he loved all the other little animals and his mother knew what was right for him.

20. What is the moral issue that the story raises?

Answer: The moral issue of the story is the conflict between two generations on what is right. It is about whether a child or an adult decides the future of a child. Is it ok for an adult to take all the decisions on behalf of a child or would it kill the curiosity and the will of the child?

ANSWER IN 120-150 WORDS:

1. What is your stance regarding the two endings to the Roger Skunk story?

Answer: There are two possible stances regarding the ending of this story. The first stance is a child's stance. She feels that the mommy had not done right in hitting the wizard. The wizard should have hit the mommy back on her head. But Jack has his own perspective. He does not want that the child should form any negative opinion about her mommy.

The foul smell is a characteristic feature of a skunk that keeps the predators away. Therefore the writer has titled this story 'Should Wizard Hit Mommy?' In this way, it is up to us which stance we take. But according to me, both Jack and Jo are right in their stances.

2. Roger Skunk's mother finds the smell of roses detestable on Roger, implying that he should accept himself as he is. Adults as well as young people are often misjudging issues, people and circumstances based on appearance. Is an obsession for appearance deceive us to appreciate our true selves? Explain.

Answer: It is said that appearances are often deceptive. It is person's internal beauty that matters. In this story, Roger Skunk is annoyed at his natural smell. It is the law of nature that every creature is given some protective device to save itself from its enemy. The foul smell of the Skunks keeps the predators away. But Roger Skunk does not like his particular skunk smell. His only concern is his playmates that run away from him due to his foul smell. Therefore, he goes to the wizard and gets the fragrance of the roses.

When he enters his home his mommy becomes very angry. She goes to the wizard and hits him on his head and Roger gets back his original and natural smell. Not only the kids but also the adults are obsessed with external beauty. Demand for fair-complexioned bride or handsome groom is there in the matrimonial columns of every newspaper. But we must remember that beauty is skin deep. We can't judge any person's worth on the basis of his/her appearance.

3. Different generations can have different views. Such differences should be respected. What is the difference between Jo's and Jack's views on Roger Skunk story?

Answer: Difference in view and opinion is due to age, environment and situations and one cannot be blamed for having a particular opinion. Jo wanted Roger Skunk to retain his sweet smell of roses in place of his original foul smell. Jo is a small child for whom everything in life is beautiful and happy. Also for a child, his friends are an integral part of his life and Roger Skunk not having any friends could not be tolerated by Jo. Jack, the father, on the other hand was an experienced and mature adult who wished to teach life's harsh realities to his daughter. So he insisted that Roger Skunk gets his foul smell back. Both were right in their own point of view and both were reacting according to their age.

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

Answer: Jack is portrayed as a loving father, who loves telling stories to his four-year old daughter, Jo. He brings in the dramatic element in his otherwise lame and boring stories by using a lot of gestures and dramatic voices. This thrills his daughter, which eventually thrills him. Everything is fine till one day his daughter starts questioning his stories. She views each

statement that her father makes with a critical eye and has a lot of questions. Instead of pacifying her by answering her questions, Jack tried to enforce his views on her. Therefore, we can say that though Jack is loving and responsible father but slightly an immature father.

5. The same situation can be viewed through two different perspectives. How does “Should Wizard Hit Mommy?” establish this point through the views of Jack and Jo?

Answer: Adults are mature, experienced and have a practical approach. Their responses are tutored and their actions reflect their thoughts. But children are spontaneous with natural, untutored responses. Jo, a four-year old child, prefers to live in her world of dreams and fantasies. She would like to wreak vengeance on Skunk’s mother and is annoyed because her father refuses to accept her suggestion. The father has a mature perspective and so he views things beyond the ‘face-value’ and delves into the philosophical and moralistic aspect of the entire situation. The wizard, according to him, had interfered with nature and so deserved to be punished. Jo completely disagrees with her father. For her the baby Skunk was right and it made perfect sense if the wizard hit the ‘stupid’ mommy.

4. ON THE FACE OF IT Susan Hill

CHOOSE THE CORRECT OPTION:

1. Who is the author of On The Face Of It?
 - a. Susan Hill
 - b. William Sydne
 - c. John Keats
 - d. William Wordsworth
2. What were Derry and Mr. Lamb victims of?
 - a. Vision impairment
 - b. Physical impairment
 - c. War
 - d. None of the above

3. Why did Mr. Lamb keep the door of his garden open?
 - a. to keep an eye over his garden
 - b. to be safe
 - c. to chat with the people and the children who come there to take fruit
 - d. none
4. How old was Derry?
 - a. Ten year old
 - b. Sixteen year old
 - c. Fourteen year old
 - d. Thirteen year old
5. Why did children call Mr. Lamb Lamey Lamb?
 - a. because he stopped them from taking apples
 - b. he spoke rudely
 - c. they didn't like him
 - d. because of his broken leg in a bomb explosion
6. Why didn't Mr. Lamb feel hurt by children's comments?
 - a. because he thought that it suits him
 - b. he loves children
 - c. he likes them
 - d. he want them to play in his garden
7. According to Lamb, which month of the year was the most appropriate for making jellies?
 - a. October
 - b. September
 - c. November
 - d. December
8. How far was Derry's home from Mr Lamb's garden?
 - a. Two miles
 - b. Four miles
 - c. Three miles
 - d. Five miles

9. Who would never let Derry come back to Mr.Lamb?
- His mother
 - His father
 - His uncle
 - His brother
10. What makes the women at the bus stop comment, 'that's a face only a mother could love.'
- The face was ugly
 - The woman was angry
 - The woman was horrified with the burnt face
 - She disliked the boy
11. Why did Mr Lamb grow weeds?
- It bore fruits
 - He saw beauty in weeds
 - Made the garden beautiful
 - They were useful
12. Why did Derry enter Mr Lamb's garden?
- He wanted to steal apples
 - He wanted to be alone
 - He saw the gate open
 - He wanted to see bees
13. Why was Derry persistent about going back to Mr Lamb's garden?
- He wanted to listen, sit , watch
 - He wanted to eat crab apples
 - He wanted to play with the children
 - He wanted to read books
14. Why did Mr Lamb ask Derry to stay back in his garden?
- He wanted his company
 - He wanted him to help pluck crab apples
 - He wanted him to hear the bees
 - He wanted him to make honey toffees

15. How did Mr Lamb's friendship prove to be a turning point for Derry?
- He forgot about his burnt face
 - He gained confidence
 - He began liking gardens
 - He made many friends
16. If you were Derry, what would have hurt you the most?
- Uncharitable remarks by people
 - Mother kissing on the good side of face
 - Not being able to make friends
 - Mother being sad for you
17. How would you show your understanding towards physically challenged people?
- Urge them to ask for help
 - Make them understand that they are different
 - Ask them to remain in confinement
 - Make them understand that being handicap is not an obstacle
18. If you were Derry, what would you have done after Mr Lamb's death?
- Continued to run from the world
 - Helped other disabled children gain confidence
 - Helped to maintain gardens
 - Continued to jump the wall
19. Why did Derry share his fear with Mr. Lamb?
- because he had a garden
 - because he was old
 - because he understood him and was friendly
 - none
20. Which story did Mr. Lamb narrate to Derry?
- Cindrella
 - The snowman
 - The Dwarf man
 - The beauty and the beast

21. Why did Derry always find a vacant place to live?
- a. he liked to be alone
 - b. was scared of people
 - c. because of inferiority complex as he had a burnt face
 - d. All of the above
22. Why did Mr. Lamb not have curtains in his house?
- a. It's difficult to wash
 - b. too expensive
 - c. because he wanted visitors in his house
 - d. none
23. What did Mr. Lamb tell about himself?
- a. he had a tin leg
 - b. still he was happy
 - c. he never mind even if children teased him
 - d. All these
24. What specific things about Mr. Lamb does Derry notice?
- a. A man of firm resolution
 - b. always remains happy inspite of his deformity
 - c. had a positive outlook
 - d. All these
25. In what sense was friendship between Lamb and Derry was fruitful?
- a. he gave him fruit to eat
 - b. his maturity
 - c. both were good companions and Lamb's mature experiences and words helped Derry to have a positive view of life
 - d. none

ANSWERS

1. a. Susan Hill
2. b. Physical impairment
3. c. to chat with the people and the children who come there to take fruit
4. c. Fourteen year old
5. d. because of his broken leg in a bomb explosion
6. a. because he thought that it suits him

7. b. September
8. c. Three miles
9. a. His mother
10. c. The woman was horrified with the burnt face
11. b. H saw beauty in weeds
12. b. He wanted to be alone
13. a. He wanted to listen, sit , watch
14. b. He wanted him to help pluck crab apples
15. b. He gained confidence
16. b. Mother kissing on the good side of face
17. d. Make them understand that being handicap is not an obstacle
18. b. Helped other disabled children gain confidence
19. c. because he understood him and was friendly

20. d. the beauty and the beast
21. c. because of inferiority complex as he had a burnt face
22. c. because he wanted visitors in his house
23. d. All these
24. d. All these

25. c. both were good companions and Lamb's mature experiences and words helped Derry to have a positive view of life

EXTRACT-BASED QUESTIONS

***1. Not on my account. I don't mind who comes into the garden. The gate's always open.
Only you climbed the garden wall.***

- (i) Who is 'I' in the above lines?
- (a) Mr Braun
 - (b) Mr Lamb
 - (c) Derry
 - (d) Derry's Mother

Ans: (b)

(ii) Who climbed the garden wall?

(a) Derek

(b) A boy of 12 years of age

(c) An old man

(d) A neighbor

Ans: (a)

(iii) Why is gate always open?

(a) To be in contact with the world and to enjoy.

(b) Because there is no facility to close it.

(c) Because it is a public garden.

(d) To avoid opening and closing of the gate

Ans: (a)

(iv) Why did 'you' climb the garden wall?

(a) To steal the apples

(b) To surprise the owner of the garden

(c) To remain unnoticed

(d) To hide

Ans: (c)

2. *But I'm not....I'm not afraid. [Pause] People are afraid of me.*

(i) Who is 'me' in the above lines?

(a) Mr Lamb

(b) Derek

(c) Tom

(d) John

Ans: (b)

(ii) Who is the listener?

(a) Mr Lamb

(b) Derek

(c) Tom

(d) John

Ans: (a)

- (iii) Why are people afraid of 'me'?
- (a) Because of aggressive nature
 - (b) Because of ugly thoughts
 - (c) Because of ugly face
 - (d) Because of foolishness

Ans: (c)

- (iv) Why is the listener not afraid of the speaker?
- (a) The listener is least bothered about him.
 - (b) The listener has taken him for granted
 - (c) The listener is mature enough to understand the problem of the speaker
 - (d) The listener is not afraid of anyone

Ans : (c)

(3) It's a good time of year, September. Look at them....orange and golden. That's magic fruit. I often say. But it's best picked and made into jelly. You could give me a hand.

- i. Which magic fruit is referred to here?
- (a) Orange
 - (b) Pomegranate
 - (c) Apple
 - (d) Custard Apple
- ii. How does the speaker pull down the fruits?
- (a) He has a helper
 - (b) He hires professionals
 - (c) Neighbors help him
 - (d) By using ladder and stick

Ans : (d)

- iii. Why does the speaker ask for help?
- (a) The speaker is fit and young enough to help him
 - (b) He doesn't want to hire anyone
 - (c) He doesn't trust anyone
 - (d) Nobody can help him out.

Ans : (a)

- . iv. Apart from jelly, what does the speaker make?
- (a) Honey
 - (b) Juices
 - (c) Jam
 - (d) Toffee
- Ans : (d)

4. Real one got blown off, years back. Lamey-Lamb, some kids say. Haven't you heard them? You will. Lamey-Lamb. It fits. Doesn't trouble me.

- (i) What is the speaker talking about here?
- (a) Physical impairment
 - (b) Adventurous story
 - (c) Mental Trouble
 - (d) About Derek
- Ans : (a)
- (ii) Why do kids call him 'Lamey-Lamb'?
- (a) It is his real name.
 - (b) Because he lost his both the legs
 - (c) Because he loves being called by this name.
 - (d) Because he lost his one leg
- Ans : (d)
- (iii) Why is the speaker not troubled with the title given to him?
- (a) He is happy to get it.
 - (b) It is his real name.
 - (c) He believes it to be suitable for him.
 - (d) He finds it to be adventurous.
- Ans : (c)
- (iv) How is the nature of the speaker in the above lines?
- (a) Overjoyed
 - (b) Overconfident
 - (c) Carefree
 - (d) Careless
- Ans : (c)

5. You're a boy who came into the garden. Plenty do. I'm interested in anybody. Anything. There's nothing God made that doesn't interest me. Look over there....over beside the far wall. What can you see?

(i) 'You' in the above extract refers to _____

- (a) Derry
- (b) Lamb
- (c) Derry's friend
- (d) Tom

Ans: (a)

(ii) How did the boy come into the garden?

- (a) Climbing the ladder
- (b) Opening the gate
- (c) Climbing the wall
- (d) Breaking the gate-lock

Ans : (c)

(iii) To what the speaker is pointing to beside the wall?

- (a) Weeds
- (b) Crab apples
- (b) Herbs
- (c) Fruits

Ans: (a)

(iv) What is the age of 'you'?

- (a) 11 years
- (b) 12 years
- (c) 13 years
- (d) 14 years

Ans: (d)

6. I'm old. You're young. You've got a burned face, I've got a tin leg. Not important. You're standing there.... I'm sitting here.

(i) What unites Mr Lamb and Derry?

- (a) Physical Impairment
- (b) Age
- (c) Basic Nature
- (d) Likes and dislikes

Ans: (a)

- (ii) Mr Lamb lost his leg in_____
- (a) The train accident
 - (b) The fight
 - (c) The war
 - (d) The road accident

Ans: (b)

- (iii) How did Derry burn his face?
- (a) In a fire
 - (b) With a gas stove
 - (c) Hot water
 - (d) Acid burnt his face

Ans : (d)

- (iv) Where is Mr. Lamb sitting?
- (a) In his drawing room
 - (b) In Derry's garden
 - (c) In his garden
 - (d) On the tree

Ans: (c)

7. But....I like it here. I came in because I liked it....when I looked over the wall.

- (i) Who is 'I' in the above lines?
- (a) Mr Lamb
 - (b) Derek
 - (C) Derham
 - (d) Derry's mother
- (ii) What did the speaker look over the wall?
- (a) The garden
 - (b) The play-ground
 - (c) The House of Mr Lamb
 - (d) The school

Ans: (a)

- (iii) Why did he climb the wall?
- (a) To see the place
 - (b) To search for food
 - (c) To be away from people
 - (d) To meet Mr Lamb

Ans: (c)

- (iv) The speaker was startled to climb the wall because
- (a) The place was barren.
 - (b) There were so many people around him.
 - (c) He was caught.
 - (d) Somebody else was already present there

Ans: (d)

8. MR LAMB: *Maybe not meant as such. Just something said between them.*

DERRY: Only I heard it. I heard.

- (i) 'Them' used in the above lines refers to
- (a) Derry's friends
 - (b) Derry's parents
 - (c) Two women
 - (d) Two girls

Ans: (c)

- (ii) According to Mr. Lamb,
- (a) Derry did not believe what he heard.
 - (b) Derry could not speak what he wanted to speak
 - (c) Derry could not speak
 - (d) Derry believed everything what he heard

Ans: (d)

- (iii) Derry heard about
- (a) His terrible face that only a mother could love.
 - (b) His loneliness.
 - (c) His terrible face that even mother couldn't love
 - (d) His horrible nature

Ans: (a)

- (iv) Derry did not like people being
- (a) Selfish with him.
 - (b) Friendly with him
 - (c) Abusive with him
 - (d) Sympathetic with him

Ans: (d)

9. I won't ever look different. When I'm as old as you, I'll look the same. I'll still only have half a face.

- (i) Who is considered as 'old' here?
- (a) Derry
 - (b) Derry's friend
 - (c) Mr Lamb
 - (d) Mr Lamb's friend

Ans: (c)

- (ii) Why would 'I' never look different?
- (a) Because of ordinary behaviour
 - (b) Because of poverty
 - (c) Because of being an outsider to the society
 - (d) Because of burnt face

Ans: (d)

- (iii) The speaker compares himself with the old man because
- (a) Both have impairment
 - (b) Both are friends
 - (c) Both are lonely.
 - (d) Both have positive attitude towards life.

Ans: (a)

- (iv) What complex does Derry suffer from?
- (a) Superiority
 - (b) Inferiority
 - (c) Oedipus
 - (d) Electra

Ans: (b)

10. So you're not lost, are you? Not altogether? You do hear things. You listen.

(i) Who believed himself to be lost?

- (a) Derry
- (b) Mr Lamb
- (c) Derry's brother
- (d) Derry's mother

Ans: (a)

(ii) Why isn't 'you' lost?

- (a) Because he liked Mr Lamb's garden and home.
- (b) Because he laughed the story was told to him.
- (c) Because he came back to the garden.
- (d) Because he could remember past.

Ans: (a)

(iii) The listener believed himself to be lost because

- (a) He had forgotten his way to home.
- (b) He lost his identity.
- (c) He had lost his family.
- (d) He did not have any one to speak his heart out.

Ans: (d)

(iv) What did the 'you' like to hear?

- (a) Singing of the birds
- (b) Buzzing of bees
- (c) Sound of rain on the roof
- (d) Ringing of bells

Ans : (c)

11. DERRY: So I could come here again? Even if you were out....I could come here.

i. Whom does Derry address in the above lines?

- (a) His mother
- (b) His brother
- (c) Mr Lamb
- (d) His friend

Ans : (c)

- ii. Which place is being referred to here?
- (a) Play-ground
 - (b) Garden
 - (c) House
 - (d) Library
- Ans: (b)
- (iii) Derry wants to come back to the place because
- (a) He found it beautiful.
 - (b) There were juicy fruits to eat.
 - (c) There was no one to stare at him.
 - (d) He was offered toffees there.
- Ans: (c)
- (iv) The house-owner's attitude towards Derry was
- (a) Very kind
 - (b) Very annoying
 - (c) Very negative
 - (d) Very optimistic
- Ans: (d)

12. If you fell and broke your neck, you could lie on the grass and die. If you were on your own.

- i. Who is 'you' in the above lines?
- (a) Derry
 - (b) Mr Lamb
 - (c) Derry's friend
 - (d) Mr Lamb's friend
- Ans: (b)
- ii. How would he fall down?
- (a) While crossing the road
 - (b) While walking without stick
 - (c) While climbing the tree on a ladder
 - (d) While arranging his books
- Ans: (c)

- iii. The speaker sounds _____
- (a) Joyful
 - (b) Annoyed
 - (c) Obliging
 - (d) Concerned

Ans: (d)

- (iv) 'On your own' means
- (a) With the help of someone
 - (b) Without anyone's help
 - (c) With the help of the owner
 - (d) Without moral support

Ans; (b)

13. When I go down the street, the kids shout 'Lamey-Lamb.' But they still come into the garden, into my house; it's a game. They're not afraid of me. Why should they be? Because I'm not afraid of them, that's why not.

- i. Why is Mr Lamb called Lamey-Lamb?
- (a) He has difficulty in picking up things.
 - (b) He has difficulty in managing his things.
 - (c) He has difficulty in speaking fluently.
 - (d) He has difficulty in walking.

Ans : (d)

- (ii) When kids shout, 'Lamey-Lamb', they are
- (a) Playing with him
 - (b) Mocking at him
 - (c) Talking with him
 - (d) Dancing with him

Ans: (b)

- (iii) Why do children come into his garden?
- (a) To play with him
 - (b) To help him
 - (c) To have apples and pears
 - (d) To mock at him

Ans: (c)

- (iv) Why didn't Mr. Lamb feel hurt by children's comments?
- (a) Because he thought that it suits him
 - (b) He loves children
 - (c) He likes them
 - (d) He want them to play in his garden

Ans: (a)

14. What are you afraid of? What do you think he is? An old man with a tin leg and he lives in a huge house without curtains and has a garden. And I want to be there, and sit and....listen to things. Listen and look.

- i. Who is being referred to as 'you' here?

- (a) Derry's Mother
- (b) Derry's brother
- (c) Mr Lamb
- (d) Derry

Ans: (d)

- ii. The old man lives without curtains on his windows because

- (a) it's difficult to wash
- (b) too expensive
- (c) because he wanted visitors in his house
- (d) none

Ans: (c)

- (iii) Why did 'I' want to go back to the old man again?

- (a) Because he was the only person who had encouraged him to be optimistic
- (b) Because he wanted to pluck crab apple.
- (c) Because he did not like his mother.
- (d) Because he asked him to do so.

Ans: (a)

- (iv) What does the speaker want to listen to?

- (a) Birds
- (b) The garden
- (c) Mr Lamb
- (d) Friends

Ans: (c)

15. I don't care about that and it isn't important. It's what I think and feel and what I want to see and find out and hear. And I'm going back there. Only to help him with the crab apples. Only to look at things and listen. But I'm going.

i. Who doesn't care about anything now?

- (a) Derry
- (b) Mr Lamb
- (c) Derry's friend
- (d) Mr Lamb's friend

Ans: (a)

ii. Where does he want to go back?

- (a) To his friend's house
- (b) To Mr Lamb
- (c) To the school
- (d) To his home

Ans: (b)

iii. Apart from helping the old man to pluck apples, he wanted to go there to

- (a) Make toffees
- (b) Apologize
- (c) To talk to him
- (d) To play with him

Ans: (c)

iv. Who tried to stop him going to the old man?

- (a) Derry
- (b) Derry's mother
- (c) Derry's brother
- (d) Mr Lamb

Ans: (d)

ANSWER IN 30-40 WORDS:

Q.1 What did Derry's mother think of Mr. Lamb?

Ans. Derry's mother did not think very highly of Mr. Lamb and claimed to have heard not really good things about him. She had been told and warned by people about Mr. Lamb and so she tells Derry not to go back to him. She also tried to hold him back but he does go back to Mr. Lamb.

Q.2 What consolation did people give when they saw his acid burnt face?

Ans. Derry's face was burnt by acid on one side. When people saw Derry's acid burnt face they tried to console him by telling him fairy tales. They said that it was not important what he looked like. Derry knew that people lied and showed sympathy only to comfort him and that he would not change and would continue to look like a 'monstrous beast'.

Q.3 Mr. Lamb told Derry the story of a man who hid himself in his room. Why did the man do so and with what result?

Ans. Mr. Lamb told Derry the incident of a timid man who hid himself in his room and refused to come out lest he should meet some fatal accident. But, ironically, he died in his room itself because a picture hanging on the wall fell off it, landed on his head and killed him.

Q.4 Why does Mr. Lamb leave his gate always open?

Ans. Mr. Lamb always keeps his gate open because he does not mind strangers entering his house, He is an extremely social person and is ever ready to welcome anyone who enters his garden.

Q.5 Who was Derry? What did he suffer from? Ans. Derry is a complex-ridden fourteen year old boy. He is a victim of inferiority complex after acid accidentally spilled and burnt one side of his face. His handicap has filled him with bitterness and so Derry suffers more on account of the pain that his own views of how everyone hates him, causes him.

Q.6 Why does Derry stay away from people?

Ans. Derry suffers from an acute sense of complex after one side of his face got burnt by acid. He stays away from people who constantly remind him of his ugliness. He does not like to see people shirking from him because he is ugly. He feels rejected and unwanted.

Q.7 What did Derry overhear at the bus stop?

Ans. Derry had one side of his face burnt. At the bus stop, two ladies were talking about his face that only a mother could love such an ugly face.

Q.8 How does Lamb live his lonely life?

Ans. Mr. Lamb keeps himself busy looking after his garden, plucking crab apples, reading books, listening to the raindrops, etc. Though he is living alone, he lives his life positively and enjoying the nature around him.

Q.9 Did Derry's family support him? How can you say?

Ans. No, Derry's family did not support him. Derry tells Mr. Lamb that when he is upstairs, they talk about him as to how would he survive in this world with that face. Moreover, if they had supported, Derry won't have had the inferiority complex.

ANSWER IN 120-150 WORDS:

Q.1. Both Derry and Lamb are physically impaired and lonely. It is the responsibility of society to understand and support people with infirmities so that they do not suffer from a sense of alienation. As a responsible citizen, write in about 100 words what you would do to bring about a change in the lives of such people.

Ans. As a responsible citizen it is my responsibility towards society to understand and support people with infirmities. I will always try to be supportive and considerate towards them. I will treat them as equals and encourage them to take part in all activities. It will be my endeavour to ensure that they do not suffer from a sense of alienation and I will also advocate inclusive education for them. Campaigning for their social acceptance, I will raise hope and encouragement for their empowerment. It is the duty of each one of us to bring about a change in the lives of people who are physically impaired and lonely.

Q.2 Both Derry and Lamb are victims of physical impairment, but much more painful for them is the feeling of loneliness. Comment.

Ans. As a responsible citizen it is my responsibility towards society to understand and support people with infirmities. I will always try to be supportive and considerate towards them. I will treat them as equals and encourage them to take part in all activities. It will be my endeavour to ensure that they do not suffer from a sense of alienation and I will also advocate inclusive education for them. Campaigning for their social acceptance, I will raise hope and encouragement for their empowerment. It is the duty of each one of us to bring about a change in the lives of people who are physically impaired and lonely.

5. EVANS TRIES AN O-LEVEL COLIN DEXTER

CHOOSE THE CORRECT OPTION:

Question 1.

The police laid their hands-on Evans in a hotel named _____

- (a) the Lion's Den
- (b) the Golden Den
- (c) the Golden Lion
- (d) the Golden Web

Question 2.

'Evans Tries an O Level' is a ____ the criminal and the jail authorities.

- (a) the narration of
- (b) satire of
- (c) battle of wits between
- (d) tragic conflict between

Question 3.

What precautions did the authorities take to conduct the examination smoothly?

- (a) The Governor personally supervised security
- (b) Evan's cell was checked thoroughly
- (c) All belongings were taken away from Evan, The invigilator was frisked and a police officer was posted to keep a vigil
- (d) All these

Question 4.

How can we say that Evan could not get through the O Level German examination?

- (a) he is unable to understand even simple expression like Gutten Gluck
- (b) he didn't study
- (c) didn't attend any class
- (d) was behind the bars

Question 5.

What information did the governor receive from the detective Superintendent?

- (a) Mcleery had spotted Evans
- (b) Evan was seen near Elsfield way
- (c) chased Evan but lost him
- (d) All these

Question 6.

What did the Governor want Carter to do?

- (a) he wanted him to check Evan
- (b) he wanted him to go with Evan
- (c) he wanted him to accompany him
- (d) he wanted him to accompany injured Mcleery

Question 7.

Why did Evans request not to take off his hat?

- (a) he was feeling cold
- (b) to give a smart look
- (c) he loved to wear
- (d) Evans considered it lucky for himself

Question 8.

Jackson calls Evans jocularly ____

- (a) our little bird
- (b) our intelligent Evans
- (c) our little Einstein
- (d) our great Evans

Question 9.

Evans outwits the prison officials and has ____

- (a) the last laugh
- (b) to be captured
- (c) a surprise in store for him
- (d) a lot of fun at the circus

Question 10.

Evans was escorted out of prison by ____

- (a) the officials themselves
- (b) by his friend
- (c) McLeery
- (d) the Secretary of Examinations

EXTRACT BASED QUESTIONS:

Q.1 "It's a slightly unusual request, Governor, but I don't see why we shouldn't try to help. Just the fellow you say?"

(1) What is the full Name of Evans?

- (a) James Joy Evans
- (b) James Ralph Evans
- (c) James Roderick Evans
- (d) James Byro Evans

(2) When did Evans start night class?

- (a) In January
- (b) In March
- (c) In December
- (d) In September

(3) What does 'unusual request' refer to?

- (a) Criminal appearing in the examination
- (b) Criminal's desire to get education
- (c) Making examination arrangement for a sole candidate

(d) To give chance to criminal to appear in the examination

(4) Who is the speaker?

- (a) The governor
- (b) The secretary
- (c) The prison authority
- (d) None of the above

(5) According to the speaker, what kind of person was Evans?

- (a) Aggressive
- (b) Pleasant
- (c) Shy but clever
- (d) None of the above

Q.2 You haven't a cat in hell's chance of getting through. Of course but-'I may surprise everybody', said Evans.

(1) You haven't a cat in hell's chance means-

- (a) Something suspicious in pocket
- (b) Beyond capacity to achieve something
- (c) Something strange but true
- (d) All the above

(2) 'getting through' refers to

- (a) Escaping from the prison
- (b) Passing the examination
- (c) Getting 'A' grade
- (d) All the above

(3) Who is the speaker of the first line?

- (a) The governor
- (b) Stephens
- (c) German Teacher
- (d) Jackson

(4) Evans says, 'I may surprise everybody' indicates-

- (a) He may prove to be a dark horse
- (b) He will pass the examination
- (c) He will score 'A' grades in O-level
- (d) He will jolt everybody by absconding

(5) Evans' statement proves to be-

- (a) An exaggerated one
- (b) An ironical one
- (c) An ominous one
- (d) All the above

Q.3 In bewilderment Carter looked to the Governor for guidance. "What —?" "Take him with you, if you think he'll be all right. He's the only one who seems to know what's happening."

- (1) Who was Carter?
(a) A Detective Superintendent
(b) Police officer
(c) A prison officer
(d) A friend of Evans
- (2) Who does 'him' in these lines refer to?
(a) Evans
(b) Jackson
(c) Mc Leery
(d) None of the above
- (3) Name the author of the lesson Evans tries an O – Level.
(a) Colin Dexter
(b) John Keats
(c) Alphonse Daudet
(d) None of the above
- (4) Evans escaped from the prison by
(a) Jumping over the wall
(b) Underground tunnel
(c) Befooling the prison authorities
(d) None of the above
- (5) Evans was popularly known as-
(a) Evans an avenger
(b) Evans the great
(c) Evans the break
(d) Evans an angry man

ANSWER IN 30-40 WORDS:

Q1. According to you, who had the last laugh—the Governor or Evans? How?
Ans. The Governor was satisfied that he had nabbed Evans and soon the police van would land him in prison. However, facts proved otherwise. As the van turned to the Oxford road, the silent prison officer unlocked the handcuffs and asked the driver to move on fast. The driver enquired in broad Scots accent where they should make for. Evans suggested Newbury. It was crystal clear that the two persons were friends of Evans. He had escaped from prison once again. Hence, it was Evans who had the last laugh.

Q.2. "Must have been a tricky job sticking a couple of pints." "Nah! You've got it wrong, sir. No problem about that." In the light of the above remarks, explain what problem regarding blood Evans faced and how was it solved?

Ans. Storing blood in the rubber ring was not the problem. It was clotting that was the big problem. They got pig's blood from slaughter house in Kidlington. But to stop it clotting, actual blood has to be mixed with one-tenth of its volume of 3.8 per cent trisodium citrate.

Q.3. "How did you know which Golden Lion it was? There're hundreds of 'em," said Evans. How did the Governor of Oxford Prison locate the hiding place of Evans?

Ans. The Governor told Evans that he used the same method as Evans had done. The six-figure reference 313/271 was formed by two hints—Index number 313 and Centre number 271. If one takes an Ordnance Survey Map for Oxfordshire, this number lands one bang in the middle of Chipping Norton.

Q.4. What sort of hair did Evans have? How then did he personate McLeery?

Ans. Evans had long, wavy hair, whereas the hair of McLeery had been amateurishly clipped pretty closely to the scalp. Jackson had pinched Evans's scissors. So, he had to remove his hair off his head with his only razor. Then he kept his head covered with a bobble hat to prevent detection.

Q.5. Jackson had thoroughly searched Evans's cell for two hours the previous evening. How was then Evans able to disguise as parson?

Ans. Evans had really nothing hidden in the cell. It was McLeery who had worn two black fronts and two collars. Evidently, Evans put on one set of these. He used the blanket to cover his act. The parson suddenly seemed to have grown slimmer when he left the Oxford Prison.

Q.6. What did the Governor think of Evans and his plan after ringing up Detective Chief Inspector Bell?

Ans. The Governor admired clever Evans and his beautifully laid plan. He called it careless of him to leave the question paper behind. He observed that all criminals made mistakes somewhere. That is why they were nabbed. He hoped that very shortly Mr clever-clever Evans would be back inside the prison.

Q.7. Why was the Governor angry with Jackson?

Ans. Jackson had spent two hours in Evans's cell the previous evening. He had confidently reported that there was nothing hidden away there. Yet Evans had concealed a false beard, a pair of spectacles, a dogcollar and other material of a priest. He also had a weapon with which he hit McLeery across the head.

Q.8. What did Stephens notice on coming back to the cell of Evans? What did he assume?

Ans. Stephens saw a man sprawling in Evans' chair. The front of his closely cropped, irregularly tufted hair was covered with red blood. It had dripped already through the small black beard. It was now spreading over the white clerical collar and down into the black clerical front. He assumed that Evans had hit McLeery and left the prison impersonating McLeery.

Q.9. What were the contents of the small brown suitcase that McLeery carried?

Ans. It had a sealed question paper envelope, a yellow invigilation form, a special 'authentication' card from the Examination Board, a paper knife, a Bible, and a current copy of 'The Church Times' and rubber ring. Except the last three articles, the rest were related to his morning duties as invigilator.

Q.10. What was the object found in McLeery's suitcase that puzzled Mr Jackson? How did McLeery react to Mr Jackson's query?

Ans. There was a smallish semi-inflated rubber ring. Jackson asked McLeery if he was thinking of going for a swim. McLeery's amiable demeanour was slightly ruffled by this tasteless pleasantry. He answered Jackson somewhat sourly and told him he suffered from piles.

Q.11. What request did the Secretary of the Examination Board receive from the

Governor of Oxford Prison?

Ans. The request was to create an examination centre in the prison for one candidate named James Roderick Evans. He had started night classes in O-Level German last September. He was the only one in the class and said that he was keen to get some sort of academic qualification. The Secretary agreed to give him a chance and promised to send all the forms and stuff.

Q.12. What enquiry did the Secretary of the Examination Board make about Evans? What did the Governor tell him about Evans?

Ans. The Secretary wanted to know if Evans was a violent sort of person. The Governor told him that there was no record of violence. He was informed that Evans was quite a pleasant fellow—an amusing person. He was good at imitation and hence he star at the Christmas concert. He suffered from the desire to steal. He had this disease from birth.

Q.13. What facts about Evans did the Governor of Oxford Prison not reveal to the Secretary of the Examination Board?

Ans. Evans was called 'Evans the Break' by the prison officers. He had escaped from prison three times already. He would have done so from Oxford Prison as well if there had not been unrest in the maximum security establishments up north.

Q.14. Who met Evans on the eve of the examination? What does this brief interview reveal?

Ans. It was Evans' German teacher who shook hands with him at 8.30 p.m. on Monday, 7 June. They met in the heavily guarded Recreational Block, just across from D Wing. The teacher wished him good luck in German, which Evans failed to understand. The teacher observed that he had a remote chance of getting through. Evans remarked that he might surprise everybody. These remarks prove quite meaningful and prophetic.

Q.15. Who visited Evans on the morning of the Examination? What did they visit him for?

Ans. The examination was on 8th June. Mr Jackson and Mr Stephens visited Evans. Jackson was the senior prison officer on D Wing and Stephens was a burly, surly-looking, new officer. They visited him to ensure that he did not retain any potential weapon with him. Stephens was asked to take away the razor after Evans had shaved himself.

ANSWER IN 120-150 WORDS:

1. Do you think the title 'Evans Tries An O-Level' is appropriate? Give reasons in support of your answer.

Ans. The title 'Evans Tries an O-Level' is quite apt and suggestive. The action of the play begins with a conversation between the Secretary of the Examination Board and the Governor of the Oxford Prison about holding the O-Level examination in German at the prison. The play ends with the mention of O-Level Italian classes and Evans's interest in them. The middle portion of the play is devoted to the holding of the O-Level Examination and its consequences—escape of Evans impersonating McLeery, the Invigilator. In short, the title dominates the play as it indicates how criminals may exploit a facility for their selfish purpose of escaping from prison. It, thus, throws a comment on crime and punishment. The complacent Governor and methodical prison officers are outwitted again by a smart criminal and his friends who help in his adventure. It makes us laugh at the embarrassment of the efficient prison authorities.

2. What estimate do you form of the Governor of Oxford Prison?

Ans. The Governor was a fussy sort of person. He would carry things to the extreme and in his enthusiasm, sometimes overdid them and ignored the obvious. He was worried that Evans might try to take advantage of the examination and escape. He was filled with doubts. Evans might take advantage of the invigilators and knife.

The Governor was duty-conscious. He did not run away from responsibility. He listened- in to the conversation in the cell himself. In spite of all his virtues, the Governor had a serious flaw. He was too trusting. He had full faith in his officers and the law-enforcing machinery. He believed the injured "McLeery" and let him accompany Superintendent Carter to help him trace Evans. Actually, he let Evans leave the prison.

The final act of foolishness was when he let Evans be carried in a prison-van, without sufficient police escort. He had used his intelligence to locate the hide-out of Evans and nab him. His gullible nature deprived him of all credit. In the end, he appeared as "another good-for-a-giggle, gullible governor."