



English Core

Class XII
2026-27

Student Support Material



केन्द्रीय विद्यालय संगठन~Kendriya Vidyalaya Sangathan

संदेश

शिक्षा केवल पुस्तकों तक सीमित ज्ञान नहीं है; यह स्वयं को पहचानने, अपने विचारों को विस्तार देने और जीवन की चुनौतियों का आत्मविश्वास से सामना करने की सतत यात्रा है। केन्द्रीय विद्यालय संगठन का सदैव यह प्रयास रहा है कि प्रत्येक विद्यार्थी के लिए ऐसा शिक्षण वातावरण हो, जहाँ जिज्ञासा को प्रोत्साहन मिले, सीखना आनंददायी बने और प्रत्येक बालक अपनी अंतर्निहित क्षमताओं को पहचानकर उन्हें विकसित कर सके।

राष्ट्रीय शिक्षा नीति 2020 ने शिक्षा को सिर्फ रटने से समझने, सूचना से ज्ञान और ज्ञान से जीवनोपयोगी दक्षताओं की ओर अग्रसर किया है। आज का समय कृत्रिम बुद्धिमत्ता (Artificial Intelligence – AI), डिजिटल नवाचार और निरंतर बदलती तकनीकों का है। ऐसे युग में केवल तथ्यों का ज्ञान पर्याप्त नहीं है; आवश्यक है कि विद्यार्थी मनन-चिंतन करना सीखें, प्रश्न पूछें, समस्याओं का समाधान खोजें और नए विचारों के साथ आगे बढ़ें। यही क्षमताएँ उन्हें भविष्य के लिए तैयार करेंगी।

इन्हीं उद्देश्यों को ध्यान में रखते हुए केन्द्रीय विद्यालय संगठन के पाँचों आंचलिक शिक्षा एवं प्रशिक्षण संस्थानों (ZIETs) के माध्यम से, समर्पित एवं अनुभवी शिक्षकों द्वारा कक्षा 9 से 12 के विद्यार्थियों के लिए यह विद्यार्थी सहायक सामग्री तैयार की गई है। यह केवल परीक्षा की तैयारी की संकलन सामग्री नहीं है, बल्कि विषयों को सरलता से समझने, अवधारणाओं को स्पष्ट करने, नियमित अभ्यास करने और आत्मविश्वास के साथ आगे बढ़ने का एक विश्वसनीय साथी है।

इस सामग्री में विषय-वस्तु को विद्यार्थियों की आवश्यकताओं के अनुरूप सरल, व्यवस्थित एवं दक्षता-आधारित दृष्टिकोण से प्रस्तुत किया गया है। मुझे प्रसन्नता है कि इसे हमारे शिक्षकों के अनुभव, नवाचार और विद्यार्थियों के प्रति उनकी प्रतिबद्धता ने समृद्ध बनाया है। मुझे विश्वास है कि यह सामग्री विद्यार्थियों की सीखने की यात्रा को अधिक सहज, रोचक और प्रभावी बनाएगी तथा उन्हें बोर्ड परीक्षाओं के साथ-साथ जीवन की व्यापक चुनौतियों के लिए भी तैयार करेगी।

मेरा विश्वास है कि जब एक जिज्ञासु विद्यार्थी, प्रेरित शिक्षक और सार्थक शिक्षण संसाधन एक साथ आते हैं, तब शिक्षा केवल उपलब्धि का माध्यम नहीं रहती, बल्कि व्यक्तित्व निर्माण की एक सशक्त प्रक्रिया बन जाती है। यही भावना इस विद्यार्थी सहायक सामग्री के केंद्र में है।

मेरी हार्दिक शुभकामनाएँ हैं कि आप सभी सीखने की इस यात्रा में निरंतर आगे बढ़ें, अपने सपनों को नए आयाम दें और ज्ञान, संवेदनशीलता तथा नवाचार के साथ राष्ट्र निर्माण में अपना महत्वपूर्ण योगदान दें।

शुभकामनाओं सहित।


(विकास गुप्ता)

**STUDENT SUPPORT MATERIAL: CLASS XII ENGLISH CORE
PATRON**

Shri Vikas Gupta, IAS, Commissioner, KVS

CO-PATRON

Ms. Chandana Mandal, Additional Commissioner (Academics) KVS (HQ)

CO-ORDINATOR

Ms. P B S Usha, Joint Commissioner (Training), KVS (HQ)

COVER DESIGN

KVS Publication Section

EDITOR:

Shri. T. Prabhu Das Director, ZIET Mumbai

CONTENT DEVELOPMENT TEAM

Shri Bidhan Chandra Singh, Principal, PM SHRI KV Bambolim Camp, Goa, Mumbai Region

Shri Prakash Y. Medhekar, PGT (English), PM SHRI KV IIT Powai, Mumbai

S. No	NAME OF TEACHER	NAME OF KV	REGION
1	Ms. Preeti Shrivastava	KV ONGC Surat	AHMEDABAD
2	Smt. Gayithri Rajeev Nair	KV No. 2 Army Baroda	AHMEDABAD
3	Shri S. Hariprasad	KV No. 1 AFS Bhuj	AHMEDABAD
4	Shri Santosh Kumar KS	KV Dongargarh	RAIPUR
5	Ms. Nusrat Bano	KV Garhara	PATNA
6	Shri Sahbaz Ahmed Khan	KV Bailey Road (Second Shift)	PATNA
7	Smt. Jessy Cecelia Antony	PM SHRI KV No.2 Kasargod	ERNAKULAM
8	Shri Biju P. P.	KV No.1 CPCRI Kasargod	ERNAKULAM
9	Smt. Geetanjali Kumar	KV No.1 Calicut	ERNAKULAM
10	Shri Jobin Thomas	KV Kalpetta	ERNAKULAM
11	Smt. Sindhu K M	KV Ramavarmapuram	ERNAKULAM
12	Smt. Anita Cyriac	KV No. 2 Naval Base Kochi	ERNAKULAM
13	Shri Prakash Y Medhekar	PM SHRI KV IIT Powai	MUMBAI
14	Smt. Divya Gaur	PM SHRI KV Varangaon	MUMBAI
15	Smt. K.T. Beena	KV Ponda	MUMBAI
16	Shri Sasi Raj	PM SHRI KV DIAT Girinagar	MUMBAI
17	Smt. C Uma	PM SHRI KV Bhandup	MUMBAI
18	Shri Md. Mohsin	PM KV No. 3 Colaba	MUMBAI
CONTENT REVIEW TEAM			

S.No	NAME OF TEACHER	NAME OF KV	REGION
1	Shri Parmar Gautham T.	PM SHRI Kendriya Vidyalaya Rajkot	AHMEDABAD
2	Smt. Bina Mathew	PM SHRI Kendriya Vidyalaya Dharmapuri	CHENNAI
3	Shri Jineesh Sebastian	PM SHRI Kendriya Vidyalaya Coimbatore	CHENNAI
4	Shri Sanjay	PM SHRI Kendriya Vidyalaya Dholpur	JAIPUR
5	Smt. Richa Dixit	PM SHRI Kendriya Vidyalaya BSF Pokhran	JAIPUR
6	Shri Tarun Joshi	PM SHRI Kendriya Vidyalaya Jhunjhunu	JAIPUR
7	Shri Prakash Yashwant Medhekar	PM SHRI Kendriya Vidyalaya Mankhurd	MUMBAI
8	Smt. M. Shanthi	PM SHRI Kendriya Vidyalaya INS Mandovi	MUMBAI
9	Shri Dhananjay Kulkarni	PM SHRI Kendriya Vidyalaya No.1 Vasco Da Gama	MUMBAI
10	Smt. Preeti Shaw	PM SHRI Kendriya Vidyalaya Koliwada	MUMBAI
11	Shri Nandkumar Balwant Sagar	PM SHRI Kendriya Vidyalaya AFS Ojhar	MUMBAI
12	Shri Chandra Prakash Tiwari	PM SHRI Kendriya Vidyalaya Danapur Cantt. (First Shift)	PATNA
13	Shri Praveen Kumar	PM SHRI Kendriya Vidyalaya AFS Bihta Patna	PATNA
14	Shri Santhosh Kumar KS	PM SHRI Kendriya Vidyalaya Dongargarh	RAIPUR

TABLE OF CONTENTS

S. No	Content	Page Number
1	Reading Comprehension Passages (Narrative)	5-11
2	Reading Comprehension Passages (Case Based)	11-20
3	Notice Writing	20-23
4	Invitations and Replies	23-33
5	Letter to the Editor	34-37
6	Job Application	37-43
7	Article Writing	44-46
8	Report Writing	46-49
9	The Last Lesson	49-54
10	Lost Spring	54-60
11	Deep Water	60-67
12	The Rattrap	67-73
13	Indigo	73-78
14	Poets and Pancakes	78-85
15	The Interview	85-90
16	Going Places	90-94
17	My Mother at Sixty- Six	95-100
18	Keeping Quiet	100-107
19	A Thing of Beauty	107-114
20	A Roadside Stand	114-120
21	Aunt Jennifer's Tigers	121-125
22	The Third Level	126-130
23	The Tiger King	131-135
24	Journey to the End of the Earth	135-140
25	The Enemy	140-147
26	On the Face of It	147-151
27	Memories of Childhood- The Cutting of My Long Hair	151-157
28	Memories of Childhood- We Too Are Human Beings	157-162
29	Poetic Devices	162-163
30	Link to the CBSE Curriculum	163-163
31	Links for Sample Question Papers (Solved)	163-163

READING SKILLS- NARRATIVE PASSAGES

Solved Passage-1

Read the following passage carefully:

12 marks

(1) The National Education Policy (NEP) 2020 marks a transformative shift in India's pedagogical landscape, moving away from a "one-size-fits-all" model towards a more inclusive, flexible, and multidisciplinary framework. At its core, the policy seeks to bridge the gap between current learning outcomes and what is required in the 21st century. One of its most significant structural changes is the replacement of the decades-old 10+2 system with a 5+3+3+4 curricular structure, which integrates early childhood care and education from the age of three. This ensures a strong foundational base, focusing on literacy and numeracy while nurturing the creative potential of each student.

(2) Beyond structural changes, NEP 2020 emphasizes the "Pancha Kosha Vikas", a five-fold development approach rooted in Indian tradition. This holistic model views the learner as a "whole being" with five sheaths: the physical layer (Annamaya), life force energy (Pranayama), mind (Manomaya), intellectual (Vijnanamaya), and the inner self (Anandamaya). By integrating vocational education into mainstream curricula, secondary schools are now encouraged to collaborate with local industries, ITIs, and polytechnics. This shift aims to remove the social status hierarchy traditionally associated with vocational training, allowing students to develop practical knowledge alongside academic rigor.

(3) Furthermore, the policy introduces the PARAKH (Performance Assessment, Review, and Analysis of Knowledge for Holistic Development) centre to reform examination patterns. Instead of rote memorization, assessments are designed to test core competencies, analytical skills, and higher-order thinking. Board exams are also being restructured to be offered on up to two occasions during a school year—one main and one for improvement—to reduce the high-stakes pressure on students. The medium of instruction up to Grade 5, and preferably beyond, is encouraged to be in the mother tongue or regional language to enhance conceptual clarity.

(4) The implementation of the Samagra Shiksha Scheme serves as an integral component of this vision, ensuring inclusive and equitable quality education across all levels. A special emphasis is placed on Socially and Economically Disadvantaged Groups (SEDGs) to ensure that no child is left behind due to their background. Skill labs are being established in schools using a "hub and spoke" model, which allows multiple institutions to share high-quality infrastructure and resources. This collaborative approach fosters a sense of community and collective growth among diverse educational institutions.

(5) Ultimately, NEP 2020 envisions an education system that is vibrant and aligned with global standards while remaining deeply rooted in Indian values. By focusing on the development of the creative potential of each child, the policy aims to produce citizens who are not only academically proficient but also ethically and socially responsible. The shift towards a multidisciplinary approach allows students the freedom to choose subjects across traditional boundaries, such as combining Arts with Sciences. This flexibility is essential for fostering innovation and preparing the youth for an increasingly complex and interconnected world.

Answer the following questions based on the passage:

(i) What is the writer's primary purpose in paragraph 1?

1

(A) To criticize the previous 10+2 education system.

(B) To outline the structural and philosophical shift in Indian education.

(C) To advocate for early employment through vocational training.

(D) To compare global education standards with local ones.

(ii) Complete the following suitably: The transition from rote learning to the PARAKH assessment model implies a shift from _____ to _____. 1

(iii) How might the integration of the "Anandamaya Kosha" (inner self) into a modern school curriculum challenge the traditional metrics used to evaluate a student's "success"? 2

- (iv) Analyze how NEP 2020 aims to transform the societal outlook towards vocational training, citing specific textual evidence from paragraph 2 to support your explanation. **2**
- (v) Evaluate the "hub and spoke" model for skill labs; in what ways could this system inadvertently increase the disparity between urban and rural school clusters? **2**
- (vi) Analyze how the 5+3+3+4 structure acts as a "foundational base" for the learner's journey. **2**
- (vii) The writer's point of view regarding the implementation of regional languages in schools can best be described as: **1**
- (A) Sceptical and resistant (B) Indifferent and abstract (C) Supportive of conceptual clarity (D) Fearful of global isolation
- (viii) Assertion (A): NEP 2020 promotes a multidisciplinary framework. **1**
- Reason (R): The policy aims to remove the hierarchy between vocational and academic streams.
- (A) Both (A) and (R) are true, and (R) is the correct explanation of (A).
- (B) Both (A) and (R) are true, but (R) is not the correct explanation of (A).
- (C) (A) is true, but (R) is false.
- (D) (A) is false, but (R) is true.

Solved Passage-2

1. Willpower determines whether and how long we can follow through on our decisions. Interestingly, research suggests the general population is indeed aware of how essential willpower is to their wellbeing; survey participants routinely identify a 'lack of willpower' as the major impediment to making beneficial life changes. There are, however, misunderstandings surrounding the nature of willpower and how we can acquire more of it. There is a widespread misperception, for example, that increased leisure time would lead to subsequent increase in willpower.

2. Although the concept of willpower is often explained through single-word terms, such as 'resolve' or 'drive', it refers in fact to a variety of behaviours and situations. There is a common perception that willpower entails resisting some kind of a 'treat', such as a sugary drink or a lazy morning in bed, in favour of decisions that we know are better for us, such as drinking water or going to the gym. Of course this is a familiar phenomenon for all. Yet, willpower also involves elements such as overriding negative thought processes, biting your tongue in social situations, or persevering through a difficult activity. At the heart of any exercise of willpower, however, is the notion of 'delayed gratification', which involves resisting immediate satisfaction for a course that will yield greater or more permanent satisfaction in the long run.

3. Scientists are making general investigations into why some individuals are better able than others to delay gratification and thus employ their willpower, but the genetic or environmental origins of this ability remain a mystery for now. Some groups who are particularly vulnerable to reduced willpower capacity, such as those with addictive personalities, may claim a biological origin for their problems. What is clear is that levels of willpower typically remain consistent over time. A research by Matthew Gailliot suggests that willpower, even in the absence of physical activity, both requires and drains blood glucose levels, suggesting that willpower operates more or less like a 'muscle', and, like a muscle, requires fuel for optimum functioning.

4. Strengthening willpower thus relies on a two-pronged approach: reducing negative influences and improving positive ones. One of the most popular and effective methods simply involves avoiding willpower depletion triggers, and is based on the old adage, 'out of sight, out of mind'. In one study, workers who kept a bowl of enticing candy on their desks were far more likely to indulge than those who placed it in a desk drawer. It also appears that finding sources of motivation from within us may be important. (452 words)

Answer the following questions, based on the given passage:

1. Choose the most appropriate option for the given phrase- 'lack of willpower' **1**
- A. determines beneficial life changes B. is not a negative trait
- C. cannot be overcome D. is the main obstacle in making favourable changes in life
2. The statement that 'increased leisure time would lead to subsequent increases in willpower' is ____ **1**
- A. very true B. a wrong notion C. a widespread fact D. sometimes true

3. Based on the passage give two instances to say that willpower goes beyond a simple definition of 'resolve' or 'drive'.

2

4. What still remains a mystery concerning willpower?

1

5. Complete the statement: Gailliot compares willpower to a muscle because _____

1

6. The word 'gratification' in para 3 is **NOT** an antonym of _____

1

A. Dissatisfaction

B. Satisfaction

C. Discontent

D. Woefulness

7. Discuss any two ways which reinforce our willpower. (40 words)

2

8. The adage 'out of sight, out of mind' in the passage emphasises which of the following approaches for strengthening willpower?

1

A. Reducing negative influences

B. Enhancing positive influences

C. Finding sources of motivation

D. Being away from tempting situations.

9. How true is the statement that 'Willpower is the most significant factor in determining success in life'?

2

Solved Passage-3

1. Behavioural scientists have spent a lot of time studying what makes us happy. We know happiness can predict health and longevity, and happiness scales can be used to measure social progress and the success of public policies. But happiness isn't something that just happens to you.

2. Happiness often comes from within. Learn how to tame negative thoughts and approach every day with optimism. Don't try to stop negative thoughts. Telling yourself "I have to stop thinking about this," only makes you think about it more. Treat yourself like a friend. When you are feeling negative about yourself, ask yourself what advice you would give a friend who was down on herself. Now try to apply that advice to you. Socratic questioning is the process of challenging and changing irrational thoughts. Studies show that this method can reduce depression symptoms. The goal is to get you from a negative mind-set to a more positive one.

3. Optimism is part genetic, part learned. Optimism doesn't mean ignoring the reality of a dire situation. After a job loss, for instance, many people may feel defeated and think, "I'll never recover from this." An optimist would acknowledge the challenge in a more hopeful way, saying, "This is going to be difficult, but it's a chance to rethink my life goals and find work that truly makes me happy."

4. Generosity makes people happier. Several studies have found that people who behaved generously were happier compared to people who made selfish decisions. In fact, just thinking about being generous and kind triggers a happiness reaction in our brains.

5. Behaviours and habits we engage in do matter—from gratitude to kindness to mindfulness—and that they can lead to an enduring happiness boost. It is important to choose activities that fit our personality and interests. Activities fit us better when they feel natural, enjoyable, and aligned with our values, rather than driven by guilt or other people's expectations. Choose activities that are virtuous and meaningful, rather than obsessing about feeling good all the time. Hedonism won't necessarily make you happy, even if you feel good in the moment. If we pursue pleasure, it shouldn't be at the expense of living a meaningful life. We also need to pursue a purpose, and practice forgiveness, gratitude, and generosity—those give us a sense of competence, autonomy, and connection, which are core human needs. People who invest more effort into their new habits see greater improvements in their well-being. "People can create for themselves a steady inflow of engaging, satisfying, connecting, and uplifting positive experiences, thereby increasing the likelihood that they remain in the upper range of their happiness potentials," Sheldon and Lyubomirsky.

Answer the following questions based on the passage above:

1. Statement I: Happiness is something that happens to you.

1

Statement II: Happiness often comes from within.

A. Both statements are false.

B. Statement I is true and Statement II is false.

C. Statement I is false and Statement II is true.

D. Both statements are true.

2. Mention two ways by which one can tame negative thoughts, as given in the passage.

2

3. Socratic Questioning

1

(i) reduces depression symptoms (ii) gives a positive mindset (iii) makes one generous (iv) challenges irrational thoughts

A. i, ii & iii

B. ii & iv

C. i, ii, iii & iv

D. i, ii & iv

4. Hedonism refers to _____

1

- A. The belief that you are not successful
 B. The belief that pleasure is the most important thing in life
 C. The belief that it is not wrong to achieve happiness through unfair means
 D. The belief that happiness is a temporary emotion
5. The passage emphasizes _____ 1
 (i) The need for developing activities that fit oneself (ii) The need to be optimistic
 (iii) The need to create positive experiences for oneself (iv) The need to do surveys on happiness scales
 A. (i) & (ii) B. Only (i) C. (i), (ii), (iii) & (iv) D. (i), (ii) & (iii)
6. The core human needs according to the passage are: _____] 1
 A. Competence, autonomy, and connection B. Generosity and optimism
 C. Forgiveness, gratitude and generosity D. Kindness, happiness and positive experiences
7. How would an optimist deal with a difficult situation? 2
 8. What do Sheldon and Lyubomirsky opine about happiness? 2
9. Assertion (A): It is important to choose activities that fit our personality and interests. 1
 Reason (R): Our activities make us obsessed about feeling good all the time.
- A. (A) is true and (R) is the correct explanation of it. B. (A) is true but (R) is not the correct explanation of it.
 C. (A) is false but (R) is true. D. Both (A) and (R) are false.

Answers: Solved Passage 1

Q. No.	Answer	Marks
(i)	(B) To outline the structural and philosophical shift in Indian education.	1M
(ii)	The transition implies a shift from rote memorization to core competencies/analytical skills/higher-order thinking .	1M
(iii)	Anandamaya kosha focuses on the "inner self" and holistic well-being rather than just academic grades. This challenges traditional metrics because "success" would now need to account for emotional intelligence, ethical responsibility, and self-awareness, which cannot be measured by standard numerical test scores.	2M
(iv)	NEP 2020 aims to eliminate the stigma of technical skills by making vocational training as academically rigorous as mainstream subjects. The text states, " <i>This shift aims to remove the social status hierarchy traditionally associated with vocational training,</i> " confirming its intent to elevate the public perception of skill-based learning.	2M
(v)	While the hub and spoke model allows sharing infrastructure, it could increase disparity if high-tech "hubs" are located only in urban centers. Rural schools acting as "spokes" might face logistical barriers or a lack of physical proximity, leading to unequal access to the same quality of resources found in city clusters.	2M
(vi)	The 5+3+3+4 structure acts as a base by integrating early childhood care and education from the age of three. This ensures that foundational literacy and numeracy are established early, providing a strong pedagogical start before moving into more complex multidisciplinary stages.	2M
(vii)	(C) Supportive of conceptual clarity. (The text explicitly links regional language use to enhancing conceptual clarity).	1M
(viii)	(A) Both (A) and (R) are true, and (R) is the correct explanation of (A).	1M

Solved passage 2

Answers & Value points

1. D. is the main obstacle in making favourable changes in life. 1
 2. B. a wrong notion. 1
 3. Willpower refers to a variety of behaviours and situations, involves elements such as overriding negative

- thought process, persevering through a difficult situation, resisting from unbecoming behaviour (any two) 1+1
4. Genetic or environmental origins of the ability to delay gratification. 1
5. Willpower requires fuel for optimum functioning - utilisation of willpower results in draining of energy 1
6. B. Satisfaction 1
7. Two-pronged approach- reducing negative influence, improving positive ones, finding source of motivation, avoiding willpower depletion triggers. (Two points) 1+1
8. D. Being away from tempting situations. 1
9. Willpower helps to stick to decisions, lack of willpower a major impediment in beneficial life changes.(Any relevant subjective response can be accepted) 2

Solved Passage-3

1. C. Statement I is false and Statement II is true 1
2. Don't try to stop the negative thought; apply the advice that you would give a friend in such a situation to yourself. 2
3. D. i, ii & iv 1
4. B. The belief that pleasure is the most important thing in life 1
5. D. i, ii & iii 1
6. A. competence, autonomy, and connection 1
7. An optimist would acknowledge the challenge in a more hopeful way and would not ignore the reality of the situation 2
8. People can create a steady inflow of engaging, satisfying, connecting and uplifting positive experiences, thereby increasing the likelihood that they remain in the upper range of their happiness potentials 2
9. B. (A) is true but (R) is not the correct explanation of it. 1

Unsolved Reading Passages

Passage- 1

(1) Marketing is all about creativity and expression, so it must be an art, right? Not necessarily. While marketers once relied purely on instinct, they now rely on data-driven insights. On top of that, cutting-edge technologies and analytics have shifted the focus of marketing farther towards the science side of the spectrum. Armed with so much data, marketers can now track the impact of money spent on their bottom line.

(2) In today's world, the best approach to marketing combines both disciplines. And there's a distinct balance to the craft-a strategic mix of interpersonal empathy and tactical analysis. Neither side of the mix can be isolated or ignored, nor will the results be encouraging. Psychologists believe the brain is separated into two distinct functions: the left-brain and the right-brain. The right side of the brain is responsible for creative thinking and artistic intuition. As an art, marketing is all about understanding the nuances of human behaviour and determining how to make an emotional connection with the customer. More importantly, some level of art is needed to create brand standards for your company, including the logo, messaging and overall visual identity for a brand.

(3) Right-brained marketers focus on the creative - the copy, graphics and emotions tied to the message. The science side of marketing tells us to let the data guide what strategies will be most effective. Marketers are now reporting the need for digital-first expertise including digital proficiency, data analysis and data science. With science, marketers adopt an outcome-centric mindset that helps them curate smarter campaigns. Over the past few years, there has been an evolving prioritization on data-savvy talent. In 2020 and beyond, brands will need to focus on recruiting talent that can understand the complexities of AI and machine technologies.

(4) But when we reflect on earlier times, marketing was defined as the predominance of traditional advertising, like television, newspaper and direct mail. Today, it ropes in digital channels, social media, mobile devices and integrated complex campaigns. And just as consumers today are more tech-savvy, employees should be able to match and exceed their expertise. It is important that brands continue to prioritize creative, engaging campaign messages while also focusing on key insights and performance metrics for optimal results.

Answer the following questions, based on the passage above:

- (i) According to paragraph 1, how does the author describe the evolution of marketing? **2**
- (ii) Choose ONE of the following statements that aptly reflects the point of view of the writer. **1**
- (a) In the field of marketing, there is a conflict between Art and Science.
- (b) Art and Science should work in tandem to do effective marketing.
- (iii) Provide ONE textual evidence with reference to paragraph 3 to support that marketing is an art. **1**
- (iv) Based on the passage, assess the way data and digital platforms have transformed the field of marketing and employment. **2**
- (v) Cutting-edge technologies and analytics have shifted the focus of marketing. (Para 1) **1**
- By 'cutting-edge technologies', the writer refers to _____.
- (vi) Complete the analogy with ONE word from paragraph 2: **1**
- included : incorporated :: _____ : secluded
- (A) approach (B) empathy (C) isolated (D) intuition
- (vii) 'Marketing is all about understanding the nuances of human behaviour. (Para 3). The writer uses the word 'nuances' to denote _____ **1**
- (A) man's appreciation for art. (B) man's preference for branded clothes.
- (C) the complexities of human character. (D) human inclination for analytical approach.
- (viii) Complete the following based on your understanding of the above passage: According to the writer, modern marketing is built on both _____ and _____ **1**
- (ix) '*exceed their expertise*'. (Para 5)
- With reference to the given phrase in paragraph 5, what skills do you think the employees should possess to match the demand of the consumers? **1**
- (x) Which fascinating fact about the human brain is revealed by the writer in the above passage? **1**

Unsolved Passage-2

- (1) In the heart of a bustling city, amidst the cacophony of traffic and the incessant buzz of urban life, there lies a sanctuary of tranquility, a sprawling public park that offers a respite from the daily grind. This park, with its verdant lawns and serene water features, attracts visitors from all walks of life, seeking solace and rejuvenation.
- (2) A public park is an area of open space owned and maintained by the local government, providing recreational opportunities for citizens. Public parks are places of leisure integrated into the community and are generally considered safe places. They provide essential environmental, aesthetic and recreational benefits to our cities.
- (3) As the sun rises, joggers and fitness enthusiasts can be seen navigating the winding paths, their faces set with determination. Meanwhile, yoga practitioners find their own quiet corners, their movements graceful and meditative. The air is filled with the chirping of birds and the rustling of leaves, creating a natural symphony that soothes the soul.
- (4) By mid-day, the park transforms into a lively gathering spot. Families spread out picnic blankets, sharing meals and laughter, while children chase each other across the grass, their joyous shouts echoing through the trees. Elderly couples sit on benches, reminiscing about days gone by as they watch the world go by.
- (5) As dusk approaches, the park takes on a magical quality. The setting sun casts a golden hue over the landscape, and the water features glisten in the fading light. Street performers and musicians add to the enchantment, drawing crowds with their captivating acts. The park, now aglow with lanterns, becomes a haven for stargazers and dreamers alike.
- (6) In this urban oasis, people find a connection with nature and one another, a reminder that amidst the chaos of modern life, moments of peace and tranquility are still within reach. Especially in cities, parks encourage native flora and fauna to thrive.

Answer the following questions, based on the above passage:

- (i) Why does the writer refer to the park as 'sanctuary of tranquility' in paragraph (1)? **1**
- (ii) Why is it important for governments to set up public parks? **1**
- (iii) According to the passage, what activities can be observed in the park during the early morning hours? **1**
- (iv) Describe the transformation of the park by mid-day. **1**

(v) Complete the following suitably.

1

The park at dusk is described as taking on a magical quality because of _____. (A) the setting sun casting a golden hue and water features glistening
(B) the bustling activities of joggers and fitness enthusiasts
(C) the lively gathering of families and children playing
(D) the quiet solitude and meditation of yoga practitioners

(vi) Provide one textual evidence with reference to paragraph (4) to prove the following:

1

Elderly couples feel a sense of nostalgia.

CASE BASED READING PASSAGES

Solved Passage-1

1. Read the following passage carefully:

10M

1. India is critical in determining the success of the SDGs globally. At the UN Sustainable Development Summit in 2015, Prime Minister Narendra Modi noted, “Sustainable development of one-sixth of humanity will be of great consequence to the world and our beautiful planet. It will be a world of fewer challenges and greater hope; and more confident of its success”. NITI Aayog, the Government of India’s premier think tank, has been entrusted with the task of coordinating the SDGs, mapping schemes related to the SDGs and their targets and identifying lead and supporting ministries for each target. In addition, the Ministry of Statistics and Programme Implementation (MoSPI) has been leading discussions for developing national indicators for the SDGs. State governments are key to India’s progress on the SDGs as they are best placed to ‘put people first’ and to ensure that ‘no one is left behind’. The UN Country Team in India supports NITI Aayog, Union ministries and state governments in their efforts to address the interconnectedness of the goals, to ensure that no one is left behind and to advocate for adequate financing to achieve the SDGs.

2. Sustainable Development Goals (SDGs) are a collection of 17 global goals set by the United Nations General Assembly in 2015 to be achieved by 2030. They are a call for action by all countries to promote prosperity while protecting the planet. They serve as a universal call to action to end poverty, protect the planet, and ensure that all people enjoy peace and prosperity by 2030. Aligning efforts with the Sustainable Development Goals allows individuals, organizations and governments to contribute to creating a brighter and more sustainable future for all.



3. Children are at the heart of the world's sustainable development goals. Ensuring their well-being, access to quality education, healthcare, and protection is crucial for building a better future for all. Every action taken towards these goals, no matter how small, is a step towards a more equitable and prosperous world.

(Created for Academic Usage / 330 words)

Answer the following questions based on the passage above:

I. Complete the following suitably.

1

In the UN Summit, the Prime Minister said that- Sustainable development of one-sixth of humanity will be of great consequence to the world because _____.

II. What would the following be classified as?

1

Test eyesight, do health check-up, measuring height and weight of school students.

Select the appropriate response. A. Quality Education

B. Good Health and Well being

C. No Poverty

D. Clean Water and Sanitation

III. Give two tasks NITI Aayog has been assigned to do to attain sustainable goals.

2

IV. Paragraph 2 includes words – ‘prosperity’ and ‘poverty.’

1

Classify the following sentences as: 'prosperity' and 'poverty.'

Sentence 1: Healthy population density is significant in the progress of developed countries.

Sentence 2: Environment protection and development should go hand in hand to alleviate the lapses in the lives of downtrodden in the other countries.

V. Read the following:

Seema has installed solar panels on the roof of her house to generate electricity needed. Mohan, her neighbour, grows vegetables in his farm and has won the Best Farmer Award. Arindam, who lives across, works in Coast Guard, is sincere in his job of protection of marine environment.

Select the option that identifies the correct Sustainable Development Goal (SDG) from the collection of 17 global goals Seema, Mohan and Arindam achieved.

A. Seema -13; Mohan14; Arindam -15

B. Seema -7; Mohan15; Arindam -14

C. Seema -7; Mohan - 8; Arindam - 7

D. Seema -; 5 Mohan- 4; Arindam -6

VI. How can individuals, organizations, and governments contribute to meet the target of SDGs by 2030? **1**

VII. Analyse how children are at the heart of the world's sustainable development goals. (Paragraph 3) **2**

VIII. What is the ultimate aim for stakeholders based on the insights about SDG? **1**

A. Promote prosperity while protecting the planet

B. Building healthier communities

C. Reducing the cost of healthcare services

D. Develop at fast pace

ANSWERS:		10 M
I	It will be a world of fewer challenges and greater hope.	1
II	B. Good Health and Well being	1
III	Mapping schemes related to the SDGs and their targets, and identifying lead and supporting ministries for each target.	2
IV	Sentence 1: Prosperity Sentence 2: Poverty	1
V	B. Seema -7; Mohan-15; Arindam-14	1
VI	Aligning efforts with the Sustainable Development Goals allows individuals, organizations, and governments to contribute to creating a brighter and more sustainable future for all.	1
VII	Ensuring their well-being, access to quality education, healthcare, and protection is crucial for building a better future for all.	2
VIII	A. Promote prosperity while protecting the planet	1

Solved Passage-2

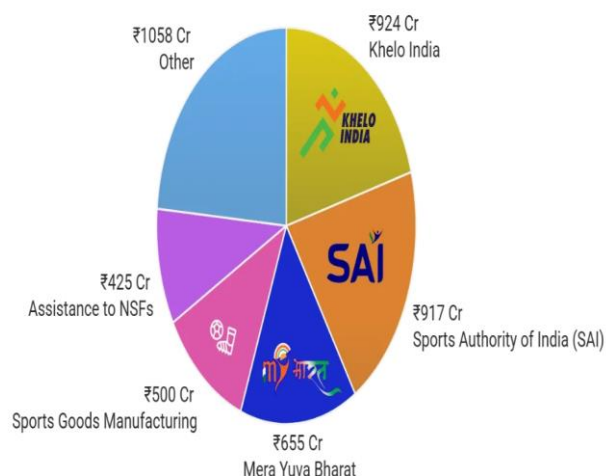
2. Read the following passage carefully:

10M

(1) According to a recent report in *The Times of India*, the national fervour surrounding the upcoming Olympic Games has sparked a necessary debate on whether India's "Target Olympic Podium Scheme" (TOPS) is sufficient to create a true sporting superpower. While the government has significantly scaled up its efforts, the discursive nature of the conversation shifts between the pride of record-breaking funding and the hard data regarding athlete readiness. The report highlights that success at the highest level is determined by an intricate interconnectedness of nutrition, biomechanics and most crucially, psychological resilience.

(2) Data-driven training has moved from the periphery to the centre of India's Olympic strategy. The current preparation tiers prioritize physical conditioning, yet experts argue that "technological proficiency" remains an underutilized focus. As

India's Sports Budget 2026-27 Allocation: Key Components



Sports Budget of India 2026-27 Allocation Key Components

illustrated in the budget allocation graphic below, there is a visible imbalance in how resources are distributed across various disciplines. While physical conditioning and general infrastructure through the Sports Authority of India (SAI) are heavily prioritized, the nuances of AI-driven movement analysis and specialized mental conditioning are yet to receive equal weightage in the broader expenditure.

(3) While physical metrics are at an all-time high, the discursive report notes a "potential" for critical improvement in mental resilience. Much like the scientific theory that willpower operates like a muscle, mental stamina requires consistent "fuel" in the form of psychological support to avoid depletion under pressure. Survey participants identifying as "elite" often point to a lack of this "mental fuel" as a major impediment during the final, high-pressure stages of a match.

(4) To align with the 2030 vision for Indian sports, authorities are establishing "hub and spoke" models for training facilities, collaborating with international polytechnics of sport. This involves central high-performance centres (hubs) feeding data and expertise to regional camps (spokes). This strategy follows a "sequential series of stages" in athlete development, ensuring that talent found in grassroots environments is not "chipped away" but nurtured into world-class performance.

(5) Ultimately, the debate centres on the ultimate aim for stakeholders: to promote prosperity for Indian sports while protecting the long-term well-being of the athletes. By aligning efforts with data-driven insights and multidisciplinary support, organizations can contribute to a more sustainable future for the national sporting ecosystem. As Prime Minister Narendra Modi noted, the sustainable development of our athletic talent will be of great consequence to the pride of one-sixth of humanity.

Answer the following questions based on the passage:

1. Based on the provided pie chart and paragraph 2, which key component of the 2026-27 budget receives the highest individual allocation, and how does this support the "foundational" physical conditioning mentioned in the text? 1
2. Complete the analogy based on the text: 1
Physical strength: Nutrition :: Willpower: _____. 1
3. How might the heavy financial investment in "Khelo India" and "SAI" compared to "Assistance to NSFs" impact the government's ability to provide the "mental fuel" athletes identified as an impediment? 1
4. Evaluate the tone of the passage regarding India's Olympic prospects: 1
 (A) Pessimistic (B) Overconfident (C) Analytical and cautiously optimistic
 (D) Indifferent.
5. What is the "main idea" of the *Times of India* report as presented in this passage? 1
6. **Assertion (A):** Mental resilience training is being prioritized in the current Olympic cycle. 1
Reason (R): Survey data suggests that a lack of willpower is a major impediment to peak performance.

A. (A) is true and (R) is the correct explanation of it.

B. (A) is true but (R) is not the correct explanation of it.

C. (A) is false but (R) is true.

D. Both (A) and (R) are false.

7. Sequence the steps toward success according to the "sequential series of stages" logic: 1
 (1) International exposure (2) Physical conditioning (3) AI analysis (4) Psychological conditioning.
8. Based on the financial figures provided in the image, identify the component that is allocated exactly ₹500 Cr and discuss how its status as a "physical" or "technological" asset aligns with the core concerns raised in paragraph 2. 1

Q. No	Answers	10M
1	Analysis: According to the pie chart and paragraph 2, the " Other " component receives the highest individual allocation (₹1058 Cr), followed by Khelo India (₹924 Cr). These high expenditures support "foundational" conditioning by building the massive grassroots	1M

Q. No	Answers	10M
	infrastructure and training networks necessary for physical development.	
2	Analogy: Willpower: Psychological support / Mental fuel.	1M
3	Critical Thinking: Heavy investment in infrastructure (SAI/Khelo India) may prioritize physical assets over the specialized needs handled by NSFs. This could limit the availability of high-performance resources, such as dedicated sports psychologists, which are essential for providing the "mental fuel" athletes require.	1M
4	Tone:(C) Analytical and cautiously optimistic (The text balances the "pride" of funding with the "potential for improvement" in critical areas).	1M
5	Main Idea:(C) To analyze the multi-dimensional readiness of Indian athletes.	1M
6	Assertion-Reasoning:(C) (A) is false, but (R) is true. (Assertion is false because the text states mental resilience is a "potential" area for improvement, not yet a fully funded priority in the budget).	1M
7	Sequence:(D) 2-1-3-4 (Foundational physical conditioning → International exposure → AI-driven analysis → Mental climaxes).	1M
8	Graphic Analysis:Sports Goods Manufacturing is allocated exactly ₹500 Cr. As a physical/infrastructure asset, it supports the concern that the current strategy focuses on tangible resources rather than the "underutilized" nuances of technology and mental training.	1M

Solved Passage-3

3. Read the following passage carefully.

10M

1. AI-driven tools have made significant strides in analysing speech, text, and facial expressions to identify early signs of mental health disorders. Natural Language Processing (NLP) techniques enable extracting valuable insights from written or spoken words. For example, sentiment analysis can identify nuanced changes in an individual's emotional condition by examining social media posts, chat logs, or written diaries.

2. Moreover, voice analysis can detect alterations in speech patterns, encompassing variations in pitch, tone and rhythm, which might potentially serve as indicators of anxiety, depression or other mental health conditions. Facial expression analysis, often coupled with computer vision, can provide insights into an individual's emotional state. AI systems can detect micro-expressions and subtle changes in facial features that may indicate underlying psychological conditions.

3. This technology benefits remote mental health monitoring through video consultations or mobile apps. The current trend in this domain involves advancing AI algorithms capable of discerning and comprehending these subtle indicators with notable precision. As AI systems continue to improve, they hold the potential to provide early warning signs of mental health disorders, allowing for timely intervention and support. Table below highlights specific AI tools used in current mental healthcare.

AI tools used in current mental healthcare

AI tools	Chatbot-based therapy
1.Woebot	-chatbot that provides CBT-based therapy for depression and anxiety. It has been shown to be effective in reducing symptoms of depression and anxiety in clinical trials.
2.Wysa	-chatbot that provides therapy support for a variety of mental health conditions, including depression, anxiety, stress, and loneliness. It uses a combination of CBT, mindfulness, and positive psychology to help users improve their mental health.
3.Talkspace	- online therapy platform connecting patients with licensed therapists through video, text, and audio messaging. It uses AI to match patients with therapists best suited to their needs.

AI tools	Chatbot-based therapy
4. Better Help	-online therapy platform that connects patients with licensed therapists. It uses AI to match patients with therapists but offers a broader range of therapeutic approaches, including cognitive-behavioral therapy (CBT) and psychodynamic therapy.

(Created for Academic Usage / 330 words
 Courtesy: Journal of Medicine, Surgery, and Public Health, August 2024.)

Answer the following questions based on the passage :

- I. Complete the following suitably. 1
 _____ techniques enable extracting valuable insights from written or spoken words.
- II. Suppose you are offered undesirable food by a host and you were dumbfounded. How would AI driven tools read your feelings? 1
 A. voice analysis
 B. facial expression analysis
 C. written or spoken words
 D. social media posts, chat logs
- III. How does technology benefit remote mental health monitoring? Give two modes. 2
- IV. Paragraph 3 contains words- ‘precision’ and ‘potential’
 Classify the following sentences as: - ‘precision’ and ‘potential.’ 1
 Sentence1: AI systems can warn the signs of depression
 Sentence 2: AI algorithms are capable of telling the effect of sleeping hours on the person correctly.
- V. Name an online therapy that is best suited to the patients’ needs from the AI tool chart. 1
- VI. List two cognitive behavioural therapies found effective in reducing depression and anxiety from the AI tool chart given. 1
- VII. How do AI systems read facial expressions to link with the person’s mind? 2
- VIII. Which of the AI tools in the chart uses CBT as well as psychodynamic therapy? 1
 A. Woebot B. Wysa C. Talkspace D. BetterHelp

ANSWERS:		10 M
I	Natural Language Processing (NLP)	1
II	B. Facial expression analysis	1
III	through video consultations or mobile apps	2
IV	Sentence1: ‘potential’ Sentence 2: ‘precision’	1
V	Talkspace	1
VI	1. Woebot 2. Wysa	½+½
VII	AI systems can detect micro-expressions and subtle changes in facial features that may indicate underlying psychological conditions.	2
VIII	D. BetterHelp	1

Unsolved Case-based Passages Unsolved Passage-1

1. Read the following passage carefully: **10M**

1. Here are hidden gems waiting to be explored in summer vacation— Tucked away in Himachal, Khajjiar is a dream for those who love lush meadows, pine forests, and a laid-back vibe. It still flies under the radar compared to its overcrowded neighbour, Dalhousie. Whether you're horseback riding across the green pastures, enjoying a quiet picnic by Khajjiar Lake, or soaking in breathtaking views of the Dhauladhar

range, this place feels like a postcard come to life. And the weather stays refreshingly cool even in peak summer.

2. If you love the idea of Goa but not the packed beaches and sky-high prices, Gokarna is the answer. This coastal town is known for its unspoilt beaches, relaxed vibe, and backpacker-friendly cafes. Kudle and Om Beach are perfect for lazy sunbathing, while Half Moon Beach is only accessible via a short trek or boat ride, making it feel like a hidden gem. Plus, the local seafood is top-notch — think fresh fish curry served with a view of the Arabian Sea.

3. Nestled in the Western Ghats, Vagamon is the cooler, quieter cousin of Munnar. Rolling tea plantations, misty hills, and charming meadows make it an absolute treat for nature lovers. Whether you're hiking up Thangalpara, paragliding over the valleys, or just sipping chai with a view, Vagamon is all about slow travel and soaking in the moment. And since it sits at a higher altitude, the temperature here stays pleasant even in the middle of summer.

4. Forget Maldives — Kadmat Island offers the same white sand beaches and crystal-clear waters but without the hefty price tag or over-tourism. This tiny coral atoll in Lakshadweep is perfect for diving, snorkelling, or just unwinding with a book by the beach. With limited accommodation options, it remains blissfully uncrowded, making it ideal for those who want a peaceful island escape. The best time to visit? Definitely summer, when the waters are at their calmest and the marine life is at its most vibrant.

(Created for Academic Usage / 325 words): NDTV Sushmita Srivastav April-2025

Answer the following questions based on the passage:

I. Complete the following suitably.

1

The author calls the places described as 'hidden gems' because _____

II. The listed places are marked against their over-crowded counterparts. Choose the correct option of comparison:

1

i.	Khajjiar	a.	Maldives
ii.	Gokarna	b.	Munnar
iii.	Vagamon	c.	Goa
iv.	Lakshadweep	d.	Dalhousie

- A. i-d, ii-c, iii-b, iv-a
B. i-d, ii-b, iii- a. iv-c
C. i-b, ii-c,iii-a, iv-d
D. i-c, ii-d, iii- a, iv-b

III. List two things the author finds attractive in Khajjiar.

2

IV. Name two beaches in Gokarna suggested for perfect relaxation.

1

V. Why does Vagamon stay cool even in the height of summer?

1

VI. Find one word for 'a ring-shaped reef island of coral' from paragraph 4.

1

VII. Why does the author say 'Forget Maldives'? Give two reasons.

2

A. VIII. The best time to visit Lakshadweep is summer because.....

1The ocean is calm and Marine life is active

B. The ocean is turbulent and marine life is idle

C. The place is perfect for diving

The island is over-crowded.

Unsolved Passage-2

II. Read the following passage carefully:

10M

1. The international response to the coronavirus pandemic had towards mid 2020 slashed global carbon emissions by more than 8%, according to detailed estimates from a pair of independent research teams. That's roughly three times the annual emissions of Italy. But energy consumption was already rebounding in China and elsewhere, and the pandemic could register as little more than a blip in the climate system as government-imposed lockdowns come to an end.

2. Most reporting on carbon emissions takes place annually, but the unprecedented social and economic shock brought about by the pandemic had spurred interest in tracking energy and emissions trends in real time. Pulling information from a variety of sources — including energy and weather reports, satellite-based observations and traffic data collected by vehicle navigation systems in more than 400 cities around the world — two international teams provided the first estimates of how carbon emissions were changing daily across the globe.

3. “The question was in the air,” says Corinne Le Quéré, a climate scientist at the University of East Anglia in Norwich, UK, and lead author of one study, published on 19 May in *Nature Climate Change*. “We developed two different methods, so it’s quite encouraging to see that our results are comparable.” Le Quéré’s team compiled information on daily emissions from different sectors in a variety of cities, regions and countries, and then analysed the measures taken by governments to control the spread of coronavirus.

4. On the basis that these measures were to be relaxed over the course of the year, the team projected that the cumulative global emissions for 2020 could drop by anything from 4–7%, which would represent the largest drop since the Second World War. “We’ve never seen anything like this,” Le Quéré says.

5. Lockdowns in China helped to maintain lower emission levels in the country, accounting for a 10% reduction until the end of March 2020 compared with the year 2019. As economic activity picked up in China, other countries went into lockdown mode, depressing global emissions throughout April 2020.

6. The aviation industry experienced a dramatic decline, with emissions falling by more than 21% in the first four months of the year, but the largest emission reductions in absolute numbers were in the electric power and ground transport sectors.

Answer the following questions based on the passage:

I. Select the correct inference with reference to the impact of the pandemic on climate

1

- a. impact on climate is negligible
- b. impact on climate is prominent
- c. emissions across the globe never changed
- d. there was no impact

II. Select the option that aptly expresses the central idea of the paragraph

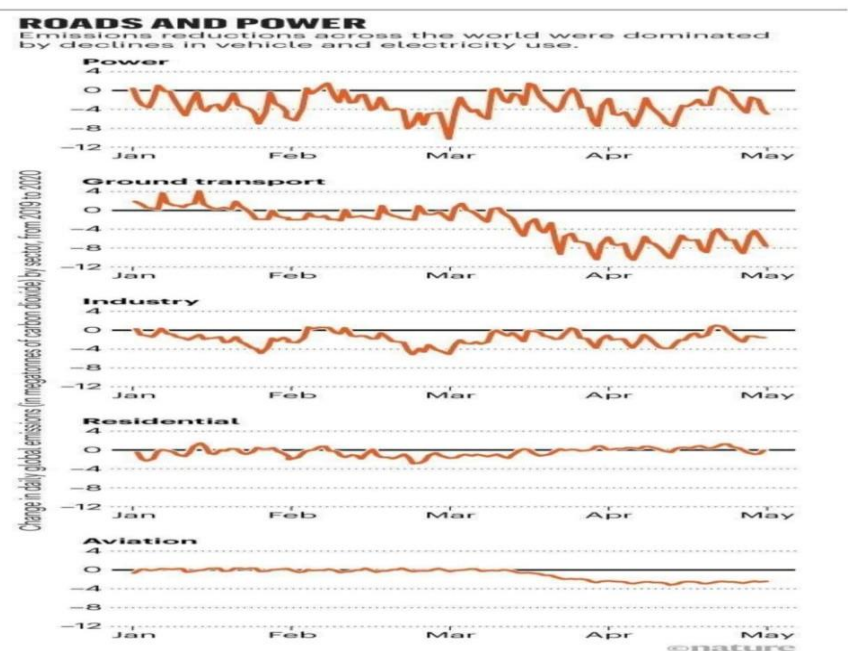
1

- a. the global threat of Corona Virus
- b. global warming trends
- c. decline in power consumption
- d. the pandemic slashed carbon emission

III. Select the option that displays the true statement with reference to Figure (1)

1

- a. power sector touched the lowest level of emission
- b. residential and aviation sectors touched lowest emission levels
- c. industrial sector dipped to the lowest emission level
- d. ground transport and power sectors hit the lowest mark of emission.



- IV. The phrase 'the question was in the air' implies that 1
- V. Enlist the sources that acted as the basis for carbon emission studies. 2
- VI. Select the option that displays the correct cause-effect relationship. 1
- A. Cause-Governments across the world over took measures to combat corona virus
Effect - There was reduction in carbon emissions from various sectors
- B. Cause - The measures were to be relaxed over the course of the year
Effect – Projected drop by 4-7%in 2020
- C. Cause–Economic activity picked up in China
Effect – Other countries went into lockdown mode
- D. Both options A and C
- VII. The survey projected that the cumulative drop in emissions for 2020 would be 1
- A. 4% - 7% B. the utmost since world-war II
- C. both A and B D. none of the options
- VIII. Which method did Le Quéré adopt for her studies? 2

Unsolved Passage-3

III. Read the following passage carefully.

10M

- (1)**Introduction:** In the face of rapid urbanization, effective waste management has become a critical issue in Indian cities. This case study aims to analyze the recycling practices among different demographic groups in urban India and their implications for sustainable urban development.
- (2)**Methodology:** A survey was conducted among residents of various urban areas, ranging from teenagers to elderly citizens, to determine their waste management and recycling habits. Participants were asked to indicate their preferred methods of waste disposal and recycling and provide reasons for their choices. The data was then analyzed to identify trends and patterns among different age groups.
- (3)**Survey Examination:** The survey comprehensively examined waste disposal habits. Participants were encouraged to share the reasons for their selections, providing invaluable insight into waste management behaviour.
- (4)**Results:** The survey results revealed interesting insights into waste management and recycling practices among different age groups.
- (5)

S.No.	Age group for preference	%	Preferred Method	Reasons for Preference
1.	Teenagers	55%	Recycling	Environmental awareness, school programme, peer pressure
2.	Young adults	68%	Recycling & Reuse	Sustainability, convenience, social responsibility
3.	Middle-aged	73%	Segregation at source	Health concerns, civic responsibility, and easy to manage
4.	Elderly	62%	Traditional disposal	Habit, lack of awareness and convenience

- (1)**Implications for Interventions:** By discerning the diverse preferences among age groups, policy-makers and environmental activists can not only make interventions to address specific demographic needs, but also delve into the underlying motivations and influences guiding these choices. For instance, targeting educational campaigns towards teenagers and young adults could empower them to adopt sustainable waste management practices. Concurrently, efforts to enhance the infrastructure for segregation at source and provide incentives for recycling could improve overall waste management.
- (2)**Conclusion:** The survey outcomes serve as a roadmap for designing targeted interventions that not only cater to diverse demographic needs but also foster a culture of sustainability. By harnessing the insights gleaned from this study, stakeholders can collaboratively work towards building cleaner and more sustainable urban environments for future generations.

Answer the following questions, based on the given passage:

(i) Complete the following suitably :

1

In the introduction, the researcher links rapid urbanization with waste management by highlighting that

(ii) What would the following be classified as?

1

To examine waste management practices across various age groups in detail.

Select the appropriate response.

(A) Primary purpose (B) Secondary objective (C) Method of analysis (D) Research outcome

(ii) Give two points to support why it is likely that recycling was given as an option to the survey participants to choose from in the study on waste management practices.

2

(iii) includes words like 'Motivations' and 'interventions'

Paragraph

5

Classify the following sentences as 'motivations' and 'interventions.'

1

(A) Targeting educational campaigns towards teenagers and young adults could empower them to adopt sustainable waste management practices.

(B) Efforts to enhance the infrastructure for segregation at source.

(iv) Read the following text:

1

Radhika actively participates in school programmes that promote recycling. Her neighbour, Ragini, prefers recycling and reusing items for their environmental benefits. However, their neighbour Mrs. Gupta, sticks to traditional disposal methods out of habit.

Select the option that identifies the correct demographic they belong to:

(A) Radhika, middle-aged; Ragini -young adult; Mrs. Gupta -elderly

(B) Radhika -teenager; Ragini -young adult; Mrs. Gupta -elderly

(C) Radhika -young adult; Ragini - elderly; Mrs. Gupta- middle-aged

(D) Radhika -elderly; Ragini -middle-aged; Mrs. Gupta- teenager

(VI) Why is the percentage of young adults who adopt recycling methods higher among young adults?

1

(VII) Analyze how targeted interventions based on the diverse waste management preferences of different age groups can lead to improved environmental outcomes.(paragraph 5)

2

(VIII) What is the ultimate goal for stakeholders, based on the insights from the study?

1

1. Increase profitability through enhanced recycling infrastructure
2. Build cleaner urban environments
3. Reduce the cost of waste management
4. Expand the range of recycling programmes available

Unsolved Passage-4

1. Child labour remains a critical human rights violation and a barrier to global development. Despite two decades of decline, recent statistics reveal a concerning reversal, with approximately 160 million children engaged in child labour globally at the beginning of 2020. This represents nearly one in ten children worldwide and an increase of 8.4 million in just four years. This surge is largely due to conflicts, economic crises, and the COVID-19 pandemic, which have pushed millions of families into poverty.
2. A particularly alarming trend is the rise in child labour among children aged 5 to 11 years, who now account for over half of the total. Furthermore, 79 million children aged 5 to 17 are engaged in hazardous work, posing risks to their health, safety, or morals.
3. Geographically, Africa bears the heaviest burden, with one-fifth (72 million) of its children in child labour. Asia and the Pacific follow with 62 million children. Together, these two regions account for almost nine out of ten child labourers globally. While low-income countries have the highest percentage, middle-income countries have a greater absolute number of child labourers, highlighting the issue's widespread nature.

4. The agricultural sector is the largest employer, accounting for a staggering 70% (112 million) of all child labourers. The services sector (20%) and industry (10%) follow. Child labour is more prevalent among boys, and it is nearly three times more common in rural areas (14%) compared to urban areas (5%).
5. A significant concern is that nearly 28% of children aged 5-11 and 35% of those aged 12-14 in child labour are out of school. This denial of education perpetuates a cycle of poverty, limiting their prospects.
6. Child labour inflicts severe long-term harm on children and hinders national development. International organizations like the ILO and UNICEF, alongside governments, are striving to combat this issue through conventions and initiatives aimed at strengthening social protection and improving access to education. However, the recent reversal underscores the urgent need for intensified global action to achieve the Sustainable Development Goal of eliminating child labour by 2025.

(Created for Academic Usage / 339 words)

Answer the following questions, based on the given passage.

- I. Complete the following suitably. 1
At the beginning of 2020, approximately _____ children were engaged in child labour globally, representing almost one in ten children worldwide.
- II. The _____ sector is the largest employer of child labourers, accounting for a staggering 70% of all children in child labour. 1
- III. Which age group accounted for just over half of the total global child labour figure at the beginning of 2020? 1
(a) 12 to 14 years (b) 5 to 11 years (c) 15 to 17 years (d) 0 to 4 years
- IV. How many children aged 5 to 17 years were engaged in hazardous work as of the passage's information? 1
(a) 28 million (b) 35 million (c) 79 million (d) 112 million
- V. Which continent bears the heaviest burden of child labour, with one-fifth of its children affected?
- VI. Compared to urban areas, child labour is nearly how many times more common in rural areas?
- VII. What factors are identified in the passage as contributing to the recent global increase in child labour, reversing two decades of decline? 2
- VIII. Explain the significant impact of child labour on a child's education and their prospects, as highlighted in the passage understanding of the above passage : According to the writer, modern marketing is built on both _____ and _____. 1
- (ix) 'exceed their expertise'. (Para 5) With reference to paragraph 5, what skills do you think the employees should possess to match the demand of the consumers? 1
- (x) What fascinating fact about the human brain is revealed by the writer in the above passage? 1

NOTICE WRITING (4 Marks)

A **notice** is a formal means of communication used to inform a group of people about an important event, announcement, or information. It is usually displayed in public places such as school notice boards, offices, or published in newspapers or online platforms.

A good Notice is always to the point and leaves no scope for further enquiries or any doubt. Avoid any kind of ambiguity in the information. The message should be crisp and clear. Its language is very formal and simple. Avoid bombastic expressions or roundabout ways of speaking in Notice. There must be clarity in the purpose and all the relevant information regarding the subject of the Notice must be incorporated in the Notice, maintaining maximum economy of words. In short, conciseness, completeness and clarity are the hallmarks of a good Notice.

Layout & Format: (Value Points)

- **Name of the Institution/Organisation** (In the centre; in Capital letters preferred)
(For example: Green Valley Public School, New Delhi)
- **The word "NOTICE"** in the centre in capital letters
- **Date:** DD Month YYYY
(For example: 23rd June 2025)

- **Heading/Title:**
(Write in bold and capital letters; in the centre)
For example: INTER-SCHOOL DEBATE COMPETITION
- **Body of the Notice:**
Include the following points in short and formal language:
The FOUR Ws
i) What is the event/activity? ii) When is it going to happen (date & time)?
iii) Where will it be held? iv) Who can participate or whom to contact?
Any special instructions?
- **Signature**
(Name)
(Designation – e.g., Head Boy/Girl, Cultural Secretary)
A Notice should always be written in a box

SAMPLE ANSWER:

- 1) You are Arun Kumar, the Head Boy, Oxford Public School, Kannur. Your school is going to conduct an Annual Day Celebration in a grand manner. Draft a Notice on the Notice Board of your school informing the students about this mega-event and also urging everyone to actively participate in different cultural programmes to make the event a colourful and memorable one.

TEMPLATE

NAME OF THE INSTITUTION/ ORGANIZATION	
DD/MONTH(WORD)/YY	NOTICE
TITLE OF THE NOTICE IN CAPITAL LETTERS	
This is to inform all concerned that _____ (the event/activity) will take place on _____ at _____. Interested candidates/students must _____.	
For further information, contact the undersigned	
Sign Name Designation	

OXFORD PUBLIC SCHOOL, KANNUR	
NOTICE	
15th April, 2026	
ANNUAL DAY CELEBRATION	
This is to inform all students that our school will be celebrating its Annual Day in a grand manner on 30th April 2026 in the school auditorium from 5:00 p.m. onwards . Various cultural programmes such as dance, music, drama, and group performances will be conducted. Interested students are requested to give their names to their respective class teachers by 20th April 2026 .	
For more details, contact the undersigned	
Sign Arun Kumar Head Boy	

PATTERN OF TENSE USED, VOICE & NARRATIVE PREFERRED:

- Tense used is Present & Future Tense
- Passive voice can be used to maintain a formal tone
- Narrative style is third person (Impersonal: Try to avoid words like “I”, “we” or “You”)

OPENING STATEMENTS: EXEMPLAR STRUCTURES:

- **Exemplar for General Announcements**
All students are hereby informed that...
This is to inform all concerned that...
Students are requested to note that...
It is brought to the notice of all students that...

- The [club/committee] is organizing...
- **Competitions/ Events:**
An Inter-School Debate Competition will be conducted on...
The school is organizing a Cultural Fest on...
A workshop/seminar on _____ is scheduled for...
- **Invitations to Participate:**
Entries are invited for...
Students are encouraged to participate in...
Interested students may give their names to...
Applications are invited from students for...

Exemplar Concluding statements for notice writing:

- **For General Information type notices:**
For further details, contact the undersigned.
For more information, please visit the office.
In case of any queries, feel free to contact the undersigned.
- **For Participation type notices:**
Interested students may give their names to the undersigned by [date].
Participants must register their names by [last date].
Names should be submitted to the class teacher/sports secretary by [date].
- **For warning and instruction-type notices:**
Strict action will be taken against those who do not comply.
All are expected to follow the instructions strictly.
Your cooperation in this regard is highly appreciated.
- **For Lost and Found type:**
The rightful owner may collect it from the undersigned.
If found, kindly return it to the undersigned.
Anyone who has lost the item may approach the office.

MARKING SCHEME: Total: 4 marks

(I) Format: 1

(II) Content: 2

(III) Accuracy of Spelling and Grammar: 1

Solved Examples

1.) You are Bijitha, Secretary, Students' Union, Geeta Vidya Mandir, Kanpur-2. Write a notice for the school notice board requesting contributions from the students for the victims of an earthquake/cyclone.

GEETA VIDYA MANDIR KANPUR 2 NOTICE

15th April 2026

APPEAL FOR CONTRIBUTIONS

It is hereby appealed to all students to come forward and contribute generously to help the victims of the recent **earthquake**. Thousands of families have been affected and are in dire need of food, clothes, medicines, and shelter. Students can donate money, clothes, food packets, and other useful items. All contributions should be deposited with the undersigned by **25th April 2026** in the school auditorium during the lunch break. More details can be had from the undersigned.

Sign
Bijitha
Secretary, Students Union

2.) You are Biju Menon, Secretary, Anand Apartments Residents' Welfare Association, Church Road, Trivandrum-7. Draft a notice to be circulated to all the members of your association to attend a meeting to discuss and decide the programmes in connection with 'Onam' celebrations.

ANAND APARTMENTS RESIDENTS' WELFARE ASSOCIATION
Church Road, Trivandrum-7
NOTICE

1st Sept. 2026

MEETING FOR ONAM CELEBRATION

All residents are hereby informed that a **general body meeting** of the Residents' Welfare Association will be held on **7th Sept. 2026 (Sunday)** at **5:00 p.m.** in the **Community Hall** to discuss and finalize the programmes for the upcoming **Onam celebrations**. Your valuable suggestions and wholehearted participation are essential to make the festival joyful and memorable for everyone. Kindly make it convenient to attend.

Sign
Biju Menon
Secretary

3.) You are the Secretary of the Cultural Club of Springdale Public School, Delhi. The club is organizing an Inter-School Debate Competition for students of classes XI and XII. Draft a notice in not more than 50 words inviting interested students to register their names. Include all necessary details.

SPRINGDALE PUBLIC SCHOOL, DELHI
NOTICE

15 June 2026

INTER-SCHOOL DEBATE COMPETITION

The Cultural Club is organizing an Inter-School Debate Competition on the topic "Online Education Cannot Replace Classroom Teaching" for Classes XI & XII on 28 June 2026, from 9:00 am in the School Auditorium. Interested students must register their names with the undersigned by 22 June 2026. For details, contact the Cultural Club office.

(Signature)

[Your Name]
Secretary, Cultural Club

Practice Questions.

- 1) You are Vinod Kumar, Sports Captain of King's Public School, Nagarcoil-4. Write a notice in about 50 words for the school Notice Board informing the students about the inter-school Basketball Match to be held at the school. Give all necessary details of the match.
- 2) On the occasion of National Science and Technology Day, the school has decided to organise a Science Fair. Vikram, the secretary of the Science Society, wants to call a meeting of the office bearers of the society to discuss the arrangements for the fair. Write a notice in not more than 50 words.
- 3) The school has decided to organise a Christmas Carnival in the Sports Complex. The Principal has asked you, as the school Prefect, to write a notice about this carnival, inviting the students and teachers to participate in it. The notice should be written in not more than 50 words, including all the relevant details.
- 4) You are Vimaldevan, Secretary of ABC Colony Welfare Association, Anjugramam. Write a notice to be circulated among all the residents of the colony informing them that there will be no water supply in your colony on the 4th and 5th of October, 2026, due to maintenance work.
- 5) You are Pinki Yadav, Convener, English Literary Association of Patel Memorial School, Patna-7. Write out a notice for the Notice Board inviting names of those who would like to participate in the proposed Inter-house Debate and Elocution Contest.

Invitations and Replies

A. Layout & Format

➤ **Formal Invitation (Card Format):**

1. Name/Names of the host
2. Standard expression

(E.g., request the pleasure of your company/solicit your gracious presence/ request your benign presence / cordially invite you to/ seek the pleasure of your company or presence)

3. Purpose of the invitation/occasion

4. Name of the honouree (the birthday person, bride/groom)

5. Day, date and time of the event- It is to be written in expanded form.

6. Name of the place, location with complete address- Mention the address, the venue of the party or event

7. RSVP (Please respond.)

8. Telephone or mobile number or address of the host

(**RSVP** - Please respond. It is an acronym for the French phrase "**Répondez, s'ilvous plait**" which in English means "Please respond". An RSVP is essential at parties where you need to know exactly who will come, so you can organize things accordingly on the basis of their convenience.

Template/Formal Invitation Card Format- Institutional

Hosts/Host	←	<i>The Principal, staff and students</i>
Name of Institution	←	<i>of</i>
Requesting favour of presence	←	<i>PM SHRI Kendriya Vidyalaya Bambolim Camp</i>
Occasion	←	<i>request the pleasure of your company</i>
Time & Date	←	<i>on the occasion</i>
Venue	←	<i>of the Annual Day Function</i>
Chief Guest	←	<i>of the Vidyalaya</i>
Designation	←	<i>at 4 PM on April 5, 20XX</i>
Contact Details	←	<i>in</i>
Specific instruction if any	←	<i>Gaurishankar Auditorium</i>
		<i>Brig. H Bhatia</i>
		<i>Honourable Chairman VMC</i>
		<i>has kindly consented to be the Chief Guest</i>
		<i>and give away the prizes.</i>
		<i>RSVP</i>
		<i>Principal</i>
		<i>PM SHRI Kendriya Vidyalaya Bambolim Camp</i>
		<i>Contact No: 94XXXXXXX</i>
		<i>This card admits only two.</i>

Solved Formal Invitation Card Form

Q. You are the Principal of Zodiac Senior Secondary School, Ooty. The school has completed 25 years of its meritorious services to society. The Golden Jubilee Celebrations are to be held on Sunday, the 26th October, 20XX. Mrs M. Kamath, the founder Principal, will preside. Draft a suitable invitation to be sent to important dignitaries of the city and the parents of students.

The Students, Staff and Principal of
ZODIAC SR. SEC. SCHOOL, OOTY

Request the pleasure of your benign presence on the occasion of
Golden Jubilee Celebrations
of their school

on Sunday, 26th October, 20XX
At 04.30 p.m. in the Vidyalaya Premises

MRS. M KAMATH
FOUNDER PRINCIPAL OF THE SCHOOL

has kindly consented to preside over the function and give away
prizes/ mementoes

RSVP:
Principal
02114-284959

Programme overleaf

Template/Formal Invitation Card Format- Personal

➤ **Formal Letter of Invitation:**

1. Sender's name and designation
2. Date
3. Salutation
4. Body (purpose, details, request for presence)
5. Polite closing
6. Signature, designation

➤ **Features of a Formal Invitation:**

1. The invitation should be written in third person and not in first or second person.
2. Simple present tense is used.
3. A polite and courteous tone should be used.
4. It is a single sentence presentation.
5. Dates must be written in letters and you should not use abbreviations.
6. It is generally enclosed in a box.
7. Printed formal invitations, don't include the name of the addressee.
8. Invitations to VIP to preside over a function do carry the name of VIP prominently.
9. Formal invitations are generally printed invitation cards. We use them to invite guests on some auspicious occasions like birthdays, weddings, inauguration of shops, houses, etc.
10. It should answer to the 5Ws:
WHAT- The occasion
WHEN- Date and time
WHERE- Venue
WHO- Name of the host
WHOM- Name of the person being invited

Sample Letter of Invitation (Formal)

Q. Your school is going to hold its Annual Sports Day. You want Mr. Sachin Tendulkar, a noted cricket player, to give away the prizes to the budding sports persons of the school. Write a formal invitation in about 50 words, requesting him to grace the occasion. You are Khooshie Sinha/ Sameep Chattopadhyay, Sports Secretary, Sunrise Global School, Agra.

Answer:

Khooshie Sinha
Sunrise Global School, Agra.

25th November, 20XX

Mr. Sachin Tendulkar
6/12, Golden Sunrise
Shivaji Park, Dadar(W), Mumbai

Sub: Invitation to preside over the Annual Sports Day.

Sir

It gives us immense pleasure to inform you that the Annual Sports Day is going to be held on 5th December, 2026 at 9.00 a.m. in the Vidyalaya premises. We shall consider it a great honour if you could grace the occasion as the Chief Guest, preside over the Programme and give away the prizes.

Your benign presence is highly solicited.

Kindly confirm your availability by 30th November, 2024.

Thank you.

Yours faithfully

Khooshie Sinha
Sports Secretary

Informal Invitation:

1. Sender's address and date
2. Salutation (Dear + Name)
3. Occasion, time, date, and venue
4. Informal tone with a personal touch
5. Complimentary close (Yours sincerely/affectionately, etc.)

Note: An informal invitation is sent to people whom you know personally and who are closely related to you. Therefore, simple, direct and informal language is used. In informal invitations, the tone and treatment are relaxed, informal and friendly.

➤ Features of Informal Invitations:

1. Informal invitations follow the pattern of ordinary personal letters.
2. These letters are written to relatives, friends and acquaintances.
3. These letters are first/second person presentations.
4. Personal feelings and emotions find expression.
5. The writer's address is given in the usual place.
6. The salutation is usually 'Dear' plus 'Name'.
7. The style and tone are relaxed and informal.
8. Different tenses are used as the sense demands.
9. The complimentary close is: 'Yours sincerely'

Sample Letter of Invitation (Informal) 1.) Rohit has achieved success in CBSE-PMT. He wants to celebrate his admission to Shivaji Medical College, Nagpur, by throwing a party for his friends. Write an informal invitation giving details of the venue, time and date. Do not exceed 50 words.

Answer:

33/427 Priya Vihar
New Delhi
15 July 20XX

Dear Varan

You will be glad to learn that I have secured 80th rank in the CBSE-PMT competition. I have got admission in a prestigious institution – Shivaji College, Nagpur. I want to share a few happy moments of my life in the company of my

old friends at a dinner in the Hotel Kanishka at 9.00 p.m.on 23 July, 20XX.

Please join the celebrations and merry-making.

Regards

Rohit

B. Style & Expression

- Formal:** Objective, polite, and courteous tone
- Informal:** Personal, emotional, and expressive

Tense, Voice & Narratives Preference

Category	Formal Invitations	Informal Invitations
Tense	Simple Present	Mixed tenses (as required)
Voice	Passive	Active
Narrative	Third person	First/Second person

2.) Write a letter to your friend inviting him to the house-warming ceremony of your newly constructed house.

Answer:

27, Urban Estate
Sector 15, Karnal

25 July, 20XX

Dear Vineet

I invite you to the house-warming-ceremony of our newly constructed house in Urban Estate. The 'hawan' ceremony is at 10 a.m. It will be followed by lunch at 1.00 p.m. Kindly do join us on this auspicious day. I'll introduce you to my parents and close relatives.

Yours sincerely

Arun Gulati

Invitation -Replies

Sample Acceptance (Formal):

Aman Kumar
Chairman,
VMC, New Horizon Public School, Airoli

5th March, 20XX

The Principal
New Horizon Public School ,Airoli

Sub: Acceptance of the Invitation to preside over the Annual Day Celebration.

Sir,

I am indeed pleased to receive your Invitation to preside over the Annual Day Celebration on 20th April, 20XX. I consider it a great honour to grace the occasion as the Chief Guest. Thank you for inviting me. I accept your invitation and confirm my availability for the same.

Thank you.

Yours faithfully

Aman Kumar
Chairman, VMC

Sample Declining (Formal):

New Horizon Public School, Airoli

5th March, 20XX

The Principal

New Horizon Public School, Airoli

Sub: Inability to accept the Invitation to preside over Annual Day Celebration.

Sir,

I am indeed pleased to receive your Invitation to preside over the Annual Day Celebration 20th April, 20XX. I consider it a great honour to grace the occasion as the Chief Guest. Thank you for inviting me.

However, I express my inability to accept the invitation for the same due to a prior appointment/ unavoidable situation/ important work.

(Some unavoidable previous engagements keep me tied down to my place on that day) Hence, the inconvenience caused to you is deeply regretted.

Thank you.

Yours faithfully

Aman Kumar
Chairman, VMC

Sample Declining (Informal)

12 Lawrence Road

Mumbai

2 March 20XX

Dear Mahesh

Thank you very much for the pleasant invitation. I am not that lucky to be with you during the Christmas holidays. Some heavy engagements, including my coaching classes and my cousin's wedding will keep me busy during the Christmas holidays. I shall be glad to visit you in the summer.

Yours sincerely

Rakesh

Opening Statements – Exemplar Structures:

➤ Formal

1. "XYZ Public School cordially invites you..."
2. "The Management and Staff of ABC School request the honour of your presence..."

➤ Informal

1. "I'm throwing a party this weekend and would love to have you there."
2. "We are celebrating my birthday this Friday. Do join us!"

Value Points for Content Development (Bullet Points)

1. Name of host/organizer

2. Type of event or celebration
3. Date and time (clearly written)
4. Venue with full address
5. Purpose of invitation
6. Guest of honour (if applicable)
7. RSVP/contact information
8. Tone: formal/informal as per type
9. Additional details like dress code, meal, etc. (optional)

Concluding Statements – Exemplar Conclusions

➤ Formal

1. “Your gracious presence will be deeply appreciated.”
2. “Kindly confirm your availability by [date].”

➤ Informal

1. “Looking forward to your presence.”
2. “Hope to see you there!”

Marking Scheme (As per CBSE)

➤ Distribution of marks

- a. Format -1
- b. Content – 2
- c. Expression: Grammar & Spelling – ½ Coherence of Ideas- ½ (Inputs given in the question to be included)
(Any other relevant point)

Formal Replies Solved Questions

Q. 1.] You are Dr Avinash Bhalla. You have received an invitation from the Director, Health Services, Haryana, who has invited leading medical practitioners of the state to attend a workshop on ‘child care’ on 20 May, 20XX at 10 a.m. in Civil Hospital, Ambala. Respond to the invitation.

Answer

Tilak Nagar First
Ambala

16 March, 20XX

Director
Health Services
Ambala, Haryana

Subject – Accepting the invitation.

Sir/Madam

Dr Avinash Bhalla has the great pleasure in receiving the invitation from the Director, Health Services, and Haryana to attend a workshop on ‘Child Care’ on 20 May, 20XX at 10 a.m. in Civil Hospital Ambala.
He confirms his presence with thanks.

With regards

Dr. Avinash Bhalla

Q.2.] Draft a formal reply expressing your inability to attend the inauguration of the showroom ‘Regalia’ on Sunday, the 20th July 20XX, at 11 a.m. at B-12, Rohini. You are Navin Jain of C-5, G.K.J, New Delhi, and your friend is G.L. Bansal of 23, Sunder Nagar, New Delhi.

Answer

C-5, GK-I
New Delhi

15 July, 20XX

Mrs & Mr Navin Jain thank Mrs&Mr G.L. Bansal for the invitation to the inauguration of their showroom 'Regalia' on Sunday, the 20th July 20XX, at 11 a.m. at B-12, Rohini, Delhi. However, they express their inability to be present on the occasion due to a prior commitment.

Navin Jain

Q.3.] You are Prof. N. Dutta, a famous historian from Kurukshetra University. You have the honour of being invited as the chief guest at a public function. However, due to sudden illness you are unable to attend the same. Draft a suitable reply in about 50 words.

Answer

Staff Colony
Kurukshetra University
Haryana

2 Nov, 20XX

The Chairman
Lion's Club
Kurukshetra

Subject – Inability to attend the function.

Sir/Madam

Prof. N. Dutta expresses his thanks to the Secretary and members of the Citizens' Forum for their kind invitation to act as the chief guest at their public function to celebrate Martyr's Day at 9 AM on 30th January 2026. He regrets to his inability to attend the function due to his sudden illness this morning which has confined him to bed.

The inconvenience and embarrassment is regretted.

With regards
N. Dutta

Q.4.] You are Abhay Minocha, the captain of your school cricket team. You have received an invitation from the St. Thomas Public School, Lucknow, to play a friendly exhibition match at their playground. Respond to this invitation.

Answer

16, MG Road,
Lucknow

10 October, 20XX

The Principal
St. Thomas Public School
Lucknow

Sub: Acceptance of the invitation.

Sir/Madam

The undersigned thanks the captain of the Cricket Eleven of St. Thomas Public School, Lucknow, for his invitation to play a friendly exhibition match on their playground on the 24th October 20xx. He cordially accepts the invitation and hopes to reach Lucknow with his team on the 23rd of October 20xx by evening.

Abhay Minocha
Captain ABC School Team

Q.5.] You are Rahul/Neha. You have been invited by the Youth Club of your locality to act as one of the judges for an inter-school group song competition organised by the club. But unfortunately, you cannot accept this invitation due to a previous engagement. Write to the secretary of the club regretting your inability to accept the invitation.

Answer

93, Vivek Vihar
Jodhpur, Rajasthan

2 May, 20XX

The Chairman
Youth Club
Jodhpur, Rajasthan

Subject – Inability to attend the function.

Sir/Madam

Neha thanks the secretary of the Youth Club for inviting her to act as one of the judges for an inter-school group-song competition on 4 May, 20XX at 9 AM in the school auditorium, but regrets her inability to accept the invitation owing to some prior engagements.

The inconvenience is regretted.

With regards
Neha

Formal Reply to Invitation – Acceptance (On behalf of the receiver)

Q.1.] You are the Personal Assistant to Dr. Priya Sharma, a renowned educationist. She has been invited to be the Chief Guest at the Annual Cultural Fest of Green Valley School, Bengaluru, on 15th August 2025 at 10:00 a.m. Draft a formal letter of reply on her behalf, accepting the invitation.

Answer

The Personal Assistant
Dr. Priya Sharma
12, MG Road, Bengaluru

15th July 20xx

The Principal
Green Valley School
Bengaluru

Subject: Acceptance of Invitation to Annual Cultural Fest

Dear Sir/Madam

On behalf of Dr. Priya Sharma, I express gratitude for inviting her as Chief Guest for the Annual Cultural Fest on 15th August 20xx. She is delighted to accept and looks forward to attending the event.

Yours sincerely

Rohan Mehta
(Personal Assistant to Dr. Priya Sharma)

Formal Reply to Invitation – Refusal/Declining (On behalf of the receiver)

Q.2.] You are the Personal Assistant to Dr. Anjali Sharma, Director of Sunshine Public School, Delhi. She has been invited to preside over the Annual Day function at Bright Future School, Noida, on 15th December 20xx at 5:00 p.m.

Due to a prior official commitment, she is unable to attend. Draft a formal reply in not more than 50 words, expressing her regret, on her behalf.

Answer

Sunshine Public School, Delhi

10th December 20xx

The Principal

Bright Future School, Noida

Dear Sir/Madam

On behalf of Dr. Anjali Sharma, I thank Bright Future School for the gracious invitation to preside over your Annual Day on 15th December 20xx. She regrets her inability to attend due to a prior official commitment. Best wishes for a successful event.

Yours sincerely

R. Kumar

(Personal Assistant)

- **Tip for Students:** When drafting an invitation reply where someone (e.g., a PA) writes on behalf of another person (e.g., an officer/receiver), always use the third person (he/she, his/her) to refer to the person on whose behalf you are writing. For example, write “Dr. Malhotra is delighted to accept” instead of “I am delighted to accept.” This maintains the formal tone and clarity that CBSE expects, as the writer is not the recipient of the invitation

Practice Questions (Unsolved)

Q.1. Amit is planning to invite his friends and relatives for the celebration of the 80th birthday of his grandmother. Draft an invitation letter in about 50 words on his behalf. Mention day, date, time and venue.

Q.2. You have been invited to inaugurate the art and craft exhibition at Rashida Public School on the occasion of the school’s Annual Day on 20th March, 20xx in the school auditorium. Write a formal letter of regret in about 50 words expressing your inability to attend due to a prior engagement. You are Salil/Reena.

Q.3. You are Neelam/Nitesh and have been invited by a friend of yours to spend some days at his/her village near Manali during the summer vacation. Write an informal letter of acceptance in 50 words. Mention necessary details of day, date and venue.

Q.4. You are Sarla Dutta, proprietor of Child’s Planet, a showroom of children’s educational toys. Draft a formal printed invitation in 50 words to be sent to your patrons, friends and relatives inviting them to the opening of the new showroom. Give details such as day, date, time and venue.

Source of Questions: All sample and practice questions have been sourced from CBSE Previous Years' Question Papers, Sample Papers and adhere to the CBSE syllabus and exam pattern for Class XII English (Core).

Model Answer Link (Examination 2025):

[Click here to view the CBSE Model Answer by a candidate for English Core – Class XII]

<https://www.cbse.gov.in/cbsenew/model-answer.html>

★ INVITATIONS & REPLIES for CLASS 12 (CBSE) ★

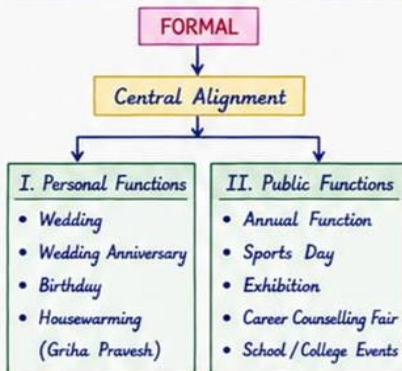
→ (To be written in a box ALWAYS in exams)

→ Two types : **Acceptance (Yes)** / **Refusal (No)**

1. FORMAL INVITATION

- Used for official / social gatherings
- Printed cards (for large gatherings)
- Written in third person
- No contraction (use full forms)
- Central alignment (in card format)

FORMAL INVITATION FLOW (as per chart)



→ Reply not usually required.
(RSVP may be given)

★ When inviting 1-2-3 people
(Chief Guest, Judge, Speaker)

→ Use **LETTER FORMAT**

FORMAL LETTER FORMAT (Invitation)

- Sender's Address (Left)
- Date (Left)
- Receiver's Name & Address (Left)
- Subject
- Salutation (Sir / Madam)
- Body (Formal Language : What, When, Where)
- Formal Ending
- Yours sincerely

FORMAL REPLY FORMAT

- Same letter format
- Accept / Decline politely
- Give reason (for refusal)

EXAMPLE (FORMAL INVITATION - CARD)

INVITATION

The Principal, Staff and Students
of ABC Public School, Mumbai
cordially invite you to the
ANNUAL DAY FUNCTION
on Saturday, 10th August 2026
at 5:00 p.m.
in the School Auditorium.

Chief Guest
Mr. Rajesh Sharma
(Education Officer)

Kindly grace the occasion.

RSVP :
ABC Public School

EXAMPLE (FORMAL INVITATION - LETTER FORMAT)

45, Green Park
Mumbai - 400067
5th July 2026
The Principal
ABC Public School
Mumbai - 400067
Subject : Invitation to Annual Day Function
Dear Sir,
The Principal, Staff and Students of ABC
Public School, Mumbai, cordially invite you to the
Annual Day Function on Saturday, 10th August
2026 at 5:00 p.m. in the School Auditorium.
The Chief Guest for this occasion will be
Mr. Rajesh Sharma, Education Officer.
Kindly grace the occasion with your
benign presence.
Thanking you,
Yours sincerely,
(Name)
(Designation)

2. INFORMAL INVITATION

- Written to friends / relatives
- Written in letter format
- Friendly tone
- Contractions can be used

INFORMAL FLOW (as per chart)



INFORMAL LETTER FORMAT

- Sender's Address (Left)
- Date (Left)
- Dear (Name)
- Informal Language
- What, When, Where
- Informal Ending
- Yours lovingly / Yours truly

EXAMPLE (INFORMAL INVITATION)

23, Lake View Road
Mumbai - 400050
5th August 2026

Dear Riya,

I hope you are doing well. I am
happy to invite you to my birthday
party on 12th August at 6:00 p.m.
at my residence.

It would be great fun if you
could come.

Waiting for you!

Yours lovingly,
Priya



EXAMPLE (FORMAL REPLY - ACCEPTANCE)

45, Green Park
Mumbai - 400067
5th July 2026
The Principal
ABC Public School
Mumbai - 400067
Subject : Acceptance of Invitation
Dear Sir,
I am pleased to accept your kind
invitation to attend the Annual Day
Function on 10th August 2026 at
5:00 p.m. I shall be honoured to
be present.
Thank you.
Yours sincerely,
Rajesh Sharma



EXAMPLE (FORMAL REPLY - REFUSAL)

45, Green Park
Mumbai - 400067
5th July 2026
The Principal
ABC Public School
Mumbai - 400067
Subject : Regret for Inability
Dear Sir,
Thank you for your kind invitation
to the Annual Day Function on
10th August 2026.
I regret my inability to attend the
function due to prior commitments.
I wish the event a grand success.
Yours sincerely,
Rajesh Sharma



EXAMPLE (INFORMAL REPLY - ACCEPTANCE)

23, Lake View Road
Mumbai - 400050
6th August 2026
Dear Priya,
Thank you for inviting me to your
birthday party. I will definitely be
there and look forward to
celebrating with you.
Yours truly,
Riya



EXAMPLE (INFORMAL REPLY - REFUSAL)

23, Lake View Road
Mumbai - 400050
6th August 2026
Dear Priya,
Thank you for inviting me. I am
really sorry that I won't be able
to attend as I have an exam the
next day.
Wishing you a very happy birthday!
Yours lovingly,
Riya



★ **IMPORTANT EXAM TIPS** ✓ Always draw a box around invitation. ✓ Mention What, When, Where clearly.

LETTER TO THE EDITOR

Distribution of Marks as per CBSE Marking Scheme

Format – 1 Marks

Content – 2 Marks (Inputs given in the question paper to be included in the body of the letter)

Expression – 2 Marks (Grammar, Spelling, Punctuation, Organisation and Coherence of ideas)

Template/Format

Sender's Address →

Date →

Receiver's Designation and Address →

Subject Line stating Purpose

Salutation

Body of the Letter

Complimentary close

Signature

Sender's Name

(Designation if applicable)

River View

Vasant

Nellore

15th June 2025

The Editor

The Hindustan Times

Chennai

Subject: _____

Madam/Sir

Introduction

Main Content

Conclusion

Yours faithfully,

B. Bhushan

Value points for Content

- First paragraph
 - state the purpose of the letter- to bring the attention of authorities to the given issue
- Para 2 and 3
 - the effect of the problem
- Concluding para –
 - Suggestions to solve the problem –
 - what media can do
 - what authorities can do
 - what individuals can do.

Solved examples

1.] Write a letter to the editor of a local daily about the “Importance of Mental Health Awareness among Teenagers”. You are Ragini/Rajan, a school counsellor, living at 17/235, Sector 5, Newpur. You may use the following cues along with your own ideas to draft the letter. (120-150 words)

- What are the mental health issues among teenagers?
- Examples highlighting the problem
- Importance of early intervention
- Role of schools, parents and counsellors.
- Suggestion of awareness programmes and support system

Answer

Ragini

17/235, Sector 5, Newpur

10 April 20xx

The Editor

The Times of India

Newpur

Subject: Importance of Mental Health Awareness among Teenagers

Sir

Through the columns of your esteemed newspaper, I wish to express my sincere views on the critical need for mental health awareness among teenagers.

Adolescence is a period fraught with emotional and psychological changes, often leading to issues like anxiety, depression, and stress due to academic pressure, peer relationships, and societal expectations.

We often see students struggling silently, and the lack of awareness prevents early identification and intervention. Very often the problem is aggravated by the very system that the child depends up on. Failure to meet the daily demands of the institution leads to labelling and further isolation.

Timely support from schools, parents, and counsellors is crucial. Schools should integrate mental health education into their curriculum, while parents need to create a supportive home environment. Counsellors play a vital role in providing guidance and support.

Implementing awareness programmes, workshops, and accessible support systems such as anonymous forums can make a significant difference. By fostering open conversations and reducing stigma, we can empower teenagers to seek help and build resilience. I hope that an article published in your daily newspaper can bring about the change that is much needed.

Thank you

Yours sincerely

Ragini

School Counsellor

2.] You are Jyoti/Jagan of Park Avenue, Karampur. You feel sad to notice that people litter the roads with utter disregard for sanitation and cleanliness. As a responsible citizen, write a letter to the editor of a national daily highlighting the need for educational institutions to instill civic responsibility among school children. (120-150 words) You may use the following cues along with your own ideas to compose this letter.

cleanliness drive
spreading awareness campaigns
eco club activities in schools
volunteer for cleanup
workshops, seminars

Answer

Park Avenue, Karampur

12 April 20xx

The Editor

The Times of India

Karampur

Subject: The need to instill civic responsibility among school children

Sir / Madam

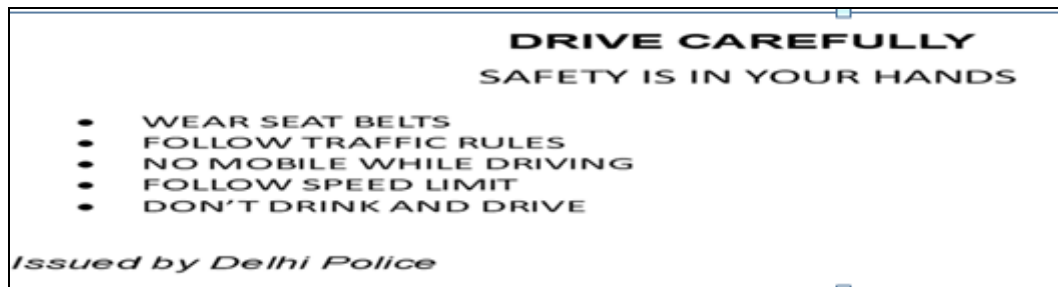
Through the columns of your esteemed newspaper, I wish to highlight a matter of pressing concern. It is disappointing that people are littering the roads and public areas with utter disregard for sanitation and cleanliness.

The current condition of our surroundings is becoming unbearable both physically and mentally. People are not bothered about keeping their localities clean and healthy. Plastic, paper wastes is found littered in public roads, parks, bus stops and every other public space. Nobody seems to be bothered about spitting in public places. This affects not just individual health but serves as a parameter of the nation's health in many ways. It worsens the health of our surroundings and poses a threat to our collective well-being. Hence there is an urgent need for instilling civic responsibility among our youth

Educational institutions are instrumental in shaping the values and behaviour of future citizens. Swachahatta drives organised by the institutions to clean the localities should be able to take the message to the larger community. Cleanliness campaigns should be supported by sanitation equipment and staff by civic authorities. The youth can be encouraged to volunteer for cleanup activities. Social media should bear the torch and lead the way. By working together I hope that we can achieve the dream for a healthier and brighter future.

Thank you
Yours faithfully
Jagan

3. You see the above poster pasted in the places. In spite of this warning, people drive rashly. Write a letter in 120-150 words to the editor of 'The Hindustan Times' drawing attention of the public to the frequent road accidents due to negligent and rash driving. Make suitable suggestions to minimise such mishaps. You are Bela/Pankaj. You may use the cues given above. (120-150 words)



Answer:

Bela Verma D-291,
Shakti Nagar New Delhi

12th April 20xx

The Editor
The Hindustan Times
New Delhi

Subject: Rising cases of road accidents due to rash driving

Sir / Madam

I am Bela Verma, a resident of Shakti Nagar. I am writing this letter to highlight the rising number of road accidents caused by careless driving, despite constant warnings and awareness by the Delhi Police.

Despite posters issued by the Delhi Police urging people to follow basic safety rules— such as wearing seat belts, avoiding mobile usage while driving, and adhering to speed limits —many continue to ignore them. Drunk driving, over speeding, and jumping red lights have become alarmingly common, especially among the youth.

The consequences of such behaviour are devastating. Every day, innocent lives are lost or permanently disabled due to someone's moment of carelessness. Reckless driving also poses a threat to pedestrians and other fellow commuters.

To address this issue, urgent measures are required. Strict surveillance using traffic cameras, increased on-the-spot fines, and license suspensions for repeat offenders must be implemented. Educational institutions should hold regular sessions on road safety. Public campaigns using social media and community leaders can also help bring about a long-term behavioural change. I also urge the concerned authorities to implement stricter traffic regulations and ensure their enforcement.

Thank you
Yours faithfully
Bela Verma

Unsolved Questions

1.] You are a social worker. You are upset as some reputed schools are admitting as many as 50 – 60 students in a section just to make extra money. This inappropriate teacher-student ratio adversely affects the academic standards. Write a letter to the Editor, The Nation, Delhi highlighting this unfair practice. You are Rahul/Rashmi, 41/178, Hind Colony, Delhi.

- School education turned into business
- Greedy management aiming to make money
- Students development neglected
- Affects academic standards and overall development
- Efforts and intervention required

2.] Write a letter to the Editor, 'The Indian times', Jaipur highlighting the need to tap the sports talent at a young age by sports teachers, coaches etc. so that it does not go unrecognized. Thus we shall have a large pool of young talented sports persons who can be groomed. You are Poorva / Paras 78, Inderpuri, Jaipur. (120-150 words)

3.] A book fair was organized in your city, Bhopal. Thousands of people including a large number of students visited the fair. It aroused a great interest in reading and buying books. You want that such book fairs are held in other cities of the state also to promote the habit of reading. Write a letter in 120-150 words to the editor of a local newspaper giving your views. You are Navtej / Navita, F-112 Malviya Nagar, Bhopal.

- Reading habit very crucial in overall development
- Invasion of social media
- Book fairs- a step to encourage reading habits
- Book fairs arouse interest and curiosity
- Suggestions- attractive –age appropriate and accessible fairs in more cities

4.] Draft a letter to the editor of a renowned daily in 120-150 words on the need to keep our surroundings clean to avoid outbreak of common diseases like malaria and dengue. You are Bharat/Bharati. Use the given cues along with your own ideas to compose this letter.

JOB APPLICATION

1. Introductory Guidelines

➤ **Layout & Format-** A formal job application generally includes:

1. Sender's Address
2. Date
3. Receiver's Address (designation, school/institution, and address).
4. Subject: Clearly specifies the purpose of the application (e.g., Application for the post of PGT (English)).
5. Salutation: Address the recipient formally (e.g., Sir/Madam).
6. Body
 - a. Opening paragraph (reference to the advertisement)
 - b. Middle paragraph (qualifications, experience, skills)
 - c. Closing paragraph (request for interview/consideration)
7. Complimentary Close: End with a formal closing such as "Yours sincerely" or "Yours faithfully."
8. Signature: Sign at the bottom, followed by your name.
9. Enclosure: List of documents (e.g., CV, certificates).

➤ **Style & Expression**

1. Use standard business letter format.
2. Professional, formal, and polite tone.
3. Ensure the application is tailored to the job you are applying for.
4. Align the text to the left.
5. Avoid any unnecessary decoration/do not use any flowery language.
6. Keep it concise and to the point

➤ **Tense Usage**

1. Present Tense for general information (e.g., "I am writing to apply...")
 2. Past Tense/Present Perfect for qualifications and experience (e.g., "I graduated in 2018.../ I have graduated...")
- Future Tense for willingness and expectations (e.g., "I would be glad to...")

➤ **Voice Usage**

Prefer Active Voice for clarity and directness

(e.g., "I have completed my B.Ed..." instead of "B.Ed has been completed by me")

2. Template for Job Application

1. Sender's Name & Address
2. Date
3. Receiver's Name & Address
4. Subject: Application for the Post of (Job Title)
5. Salutation (Sir/Madam),
6. Body of the Letter:

➤ **Para 1-** Refer to the source of information about the job or the advertisement in the newspaper.

Example- 'With reference to the advertisement published in the (name of the newspaper), dated (date), I would like to apply for the post of (name of the post) in your (firm/organization/institution).'

- **Para 2-** Share your interest and competence level. Key words that can be used- (*young, dynamic, Communication skill, committed to hard work, qualification, etc.*)
- **Para 3-** Make a reference to Bio-data and other documents that you have enclosed.
- ★ End the body on a promising note, e.g., *Looking forward to your positive response.*

7. Subscription-(Yours sincerely/faithfully/truly)

8. Signature- (Name beneath the signature).

(NOTE- *Mention the name given in the question paper. Do not mention your personal details.*)

9. Enclosures: i. CV (Bio-Data)

ii. Photocopies of Certificates and testimonial

3. Sample- Job Application

Vaibhav Patil
Adarsh Nagar, Andheri (West),
Mumbai - 400102

27 June 20XX

The Principal
New Horizon Public School, Airoli
Navi Mumbai, Maharashtra 400708

Subject: Application for the Post of PGT (English)

Reference: Your advertisement in 'The Times of India', dated 01-04-20xx.

Sir/Madam

With reference to the advertisement cited above, I would like to apply for the post of Post Graduate Teacher (English) in your esteemed institution. I hold a Master's Degree in English Literature from Pune University with First Division, and a Bachelor of Education (B.Ed.) degree from Mumbai University.

I have three years of teaching experience at the senior secondary level in a reputed CBSE-affiliated school. I am proficient in English, Hindi, and German and possess excellent communication and interpersonal skills. I am passionate about literature and teaching, and I aim to contribute positively to your school's academic environment.

Please find enclosed my Curriculum Vitae and attested copies of relevant documents for your kind perusal.

I would welcome the chance to work as part of a small dynamic team where I could make a significant contribution while developing my skills further. I would be grateful if given the opportunity to appear for an interview. I can assure you of my sincerity and best services if given a chance to serve your reputed/prestigious/esteemed school.

I look forward to a favourable response.

Yours sincerely

Vaibhav Patil

Enclosures:

1. CV (Bio-Data)
2. Photocopies of Certificates and testimonial

CV (Bio-Data)

A. Personal Information:

1. Name: Vaibhav Patil
2. Date of Birth: 12th March 2005
3. Father's Name: Mr. Rajesh Patil
4. Mother's Name: Mrs. Shreya Patil
5. Gender: Male
6. Marital Status: Unmarried
7. Nationality: Indian
8. Address: New Linking Road, Adarsh Nagar, Andheri (West), Mumbai - 400102
9. Email ID: vaibhav.patil@example.com
10. Contact No.: +91-9876543210

B. Academic Qualifications:

S. No.	Examination Passed	Year	Percentage/Grade	Subjects	Board/ University
01	Class-XII	2016	80%	Arts	CBSE
02	BA (English Hons.)	2019	85%	English	Pune University
03	MA (English)	2021	90%	English	Pune University
04	B.Ed.	2022	82%	Education	Mumbai University
05	MS.CIT	2023	A		Maharashtra State

C. Extra-Curricular Achievements:

1. Winner of Inter-University Debate Competition
2. Participated in CBSE Teachers' Capacity Building Program

D. Work Experience:

S. No.	Designation	Name of Institution	Period	Subjects Taught
1	PGT (English)	DAV School, Airoli	2022–2025	English (Class XI–XII)

E. Professional Qualifications & Skills:

1. Excellent communication and classroom management skills
2. Strong command over English language and literature
3. Proficient in MS Office and digital teaching tools

F. Hobby: Reading, Writing and Travelling**G. Salary Expected:** PGT Scale/Negotiable**H. References:**

1. Dr. Nidhi Sharma, Principal, Green Field Public School, Mumbai
2. Prof. R. S. Gavas, Head of Department, English, Mumbai University

4. Opening Statements (Exemplar Structures):

1. "I am writing to express my interest in applying for the position of [Job Title] at your esteemed institution."
2. "With reference to the advertisement published on [Date], I would like to submit my application for the position of [Job Title]."
3. "I am keen to apply for the [Job Title] position at your institution as advertised in [Newspaper]."

4. Value Points for Content Development (in Bullet Form):

1. Covering Letter:
 - a. Reference to the advertisement, clear introduction stating the purpose of the application.
 - b. Suitability for the post
 - c. Offer candidature
 2. Bio-Data / Resume / CV:
 - a. Personal profile
 - b. Qualifications (Mention of educational qualifications with distinctions)
 - c. Experience (Professional experience, if any, with key achievements)
 - d. Skills (Skills and competencies (languages, hobbies, etc.) that add value to the job.
 - e. References (Minimum two with Name, designation and office address)
- ❖ Formal and respectful tone throughout the application

6. Concluding Statements (Exemplar Conclusions):

1. "I look forward to the opportunity to discuss my application in more detail. Thank you for your consideration."
2. "I am eager to contribute to the success of your institution and would be thrilled to join your team."
3. "Please find attached my CV for your review. I hope to hear from you soon."

7. Marking Scheme (As per CBSE)

- **Distribution of marks -(5 marks)**

- Format -1** (*Sender's address, Date, Receiver's address, Subject and Salutation/ Salutation and Subject, Complimentary Close, Name*)
- Content -2** (*Covering Letter: reference to the advertisement, suitability for the post, offer candidature Bio-Data / Resume / CV: personal profile, qualification, experience, skills, references*)
- Expression-2** (*Grammar & Spelling-1, Coherence of ideas -1*)

NOTE: The resume can be a part of the letter or as an enclosure. The Inputs given in the question are to be included.

8. PYQs and Solved Examples:

Q1.] You are Arjun of 14, New Town, Delhi. You have seen an advertisement in The Times of India for the post of Chief Chef in a 5-Star Hotel. Apply for the job with complete biodata. Write in 125-150 words.

Answer

Arjun Singhanian
14, New Town
New Delhi

24 April, 20XX

The Human Resource Manager
The Leela Hotel, DLF Business Park, Sector 78
Gurugram

Subject – Application for the position of Chief Chef

Sir/Madam

This is with reference to the advertisement published in the esteemed daily, The Times of India, on April 05, 20XX. I am Arjun. I have completed my MBA in hotel management from Indian Institute of Hotel Management, New Delhi . I wish to apply for the post of chief chef in your esteemed organization.

I possess all the aforementioned qualities required for the job. I am enclosing a copy of my bio-data for your perusal and kind consideration.

I am available for the interview on any day of your convenience. If given a chance to serve you, I assure you that I shall work with utmost sincerity and dedication up to your satisfaction.

Looking forward to working for The Leela Hotel.

Yours faithfully

Arjun Singhanian

Enclosures:

- CV (Bio-Data)
- Photocopies of Certificates and testimonial

CV (Bio-Data)

A. Personal Information:

- Name: Arjun Singhanian
- Date of Birth: 12th March 2006
- Father's Name: Mr. Madhav Singhanian
- Mother's Name: Mrs. Madhavi Singhanian
- Gender: Male
- Marital Status: Unmarried
- Nationality: Indian
- Address: 14, New Town, New Delhi
- Email ID: arjunsinghanian.15@gmail.com
- Contact No.: +91-94251XXXXX

B. Academic Qualifications:

S. No.	Examination Passed	Year	Percentage/Grade	Subjects	Board/ University
01	Class-XII	2017	85%	Science	CBSE
02	BHM (<i>Bachelor of Hotel Management</i>)	2020	82%	Food Production	SGT University
03	MHM (<i>Master of Hotel Management</i>)	2022	81%	Food Production	SGT University

C. Extra-Curricular Achievements: Winner of Cooking without Fire- State Level Competition

D. Work Experience:

S. No.	Designation	Name of Institution	Period	Salary
1	Chief Chef	ITC, Grand Goa	2022–2024	65,000/- per month

E. Professional Qualifications & Skills:

1. Excellent communication and Culinary skills.
2. Proficiency in various cooking techniques, menu planning, and food costing.

F. Hobby: Cooking and Travelling

G. Salary Expected: Chief Chef Scale/Negotiable

H. References:

1. Dr. Natasha Goyal, Principal, Symbiosis School of Culinary Arts, Pune
2. Prof. Rajat Rao, SGT University (SGTU), Gurgaon

Q.2. Study the following advertisement and write a suitable letter of application. Enclose the bio-data and invent all the necessary details.

WANTED A MAINTENANCE ENGINEER

Power Engineering (India) Pvt. Ltd. requires a maintenance engineer.

Qualification: Degree holders in mechanical engineering with 3-5 years of experience.

Apply immediately, giving complete bio-data, and all the necessary details.

The Personal Manager, Power Engineering (India) Pvt. Ltd.

33 Sector- 21D, Haryana- 121001

Answer

Rahul Kumar
952, Sector- 21A
Haryana

22 January, 20XX

The Personal Manager
Power Engineering (India) Pvt. Ltd.
Navy Nagar, Haryana

Subject – Application for the position of Maintenance Engineer.

Sir/Madam

This is with reference to the advertisement published in the esteemed daily, The Times of India, on January 15, 20XX. I am Rahul. I have completed my Engineering from Symbiosis University with 95% marks. I have also got four years working experience in ABC Enterprises, New Delhi.

I possess all the aforementioned qualities required for the job. I am enclosing a copy of my bio-data for your perusal and kind consideration.

I am available for the interview on any day of your convenience. If given a chance to serve you, I assure you that I shall work with utmost sincerity and dedication to your satisfaction.

Looking forward to working for Power Engineering (India) Pvt. Ltd.

Yours faithfully

Rahul Kumar

Enclosures:

1. CV (Bio-Data)
2. Photocopies of Certificates and testimonial

CV (Bio-Data)

A. Personal Information:

1. Name: Rahul Kumar
2. Date of Birth: 12th March 2004
3. Father's Name: Mr. Durgesh Kumar
4. Mother's Name: Mrs. Kamala
5. Gender: Male
6. Marital Status: Unmarried
7. Nationality: Indian

8.Address: 952, Sector- 21A, Haryana
9.Email ID: rahul.kumar12@gmail.com
10.Contact No.: +91-92325XXXXX

B. Academic Qualifications:

S. No.	Examination Passed	Year	Percentage/Grade	Subjects	Board/Institution
01	Class-XII	2015	87%	Science	CBSE
02	B.E.	2019	84%	Kinematics and Dynamics of Machines	National Institute of Technology (NIT), Trichy
03	M.E.	2021	85%	Kinematics and Dynamics of Machines	VIT Vellore

C. Extra-Curricular Achievements: Winner of 3D printing- State Level Competition

D. Work Experience:

S. No.	Designation	Name of Institution	Period	Salary
1	Maintenance Engineer	Lloyds Metals & Energy Limited	2021–2024	73,000/- per month

E. Professional Qualifications & Skills:

1. Excellent communication and Programming skills
2. Technical Drawing and Computer-Aided Design (CAD)

F. Hobby: Biking and Travelling

G. Salary Expected: Maintenance engineer scale /Negotiable

H. References:

1. Dr. Preeti Rao, Principal, National Institute of Technology (NIT), Trichy
2. S.N. Subrahmanyam, Managing Director, Larsen & Toubro (L&T)

Q3. Bal Vidya Public School, Bhilai, urgently requires a post-graduate teacher to teach political science for which they have placed an advertisement in The Bhilai Express. You are Sanjay/Sanjana Sharma from 21, Vasant Marg, Bhilai. Draft a letter including a CV, applying for the advertised post. (120 – 150 words) (SOURCE- CBSE 2018)

Answer

21, Vasant Marg
Bhilai

01 March, 20XX

The Principal
Bal Vidya Public School
Bhilai

Subject- Application for the post of a PGT (Political Science)

Sir/Madam

In response to your advertisement in The Bhilai Express, dated February 25, 20XX for the post of a Political Science teacher in your renowned school, I wish to offer my candidature for the same.

I am enclosing a copy of my bio-data for your perusal and kind consideration.

I am available for the interview on any day of your convenience. If given a chance to serve you, I assure you that I shall work with utmost sincerity and dedication to your satisfaction.

Thank you.

Yours faithfully

Sanjay/Sanjana Sharma

Enclosures:

1. CV (Bio-Data)
2. Photocopies of Certificates and testimonial

Note: For the above solved sample questions, please refer to the Bio-data format provided along with the Sample Job Application (see point no. 2). The same format should be followed for all practice questions unless otherwise specified.

9. Practice Questions (Unsolved):

Q.1. Mansi/Manu of Viewside Road, Kanpur, sees the following advertisement in “The Everyday News” and decides to apply for the job of a Marketing Executive. Write a letter of application along with the biodata in 120-150 words to the Personnel Manager, India Book House, Mall Road, Kanpur

INDIA BOOK HOUSE Requires Marketing Executive

Qualification :

Graduate in Marketing and Sales
Experience 3 5 years
Fluency in English and Local language
Knowledge of basic computer skills
Job requirement :
Setting targets and timelines
Supervising sales

Q.2 You are Anil/Anita of Vasant Road, Lucknow. You saw the given advertisement in the newspaper and wish to apply for the post advertised. Write a letter of application in 120-150 words along with a detailed biodata.

Credence Pvt. Ltd.

Required : Food Technologist

Preferred Skills and Qualifications :

2 years degree/diploma in Food Technology, having minimum
2 years Lab experience.
Competency in basic computer skills.
Send your bio-data within 10 days to Manager, Credence Pvt.
Ltd., Hazratganj, Lucknow. For further details, check our
website - www.credence.com.

Q.3. Write a letter of application with detailed biodata in 120-150 words in response to the above advertisement. You are Shaila/Samson.

SITUATION VACANT

Reputed Manufacturing Company needs
Receptionist for its Front Office
Eligibility Graduate, fluent in both English and Hindi
Good interpersonal skills
Competency in basic computer skills
Minimum 2 years experience
Apply SitaraManufacturers@sm.in

Q.4. You have recently come across an advertisement for the post of software engineer in S.K. Global Solutions. Write an application with bio-data in about 120-150 words to The Manager, S.K. Global Solutions, J.P. Nagar, Bangalore. You are Ranjan / Ritu of Indra Nagar, Bangalore.

SK GLOBAL SOLUTIONS

Required Software Engineer

Job Responsibilities :

- o Write well-designed software
- o Develop layouts
- o Execute software development cycle.

Preferred Skills & Qualifications :

- B. Tech. – Computer Science
- Experience – 3-5 years.

Source of Questions: All sample and practice questions have been sourced from CBSE Previous Years' Question Papers, Sample Papers.

11. Model Answer Link (Examination 2025): [Click here to view the CBSE Model Answer by a candidate for English Core – Class XII (2025)] <https://www.cbse.gov.in/cbsenew/model-answer.html>

ARTICLE WRITING

An article is a piece of writing on a specific topic expressing an independent opinion by a writer.(5 MARKS)

Distribution of marks

Format - 1 Mark -Title and Byline

Content -2 Marks -Logical organization and relevance to the topic

Expression -2 Marks -Grammatical accuracy, spelling, punctuation, organisation and coherence of ideas

The key elements of an article are

1. Title - Give the title at the top
2. By line - Writer's Name
3. Body - main part of your writing piece, consisting of 3-4 paragraphs.

Para -1 Begin with a short introduction of the topic

Briefly tell what the article is about

Quotations or startling facts to arouse the interest of the readers.

Para -2 and 3

Complete analysis of the subject matter – problems/issues/ advantages/disadvantages/positive and negative effects/ implications of the issue/problem, etc.

Para - 4 (Conclusion)

Suggestions/remedial measures related to the topic.

The paragraph can start with phrases like;

In conclusion / to conclude/ to sum up/ etc.

Value Points:Include the verbal inputs given in the question

- Decode the verbal/visual input given in the question correctly.
- Logically develop/ organise the facts and ideas into well organised paragraphs
- Pay attention to grammatical accuracy, suitable vocabulary and spellings
- Use Simple present tense in 3rd person narrative.
- Write in 3-4 short paragraphs
- Stick to the word limit (120-150 words)

Template:

Title	
	By-line(Writer's name)
Body	
○ Para 1 (Introduction of the topic	
○ Para 2/3- Development of the topic (cause effect etc)	
○ Para 4 – Conclusion, suggestions/solution	

Sample Articles

1. Write an article exploring the importance of 'Road Safety Awareness' among Indian youth providing examples to illustrate your points from daily life. You are Puja/Puneet Rao, a class XII student.

Navigating the Chaos: Road Safety and Indian Youth

By Puneet Rao

The news of road accidents occupies the attention of everyone these days. Road accidents form a major cause of causality among youth in India. As young Indians navigate bustling roads, ensuring road safety awareness is of paramount importance.

Young boys speeding on scooters and bikes without helmets, engrossed in phones is a dangerous sight. These youngsters plough the streets performing stunts or driving recklessly, ending in fatal accidents. The thrill of new vehicles often overshadows crucial safety aspect of driving.

Early education about road safety in schools and homes is very important. Parents must stress the dangers of drunken driving and bypassing traffic signals. Campaigns promoting responsible road behaviour through popular social media platform can make the difference.

In conclusion, road safety awareness empowers us to be responsible road users. Understanding road safety rules and prioritizing safety over recklessness ensure safety for everyone. It's about valuing our lives and ensuring safe journeys for all.

Solved Questions.

1.) The Residents Welfare Society in your colony has put up the above poster. Write an article in 120-150 words to be published in the neighbourhood weekly on the need to inculcate a spirit of volunteerism among people. Mention simple ways in which the ordinary citizens can contribute and benefit from it. You are Raghav/Rita.

LEAD A PRODUCTIVE LIFE – VOLUNTEER

- Spend time with senior citizens
- Keep surroundings clean
- Support Each One Teach One programme
- Build books/cloth banks for the needy
- Share celebratory moments

YOU CAN MAKE A DIFFERENCE

Volunteering: The Path to a Productive Life

By Rita

In today's busy world, we often focus on personal success, forgetting that true productivity comes from contributing to the community. The Residents Welfare Society's call to "*Lead a Productive Life – Volunteer*" encourages us to take small but impactful steps in making a difference. Volunteering doesn't always require grand gestures; even simple acts of kindness can create lasting change.

There are several simple yet impactful ways to volunteer in our neighbourhood. Spending time with senior citizens, for example, not only helps ease their loneliness but also allows us to learn from their vast experiences. Another vital contribution is keeping our surroundings clean. By volunteering to clean public spaces, individuals help maintain the beauty of the area while encouraging others to do the same.

To sum up, volunteering is not just about giving to others; it's about personal development and community building. The more we volunteer, the more we improve our own lives while helping those around us. *You can make a difference!*

2.) You are Anuj, a student of Class XII. Whenever you are stressed, you listen to music and get relaxed. You strongly believe that music de-stresses you and refreshes your body and mind.

Based on your experience, write an article on Music as Therapy for a health magazine highlighting the healing power of music. Use the following cues along with your own ideas to compose this article:

- music establishes connection with self
- music helps in self-expression
- comforts body, mind & soul
- improves one's mood

Music as Therapy

By Anuj, Class XII

In modern times, stress and anxiety have become so common in our everyday life. Music offers a break from stress and mental relaxation. One of the most beautiful things about music is its ability to comfort. It is the best means to comfort our body, mind and soul. It reaches deep within and helps our body to heal from injuries and pains.

Soft melodies can calm a restless mind, while upbeat rhythms can fill us with energy and positivity. Whenever someone feels tired or mentally drained, just a few minutes of listening to favorite songs brings back a sense of balance and happiness. Music is not just entertainment; it is a form of therapy. It helps establish a deep connection with oneself. Often, when words fail to express music speaks out our feelings and emotions.

Thus, music can be viewed as a therapy to de-stress and refreshes. It gives a safe space to feel, reflect, and understand better.

3.) As compared to the older generation the youth of today are greatly inclined to pursue adventurous activities either for money or for fun. There is a latest craze for joining reality shows, rafting, rock climbing, mountaineering etc. Write an article in 150-200 words on which life you would prefer-safe or adventurous. You are Aravind/Aradhya of class XI C

Adventurous or safe - What to choose

By Aradhya, XII-C

Today's youth is drawn more towards adventurous activities like reality shows, rafting, rock climbing, mountaineering etc. It is something to do with our natural curiosity to learn and experience new things.

Adventurous activities provide the thrill of being alive. It improves the quality of life, and gives us the natural high. Exploring the unknown, fostering teamwork, overcoming challenges and pushing boundaries are experiences which one cannot buy.

While safe life provides comfort and security, true growth never happens inside the comfort zone. Not taking risks and playing safe may lead to a monotonous life followed by a future of regrets. Life is meant to be truly living and the true soul of life is experiences. Trying adventurous activities helps to reduce boredom and make our life more interesting.

In the end, it is our choice whether to remain confined to safety or explore and be adventurous.

ARTICLE WRITING: PRACTICE QUESTIONS

1. You are Hitesh/Henna, a 'blog' writer. You are also a voracious reader and keep yourself abreast with the current topics of the day. Reading about the trends in Digital Marketing, you decide to write an article on "Digital Marketing has gained tremendous momentum in the past couple of years." Use the following cues along with your own ideas to compose this article. Invent necessary details.

- Changing nature of marketing
- Digital world – impact on marketing
- Advantages of Digital marketing – reduces time, effort etc.
- Access and reach of marketing
- Future of digital marketing

2. With the rise of social media platforms and the ease with which information can be shared online, false information can have dire consequences. Write an article for the local daily, in 120-150 words, highlighting the problem of the growing menace of fake news and misinformation, analysing the issue and provide suggestions to tackle it. You are Kavita/Kabir of Class XII.

- Social Media – source of verified/unverified information
- Social Media – Common platform for sharing information
- Open and accessible to all
- Fake news and misinformation about people
- Suggestions – verified/authentic government information platforms

3. In the mad rush of today's fast-paced life, we often forget to enjoy the simple pleasures of life like reading a good book, going out for a walk in the nearby park, a simple conversation with a friend or watching a movie with family. Write an article on 'Simple Pleasures of Life' in 150 – 200 words. You are Rakshita/Rakshak

1. Modern world – stress, anxiety, deadlines to meet
2. No space/time for self betterment and care
3. Exploring ways of enjoyment and pleasures – reading, walking, talking to the friends, spending time with family
4. Importance of hobbies

4. The number of private vehicles is increasing in the cities. It leads to traffic jams and a rise in air pollution levels. The only solution seems to be that people start using public transport. Write an article in 150-200 words on the topic, 'Importance of Public Transport'. You are Sanjith / Ranjitha.

REPORT WRITING

Distribution of marks

Format - 1 Mark -Title and Byline

Content -2 Marks - Relevance and logical organization

Expression-2 Marks- Grammatical accuracy, spelling, punctuation, organisation and coherence of Ideas

Key Learning Points

Key Elements of a News Report are:

1. Headline - Catches attention, Sums up the topic
2. By line - Writer's name
3. Place and date line - Location and date (for newspaper report)
4. Value points for content development
 - Para – 1- Who, what, when, where
 - Para – 2 – How and why (details of the event in the order of its happening)
 - Para- 3 – Benefits, responses, impact, etc.

Things to Remember:

Use simple past tense, passive voice

Use 3rd person narrative

Template:

Heading
By-line(Reporter's name)
Place, date
Body:
Para 1 Who, what, when, where
Para 2 How and why (details of the event in the order of its happening)
Para 3 – Benefits, responses, impact, etc.

Sample 1.] You are Seema/Sarvesh Khanna of Class XII-A and a member of the school magazine editorial board. Write a comprehensive report on the Community Service Programme organized by the school. Include description of events and activities organized.

You may organize the report by the following:

- Who
- What
- When
- Where
- Why
- How

ABC School organizes Community Service Programme

Seema Khanna, XII-A

Kochi, 12 April 20xx

The Community Service Programme 20xx-20xx, which **was organized** by P M SHRI Naval Base Kochi on 5 April 20xx, engaged Classes IX-XII in fostering social responsibility.

Guided by teacher coordinators, fifty students of P M SHRI Naval Base Kochi visited ARDRA Old Age Home. After a quick cleanliness and decoration drive the students **distributed** healthy snacks to the 22 inmates of the old age home. The next one-hour **was spent** on entertaining and engaging the inmates of the old age home. The inmates **clapped and sang** popular numbers with the students. Students **got** an opportunity to be with the old, infirm and often the neglected segment of the society. It was, in fact, a heartwarming experience for the students and the old age home inmates. "I could see my nanny in them" said a teary-eyed Priya on leaving the Old Age Home.

This initiative successfully **sensitized** students to community needs, contributing significantly to their holistic growth and community engagement.

Solved Examples

1.] As part of community outreach programme, a group of 40 students from H M S Delhi identified a neighbourhood slum and took up the initiative to teach basic language and numerical skills, environmental cleanliness and personal hygiene awareness to the slum children. As Head of the team, write a report on the programme to be published in your school newsletter.(120-150 Words). Use the cues given below, along with your own ideas to draft the report. You are Rahul/Radhika

- Date, venue, duration
- books distributed
- activities carried out
- feedback of people
- no. of children who attended

Community Outreach Programme: Empowering Young Minds

Rahul, Team Head

Seemapuri, April 12, 20xx:

As part of the Community outreach programme and the ongoing commitment of H M S Delhi to community service, a group of 40 enthusiastic students embarked on a week-long outreach programme in the slums of Seemapuri from 3rd April to 10th April 20xx. The purpose was to empower the young minds caught in the web of poverty and underdevelopment.

The initiative was to teach basic language and numerical skills, environmental cleanliness and personal hygiene awareness to the slum children. Each day the programme started at 9 am and ended at 4 pm. A variety of activities including classes, games and lectures were organized throughout the week for about 80 children. Children were taught basic languages and numerical skills and joyful learning tasks were assigned at the end of each learning module to cement the skill.

On the last day, the valedictory ceremony was conducted. The Deputy Collector Shri. Rajshekhar was the Chief Guest who distributed the gifts. The Seemapuri Welfare Association thanked the students of HMS and hoped that this initiative would continue in the years to come.

2.] Udaya Public School organized a 'Save the Environment Week'. The theme was 'Trees - Our Lifeline'. Write a report on the event in 120-150 words based on the given inputs, to be published in your school magazine. You are Ramta / Ravi, Student Editor. Mention day, date, time and venue.

ENVIRONMENT WEEK
DON'T CUT DOWN A LIFE
STOP BEFORE IT'S TOO LATE

- Tree plantation
- Poster Making Competition
- Interaction with Environmentalists
- Panel Discussion
- Clean up your campus

IT'S YOUR WORLD, SAVE IT
IT'S YOUR TOMORROW

Trees – our lifeline: A Week Dedicated to Environmental Responsibility

By Ramta, Student Editor

Udaya Public School, Kattagiri, observed 'Save the Environment Week' from Monday, 7th April to Saturday, 12th April 20xx, with the theme "Trees – Our Lifeline." The event was inaugurated on 7th April at 8:30 am in the school auditorium. A thought-provoking slogan, "Don't cut down a life – Stop before it's too late," set the tone for the week's activities aimed at spreading awareness about environmental conservation.

A range of activities were organized, including a tree plantation drive, a poster-making competition, and a 'Clean Your Campus' campaign. Students also participated in panel discussions on sustainability and interacted with environmentalists who shared their valuable insights on ecological responsibility.

The week-long celebration left a deep impact on students and teachers alike. It served as a powerful reminder that the protection of our environment is a shared responsibility. The event concluded with the message: "It's your world, save it – It's your tomorrow."

3.] You visited a Job Fair organised by Ability Foundation in Chennai recently. You were impressed to see that nearly 55 companies from various sectors such as information technology, telecommunication, electronics etc. offered jobs to the final year college students. As a reporter of 'The Deccan Times', Chennai, prepare a report in 120-150 words. You are Peeyush/Priya.

55 Companies Offer Jobs to Final Year Students at Chennai Job Fair

By Priya,

Chennai, 20 February 20xx

A job fair was organised by Ability Foundation at Ground Vivanta Hotel, Chennai, from 9 February 20xx to 11 February 20xx, in which 55 companies offered job opportunities to final year college students. The job fair was inaugurated by the Mayor of Chennai.

The fair aimed at opening new job and internship avenues to students, helping them have an early edge in the competitive job market. Companies from various sectors such as information technology, telecommunication and electronics participated in the fair. About 5000 job aspirants registered for the fair. Thirty students received job offers and 74 students received internship offers from various companies. Pay packages ranging from 6 to 10 lacs were offered by companies, including reputed MNCs.

"I had the chance to meet and talk with the managing director of one of the companies that offered me a position in their IT department" shares Annie, a final year B. Tech student from Lords College, Chennai.

The organisers informed that such events would be conducted in other cities to help out other students from across the state.

PRACTICE QUESTIONS:

1. You are Akhil/Anjana, a resident of Kailash Colony, Fort Road, Patna. Recently your city experienced a lot of rain and consequently people living in the low-lying areas suffered a lot of difficulties. NDRF rescue teams reached the affected areas in time. The marooned people were taken to safer places and provided with shelter, food and medicines. Write a report on the floods and rescue efforts in 150 – 200 words
2. Teachers Day was celebrated in your school. The function was presided over by the State Education Minister. A variety of programmes were organized. Five retired teachers were honoured. Write a report in 150 -200 words on the function. You are Pritam / Nirmala.
3. History Club of your school organized a picnic on a river bank. During the picnic you observed a small boat (with two persons in it) sinking. You saw a good swimmer jump into the river and rescue the two persons in

the boat. Write a report in 150-200 words on the picnic and the rescue. You are Rohit of 2, Mall Road, Kanpur.

4. You are Radha/Rajesh, the Sports Captain of your school P.B. Bose Public School. The Annual Sports Day was conducted last Monday. As a sports reporter, write a report in about 120- 150 words covering all the details such as day, date, time, venue, Chief Guest, march past, field events, award ceremony, etc.

Literature: Flamingo

The Last Lesson

By Alphonse Daudet

1.Title: “The Last Lesson” refers to the final French lesson taught by the school teacher M. Hamel in a school in Alsace before the region came under Prussian rule. The story revolves around the significance of this last lesson and the emotions it evokes in the teacher, students and villagers.

2.Author: The author, Alphonse Daudet, is a French novelist and short-story writer known for his sensitive portrayal of human emotions and the impact of socio-political changes on ordinary people.

3.Setting – Time: 1870–71, during the Franco-Prussian War

Place: Alsace, a province in France which was annexed by Prussia (now part of Germany)

The story unfolds on the last day of French class in a school in Alsace. The region is taken over by Germans, who enforce German as the new official language.

4. Genre: Historical Fiction / Realistic Fiction. Based on real historical events and conveys deep social, political, and emotional themes.

5. Characters

1. Franz

- Franz - a young schoolboy and the narrator of the story.
- Carefree and not very studious; dislikes studying French grammar.
- Represents the youth who take freedom and education for granted until it is lost.
- As the story progresses, he undergoes a transformation — from indifference to a deep emotional realization of the importance of his language and cultural identity.
- His guilt and shame reflect the collective regret of an entire generation for not valuing their heritage earlier.

2. M. Hamel

- The French teacher of Franz’s school, who has been teaching in Alsace for 40 years.
- Stern, disciplined, and highly devoted to his profession.
- On the day of the last French lesson, he appears sad yet dignified, dressed in his special attire.
- His farewell lesson is emotional and patriotic, filled with sorrow, frustration, and an urgent message to protect one’s language.
- A symbol of nationalism and dedication, he becomes a silent protestor against the suppression of French culture by the Prussians.

3. The Villagers

- Includes people like old Hauser, former mayor, blacksmith Wachter, and others.
- They attend the last lesson to express remorse for not learning their language when they had the chance.
- Their presence symbolises unity, regret, and national pride.
- Despite their age, they come to listen — paying respect to M. Hamel and the French language, which they now realize is a vital part of their identity.

6. Plot Construction

1. Introduction

- Franz, a lazy schoolboy, fears being scolded as he has not learned participles for class.
- On the way to school, he notices a crowd near the town bulletin board—usually a place for bad news.
- He’s surprised by the unusually quiet and serious atmosphere at school.

2. Rising Action

- Franz is further shocked when M. Hamel, instead of scolding him, speaks gently.
- He notices the presence of elders and villagers in the class, dressed in formal attire.
- M. Hamel announces that this will be the last French lesson as German is to be imposed from the next day.

3. Climax

- Franz is filled with guilt for not learning his language seriously.
- M. Hamel delivers an emotional and passionate lesson on French grammar, literature, and patriotism.
- He emphasises how important language is to one’s identity and freedom.

4. Falling Action

- Franz realises the power of language and how people regret what they lose when it is already too late.
- M. Hamel’s emotional restraint breaks down; he is overcome with sadness but continues teaching with utmost sincerity.

5. Conclusion

- The church bell strikes noon.
- M. Hamel writes “Vive La France” on the blackboard—his final declaration of love for his country.
- He is too choked with emotion to speak further and gestures for the class to leave.

7. Mood and Tone

Mood:

- The mood of the story shifts gradually.
- Begins with casualness and indifference (Franz’s laziness).
- Moves to curiosity and unease (unusual school setting).
- Develops into regret and realization (M. Hamel’s announcement).
- Ends with emotional intensity and patriotic fervor (final lesson and farewell).

Tone

- Serious and Reflective: The author uses Franz’s internal thoughts and M. Hamel’s speech to reflect deeply on language, identity, and freedom.
- Nostalgic and Regretful: The tone conveys a sense of loss and yearning for what has been taken for granted.
- Patriotic and Emotional: The author brings out the deep emotional connection between people and their native language.

8. Themes

1. Importance of language and identity

- Language shapes cultural identity.
- Losing a language means losing part of one's history and essence.
- M. Hamel’s words, “When a people are enslaved... as long as they hold fast to their language it is as if they had the key to their prison,” highlight this.

2. Regret and opportunity

- Both Franz and the villagers regret not valuing education and language when they had the chance.
- The last lesson serves as a wake-up call — emphasising how people often realise the value of things only after losing them.

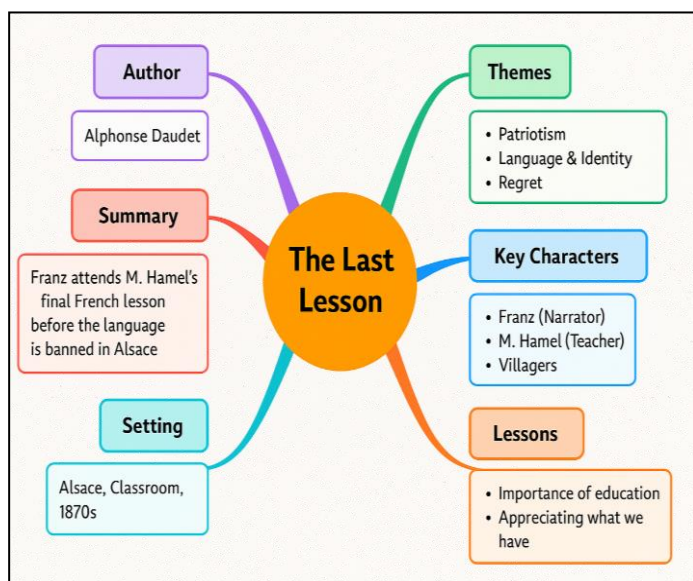
3. Patriotism and resistance

- The story is a subtle but powerful protest against colonisation.
- M. Hamel’s dignified conduct, the villagers' attendance, and the words “Vive La France” are acts of quiet defiance.

4. Effects of war

- War leads to the suppression of culture and loss of identity.
- The imposition of German in Alsace symbolises cultural erasure under political dominance.

9. Mind Map



10. Summary

- The story is set during the Franco-Prussian War when Alsace is annexed by Germany.
- Franz, a schoolboy, fears punishment for not preparing for a grammar test.
- On his way to school, he notices strange silence and a crowd near the bulletin board.
- At school, he is surprised by the presence of the villagers and M. Hamel is unusually kind.
- M. Hamel announces that this is the last French lesson and German will be taught from the next day.

- Everyone in the class listens attentively, filled with regret and emotion.
- M. Hamel talks about the beauty and richness of the French language.
- He criticizes parents for not encouraging education and students for their negligence.
- The villagers, who had once neglected learning, now sit respectfully in class.
- M. Hamel delivers his lesson with all his heart, despite being overcome by emotion.
- As the church bell strikes, he writes “Vive La France” on the board.
- Too choked to speak, he dismisses the class with a silent gesture.
- The story ends on a powerful note of patriotic pride and the sorrow of cultural loss.

11. Critical estimate or analysis

Alphonse Daudet’s “The Last Lesson” is a powerful commentary on colonial oppression and the importance of linguistic identity. Set in the backdrop of the Franco-Prussian War, it captures the emotional turmoil of a small French village forced to surrender its language to German rule. Through Franz’s awakening and M. Hamel’s passionate farewell, the story underlines how people often take their language, freedom, and education for granted—until they are taken away. The narrative beautifully blends personal guilt with collective loss, making it a timeless reminder of the cultural significance of one’s mother tongue.

12. Literary devices

1. “It was as quiet as Sunday morning.” – Simile
2. “The big hall” and the “desks worn smooth” - Symbolism
3. “The desks had been worn smooth.” - Imagery
4. “Terrible iron ruler” – Transferred epithet
5. “School seemed so strange” - Alliteration
6. “Cooed” – Onomatopoeia

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

1. Why was Franz in dread of going to school?

- A. He was late for the flag hoisting
- B. He had lost his books
- C. He hadn’t prepared his lesson on participles
- D. He didn’t want to meet M. Hamel

Answer: C

2. What does Franz’s attitude reflect about students in general?

- A. A deep love for studies
- B. A habitual procrastination
- C. An eagerness to learn
- D. A dislike for M. Hamel

Answer: B

3. “I did not know the first word about them.” It means that the speaker ____

Answer: had absolutely no knowledge of the participles

4. Why did the speaker think of spending the day out of doors?

Answer: Because the outside world was more beautiful and attractive than the class. Outside, it was warm and the birds were chirping, and the Prussian soldiers were drilling.

5. What analogy best describes Franz’s situation?

- A. Like a warrior ready for battle
- B. Like a child entering a playground
- C. Like a student unprepared for the final performance
- D. Like a teacher avoiding his duties

Answer: C

6. “It was all much more tempting than the rule for participles.” What was more tempting than the rule for participles?

Ans: Watching the Prussian soldiers' drill.

Solved Extract 2

“While I was wondering about it all, M. Hamel mounted his chair, and, in the same grave and gentle tone which he had used to me, said, “My children, this is the last lesson I shall give you. The order has come from Berlin to teach

only German in the schools of Alsace and Lorraine. The new master comes tomorrow. This is your last French lesson. I want you to be very attentive.”

1. What is the tone of M. Hamel’s statement?

- A. Excited and proud B. Sarcastic and rude C. Solemn and emotional D. Bored and uninterested

Answer: C

2. The phrase “order has come from Berlin” refers to:

Answer: Enforcement of German as the medium of instruction

3. Why did M. Hamel use ‘grave and gentle tone’ when he addressed the children?

Ans: M. Hamel was sad and did not want to be rude because it was his last French lesson.

4. What does M. Hamel’s use of “my children” suggest?

- A. His anger B. His detachment C. His deep affection D. His authority

Answer: C

5. Choose the correct option: M. Hamel’s last lesson is like:

- A. A farewell party B. A teacher quitting the profession C. A soldier’s final address before battle

D. A lost opportunity reclaimed too late

Answer: D

6. Why did M. Hamel ask the children to be very attentive?

Answer: Because M. Hamel wanted the children to listen to him very carefully as he was telling them something serious about his last lesson in French.

Solved Extract -3

“It was in honour of this last lesson that he had put on his fine Sunday clothes, and now I understood why the old men of the village were sitting there in the back of the room. It was because they were sorry, too, that they had not gone to school more. It was their way of thanking our master for his forty years of faithful service and of showing their respect for the country that was theirs no more.”

1. Why did M. Hamel wear his best clothes?

Answer: As a mark of respect for the final lesson

2. This gesture of M. Hamel reflects:

- A. Casualness B. Resistance C. Sentimentality and dignity D. Discipline enforcement

Answer: C

3. What change was seen in the villagers’ attitude?

- A. Joyful celebration B. Active resistance C. Regret and reverence D. Indifference

Answer: C

4. What is the function of “Sunday clothes” in the narrative?

- A. A symbol of luxury B. A reminder of rituals C. A marker of special occasions and finality D. An example of vanity

Answer: C

5. Choose the correct inference:

Wearing formal attire suggests:

- A. The teacher’s rebellion against the government B. The desire to make a memorable closure

- C. The teacher’s dissatisfaction D. A festive atmosphere

Answer: B

6. The villagers present in the classroom were well educated. (True/False)

Answer: False

Unsolved Extract-Based Questions

Extract- 1

“But now it was all so still! I had counted on the commotion to get to my desk without being seen; but, of course, that day everything had to be as quiet as Sunday morning. Through the window I saw my classmates, already in their places, and M. Hamel walking up and down with his terrible iron ruler under his arm. I had to open the door and go in before everybody. You can imagine how I blushed and how frightened I was.”

1. What makes the atmosphere unusual that day?

- A. A thunderstorm B. The silence and stillness C. A protest D. A joyful event

2. The stillness of the atmosphere reflects _____

3. Which word in the extract means the same as ‘turned red with shyness’

4. Why was the classroom so calm and quiet?

5. Which of the following closely describes the silence of the classroom

- A. A musical pause before a crescendo B. A battlefield after a war
C. A courtroom before the verdict D. A festival after celebration

6. What could be the reason for Franz feeling embarrassed?

Unsolved Extract-2

“Every day we have said to ourselves, ‘Bah! I’ve plenty of time. I’ll learn it tomorrow.’ And now you see where we’ve come out. Ah, that’s the great trouble with Alsace; she puts off learning till tomorrow. Now those fellows out there will have the right to say to you, ‘How is it; you pretend to be Frenchmen, and yet you can neither speak nor write your own language?’ But you are not the worst, poor little Franz. We’ve all a great deal to reproach ourselves with.”

1. What theme is reflected in this line?

- A. Discipline B. Procrastination and regret C. Language development D. Patriotism

2. The phrase ‘plenty of time’ highlights:

- A. Confidence B. Laziness C. Human tendency to delay D. Planning

3. This moment triggers in Franz a sense of:

- A. Joy B. Guilt and realisation C. Boredom D. Escape

4. “We’ve all a great deal to reproach ourselves with.” What does the speaker convey in this line?

5. What is the tone of the speaker in this extract?

6. “Ah, that’s the great trouble with Alsace;” What is the trouble with Alsace?

Solved Short Answer Questions (40–50 words each)

1. Why was Franz reluctant to go to school that day?

Franz was afraid of being scolded as he hadn’t prepared for a test on participles. He also sensed something unusual in the atmosphere that made him uneasy. Outside, it was warm and bright. The birds were chirping and the German soldiers were drilling. All these sights and sounds were more tempting than the school.

2. What did M. Hamel’s attire signify on the day of the last lesson?

M. Hamel wore his best Sunday clothes to mark the significance of his final French lesson. It reflected his respect and emotional attachment to teaching and language. It was his last French lesson that he was teaching. So, he wanted to be in the best attire.

3. How did the villagers show their respect for the French language and gratitude for M. Hamel?

The villagers attended the class silently, sitting at the back as a mark of respect. Their presence reflected regret for neglecting French and a deep sense of loss. They wanted to express their gratitude to M. Hamel for his forty years of faithful service.

4. How does “The Last Lesson” highlight the importance of one’s language?

The story emphasises that language is tied to identity, culture, and freedom. Losing a language, as seen in Alsace, symbolises domination and erasure of national pride. People need to hold fast to their language as it is their key to freedom.

5. What does the phrase ‘when people are enslaved, as long as they hold fast to their language it is as if they had the key to their prison’ mean?

The quote implies that language preserves identity and unity. Even under oppression, the mother tongue becomes a form of resistance and hope for freedom. The mother tongue is one’s key to freedom of thought and expression. It also means that holding fast to one’s language will free him or her from cultural and linguistic oppression.

6. What emotions did Franz experience during the last lesson?

Franz felt regret, guilt, curiosity, and patriotism. He realised the value of his language and teacher, regretting his earlier neglect of studies and feeling proud of his heritage.

7. Describe the changes in Franz’s perception of M. Hamel by the end of the lesson.

Franz, who once feared M. Hamel, saw him as a passionate, dedicated teacher who loved French deeply. He felt admiration and sympathy for his teacher’s devotion.

8. Why was the school environment so quiet and solemn that day?

The usual hustle was missing. The classroom was unusually silent because everyone—students, villagers, and M. Hamel—was absorbing the gravity of losing their language forever.

Unsolved Short Answer Questions (40–50 words each)

1. Why did the villagers come to attend the last French lesson?
2. What does the last lesson tell us about language and identity?

3. Describe Franz's thoughts while going to school.
4. How did M. Hamel express his emotions during the class?
5. What message does Alphonse Daudet convey through "The Last Lesson"?
6. How did the Prussian order affect the people of Alsace and Lorraine?

Solved Long Answer Questions (120–150 words each)

1. What is the significance of the title "The Last Lesson"? How does the story convey a deep sense of regret and awakening in the hearts of the people of Alsace?

Answer: The title "The Last Lesson" is deeply symbolic, capturing the final opportunity the people of Alsace have to learn their mother tongue, French. The story is set during the Franco-Prussian War, after which Alsace and Lorraine were taken over by the Germans, who imposed German in schools. The news that it would be their last French lesson shocks the townspeople, igniting a sudden realisation of what they have lost by neglecting their own language. Franz, the young narrator, feels ashamed for not taking his studies seriously, and the villagers attend the class to show respect. M. Hamel, the French teacher, seriously makes the children realise that though they are French, they are not able to speak or write French. The lesson becomes a moment of national awakening and emotional intensity, highlighting that language is not just a subject, but a symbol of identity, culture, and freedom.

2. Describe M. Hamel's character in the story. How does he serve as a symbol of language, dedication, and patriotism?

Answer: M. Hamel, the school teacher in "The Last Lesson," is portrayed as a sincere, patriotic, and devoted man. On the day of his final lesson, he wears his finest clothes as a mark of honour for the occasion. Though once feared by students, he emerges as a figure of great warmth and love for his language and country. His emotional farewell, heartfelt explanations, and concern over the loss of French highlight his depth of commitment. He talks about the greatness of the French language and makes the children understand the importance of learning one's mother tongue. He regrets that people have ignored their language and stresses that holding on to it is a way to resist foreign domination. Through M. Hamel, Daudet celebrates the teacher's role not only as an educator but as a preserver of cultural and national identity.

Unsolved Long Answer Questions (120-150 words)

1. Analyse how freedom is curbed in the cases of Franz in 'The Last Lesson' and Saheb in 'Lost Spring'.
2. How does the story reflect the impact of war on language and education? Illustrate with examples.
3. "When a people are enslaved... their language is the key to their prison." Discuss how this statement relates to the theme of the story.
4. How does Alphonse Daudet use "The Last Lesson" to convey the value of preserving one's culture and heritage?

LOST SPRING

By Anees Jung

I Sometimes Find a Rupee in the Garbage!

1. **Title:** Lost Spring: About unfortunate children who have lost their childhood (spring) due to child labour.
2. **Author:** Anees Jung is a prominent Indian author, journalist, and columnist. She is best known for her insightful works that often explore the lives of marginalised communities, particularly women and children, in India.
3. **Setting:** In the slums of Seemapuri situated on the periphery of Delhi.
4. **Genre:** factual documentation, non-fiction narrative
5. **Characters:**
 - Saheb-e-Alam, a young Bangladeshi immigrant, from the family of squatters, lives in Seemapuri, a slum near Delhi, highlighting the contrast between his impoverished life and the city's affluence.
 - His name, meaning 'Lord of the Universe,' starkly contrasts with his reality as a ragpicker scavenging garbage for survival.
 - Saheb's life revolves around sifting through society's waste, a gruelling task that describes his existence in poverty.

6. Plot Construction/Summary:

The writer encounters Saheb every morning scrounging for gold in the garbage.

- Saheb – e – Alam, a refugee from Dhaka, is a rag picker.
- He, like many other children of his slum, wants to go to school but can't – very poor.
- He lives in Seemapuri - a locality on the periphery of Delhi without any basic amenities.

- Most of the rag pickers living here are squatters from Bangladesh
- Food is more important for them than identity.
- Rag picking is their only occupation where children are involved but rag picking is different for children from adults. For adults – means of survival. For children – wrapped in wonders. (Sometimes they find a rupee or a ten-rupee note in the garbage and that makes them scrounge more and more)
- Saheb gets a job at a tea-stall; earns Rs. 800 a month and all his meals, but is unhappy.
- He loses his freedom and carefree look, and there he loses his childhood, or we can say his spring is lost.

7. **Mood:** Melancholic, evokes sadness-

Tone: critical, sarcastic and factual

8. **Theme:** Poverty, Inequality, Irony of Promises v/s reality, Social Critique and factors oppressing the poor.

9. Mind Map

Part 1: "Sometimes I find a Rupee in the garbage" (Saheb-e-Alam)

Character: Saheb-e-Alam

- Background: Bangladeshi refugee in Seemapuri
- Occupation: Rag picker
- Dreams/Aspirations: Going to school, wearing shoes, playing tennis
- Current Situation: Barefoot, scrounging for survival
- Later: Works at a tea stall (earns 800 rupees + all meals)
- Loss of freedom/childhood ("no longer his own master")

Setting: Seemapuri, Delhi

- Description: Squatters' colony, muddy structures, no sewage/drainage/running water
- Population: 10,000 rag pickers
- Survival: Primarily through rag picking ("it is their daily bread, a roof over their heads")

Theme: Lost Childhood

- Burden of poverty
- Absence of education and play

Theme: Cycle of Poverty

- Generations trapped in rag picking

Symbolism:

- Shoes: Represents dreams, comfort and freedom
- Garbage: Means of survival, but also a symbol of destitution

Analysis:

I Sometimes Find a Rupee in the Garbage from "Lost Spring" by Anees Jung is set in contemporary Seemapuri, a slum near Delhi, India. This non-fiction narrative follows Saheb-e-Alam, a young Bangladeshi ragpicker whose name, meaning 'Lord of the Universe,' contrasts with his impoverished life scavenging garbage. The plot centres on Saheb's daily struggle, his innocence in finding a rupee, and unfulfilled promises of education, highlighting his lost childhood.

Literary Devices Metaphor: Lost Spring

- **Metaphor: Web of poverty:**
- Hyperbole: Garbage is Gold:
- Irony: Name vs. Reality
- Imagery: Garbage, Seemapuri
- Simile: Appear like the morning birds

I want to drive a car

Setting: Firozabad- a town in Uttar Pradesh known for its bangle-making industry

Characters: Mukesh, a young boy from the bangle-making community in Firozabad, dreams of becoming a motor mechanic, defying his family's traditional trade.

Plot Construction/summary:

- Mukesh, a young boy in Firozabad, India, is trapped in the bangle-making trade.
- He works in hazardous glass furnaces, risking his eyesight, reflecting the grim reality of child labor and lost childhood.
- Socio-economic barriers—poverty, caste, and exploitation by middlemen and authorities—perpetuate this generational cycle.
- Mukesh's dream of becoming a motor mechanic symbolises hope and defiance against his predestined path.
- His confident reply, "I will learn to drive a car," contrasts with his family's resigned acceptance of bangle-making as "karma."
- Jung critiques systemic neglect, noting Mukesh's dream "looms like a mirage" amidst Firozabad's harsh realities.
- The narrative urges stricter laws and education to combat child exploitation, highlighting the tension between ambition and oppression.
- Elders exhibit disillusionment, accepting bangle-making as their 'karma' and fate. Resigned to poverty and exploitation, they see no escape from the hazardous trade, contrasting Mukesh's hopeful ambition and highlighting their loss of agency.
- Face exploitation by middlemen, police, and officials in the bangle-making trade. Middlemen take most profits, and corrupt authorities ensure compliance, keeping the family poor and blocking economic progress.

Mind Map

"I want to drive a car" (Mukesh)

Character: Mukesh

- Background: From Firozabad, born into bangle-making family
- Occupation: Bangle maker (initially, by family tradition)
- Dreams/Aspirations: Be a motor mechanic, drive a car
- Attitude: Defiant, determined, wants to break the tradition
- Contrast with Saheb: Shows a spark of hope and self-assertion

Setting: Firozabad

- Description: Famous for glass bangles, dingy cells, dark hovels
- Working Conditions: Extremely hazardous (high temperatures, poor light, dust)
 - Leads to: Blindness, impaired vision
- Social Structure: Exploitation by Sahukars (moneylenders) and middlemen
 - No leadership, no organisation among workers
- Poverty: Chronic, inherited

Theme: Social Injustice & Exploitation

- Cycle of Debt and Poverty
- Apathy of authorities
- Lack of choice for the workers

Theme: Resilience and Hope

- Mukesh's determination to escape
- Glimmers of individual agency

Symbolism:

- Bangles: Symbol of Indian womanhood and auspiciousness, but for makers, a symbol of endless toil and suffering
- Car/Motor Mechanic: Represents freedom, modernity, breaking free from tradition

Solved Extract-based questions:

I. "Why do you do this?" I ask Saheb, whom I encounter every morning scrounging for gold in the garbage dumps of my neighbourhood. Saheb left his home long ago. Set amidst the green fields of Dhaka, his home is not even a distant memory.

1. What does the author refer to as "gold" in the garbage dumps?

- Actual precious metal
- Valuables and usable items that can be sold or used
- Glittering waste materials
- Golden wrappers from food items

Answer: b) Valuables and usable items that can be sold or used

2. Saheb's home in Dhaka is described as being "set amidst the green fields." What does this detail primarily emphasise about his past?

- His family's farming background
- The beauty and serenity of his childhood home
- The stark contrast with his current living conditions
- The reason for his migration to the city

Answer: b) The beauty and serenity of his childhood home

3. Find a word that means the same as "Searching" from the given extract

Answer: Scrounging

4. The author's question to Saheb suggests a deep understanding of Saheb's circumstances from the very beginning of their interaction. (True / False)

Answer: False

5. Complete the analogy: **Saheb :Garbage :: Mukesh :** _____

- Bangle
- Garbage
- Tea
- Motor mechanic

Answer: a) Bangle

6. Based on the extract, what can you infer about the daily routine and primary struggle of Saheb?

Answer: search for something valuable in the garbage dump.

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

After months of knowing him, I ask him his name. 'Saheb-e-Alam', he announces. He does not know what it means. If he knew its meaning - lord of the universe - he would have a hard time believing it. Unaware of what his name represents, he roams the streets with his friends, an army of barefoot boys who appear like the morning birds and disappear at noon. Over the months, I have come to recognise each of them.

"Why aren't you wearing chappals?" I ask one.

"My mother did not bring them down from the shelf." He answers simply.

"Even if she did, he will throw them off," adds another who is wearing shoes that do not match.

1.. Select the option from those given in brackets, to fill in the blank.

(i) The intention of the speaker in the first line of the extract is one of..... (clarification/ confusion)

Answer: clarification

2. What is implied by the expression 'he would have a hard time believing it'?

- (A) Saheb is too innocent to believe everything.
- (B) Saheb is living up to his name.
- (C) Saheb's living condition is contrary to the meaning of his name.
- (D) Saheb is not used to anyone calling his name.

Answer: Saheb's living condition is contrary to the meaning of his name.

3. Select the correct option from those given in brackets to fill in the blank:

"Promises like mine abound in every corner of his bleak world." The above statement of the speaker reveals the fact that people like Saheb are _____ (deluded / empowered) by such promises.

Answer: deluded

4. State one reason for the boy wearing shoes that did not match.

Answer: Got them from garbage dump/ poverty/ any relevant answer

5. The speaker describes Saheb's life as a 'bleak world' because

- (A) he lives in a house without electricity. (B) his world is his friends.
- (C) his life is devoid of hope. (D) he belongs to the world of illiterates.

Answer: his life is devoid of hope.

6. "Why aren't you wearing chappals?" I asked _____ one. The conversation between the speaker and the boys reflects the _____ of the speaker.

Answer: lack of empathy/curiosity/interest to know / any relevant answer

III. "Saheb left his home long ago. Set amidst the green fields of Dhaka, his home is not even a distant memory. There were many storms that swept away their fields and homes, his mother tells him." That's why they left, looking for gold in the big city where he now lives.

1. 'They' in the extract refers to

Answer: Saheb's people from Dhaka

2. What is the central theme of the story Lost Spring?

- A. The plight of street children forced into labour
- B. Rag pickers and garbage
- C. Story of Saheb and Mukesh
- D. Lost Spring season

Answer: The plight of street children forced into labour

3. 'Garbage to them is gold'. Identify the literary device used here.

- A. Simile
- B. Hyperbole
- C. Metaphor
- D. Personification

Answer: Hyperbole

4. What is the metaphorical symbol of Seemapuri in the lesson?

- A. Poverty
- B. Exploitation
- C. A little hell
- D. Name of a place

Answer: Poverty

5. Choose a word from the extract which means 'far away'

Answer: distant

6. Why can't Saheb remember his previous home?

Answer: They left it long back

Unsolved Extract-based questions

I. "I will learn to drive a car," he answers, looking straight into my eyes. His dream looms like a mirage amidst the dust of streets that fill his town, Firozabad, famous for its bangles. Every other family in Firozabad is engaged in making bangles. It is the centre of India's glass-blowing industry, where families have spent generations working around furnaces, welding glass, making bangles for all the women in the land, it seems.

1. How is Mukesh different from other bangle makers?

- A. He wants to open a tea stall
- B. He wants to be his own master.
- C. He wants to be a bangle maker
- D. He wants to drive a car

2. The word 'mirage' in the extract means

3. What is Mukesh's attitude towards life?

- A. Neutral
- B. Indifferent
- C. Optimistic
- D. Desperate

4. What are the reasons for the migration of people from villages to cities in the lesson?

A. Poverty B. Sweeping of houses and fields by storms C. Lack of employment D. All the above

5. Identify the literary device used in the given phrase. 'Web of poverty'.

6. What makes the working conditions of the children worse in the glass industry?

A. Dark dingy cells without light and air B. Sparking of welding light C. High temperature D. All of these

II. She still has bangles on her wrist, but no light in her eyes. "Ek waqt ser bharkhanabhinahin khaya." she says, in a voice drained of joy. She has not enjoyed even one full meal in her entire life time—that's what she has reaped! Her husband, an old man with a flowing beard says, "I know nothing except bangles. All I have done is make a house for the family to live in." Hearing him one wonders if he has achieved what many have failed in their lifetime. He has a roof over his head! 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 the elders. Little has moved with time, it seems in Firozabad, years of mind-numbing toil have killed all initiative and the ability to dream.

1. 'She still has bangles on her wrist, but no light in her eyes.' What does the writer want to convey?

2. 'He has a roof over his head!' The tone of the author is

A. Pessimistic. B. empathetic. C. sympathetic. D. optimistic.

3. Choose the term which best matches the statement 'The young men echo the lament of their elders.'

A. Acceptance B. reflection C. reiteration D. doubtfulness

4. 'Years of mind-numbing toil have killed all initiative and the ability to dream'. This shows that

A. The bangle makers are exhausted yet they are enterprising and have dreams.

B. The drudgery of work has destroyed their willingness to improve their lot.

C. The daily grind has stolen the dreams of the bangle makers and made them dull.

D. The bangle makers have been working so hard that there's no time to dream.

4. Assertion (A): The people of Firozabad continue to live in poverty despite generations of hard work.

Reason (R): They are trapped in a traditional bangle-making industry that offers no financial security or scope for personal growth.

A. **Options:**

(A) Both A and R are true, and R is the correct explanation of A.

(B) Both A and R are true, but R is not the correct explanation of A.

(C) A is true, but R is false.

(D) A is false, but R is true.

5. What does the phrase "**a voice drained of joy**" most nearly mean?

A) A cheerful voice B) A voice full of energy C) A tired and hopeless voice D) A voice of protest

Solved Short Answer Questions (SAQs)

Answer the following questions in 40-50 words each.

1: How does the act of finding a rupee in the garbage reflect the theme of lost childhood in *The Lost Spring*?

Answer: The rupee Saheb finds while scavenging symbolises a fleeting moment of joy in his impoverished life. Instead of enjoying childhood pleasures, he is forced to find value in garbage, illustrating how poverty robs him of a carefree youth and replaces it with the burden of survival.

2. What is the irony in Saheb-e-Alam's name in *Lost Spring*?

Answer: The name Saheb-e-Alam, meaning "Lord of the Universe," is ironic because Saheb is a poor ragpicker with no control over his life, living in poverty and scavenging for survival, far from any position of power or mastery.

3. Why does the narrator "glibly" ask questions to Saheb in *Lost Spring*?

Answer: The narrator, Anees Jung, describes her questions to Saheb as "glib" because they are asked casually, without fully grasping the depth of his poverty and struggles. Her inquiries about his life and dreams, though well-meaning, overlook the harsh reality that his circumstances make such questions almost irrelevant, revealing her initial disconnect from his world.

4. How does the bangle-making industry in Firozabad trap families in a cycle of poverty?

Answer: The industry traps families through low wages, exploitation by middlemen, and high-interest loans from moneylenders. Hazardous work in smoky, cramped conditions leads to health issues like blindness, limiting earning potential. Caste-based traditions and fear of change force families to continue, with no savings or education to escape.

5. Why is it said that Mukesh, by dreaming to be a mechanic, has done a brave act?

Answer: Mukesh's dream to become a motor mechanic is considered brave because it challenges the deep-rooted tradition of bangle-making that traps his family in Firozabad's poverty. Despite his caste's expectations and the fear of change that binds his elders, Mukesh dares to imagine a different future. His ambition to break free from hazardous,

low-paying work and pursue a skilled profession shows courage, as it defies systemic barriers and offers hope for independence and self-determination.

Unsolved Short Answer Questions (SAQs) (40-50 words)

Answer the following in 40-50 words.

1. How does Saheb's daily activity of scavenging garbage in Seemapuri reflect his socio-economic condition, and what does it reveal about his childhood?
2. 'But the game he is watching so intently is out of his reach.' What are the factors that have made their game inaccessible to Saheb?
3. How does the hyperbole "Garbage is Gold" contribute to the portrayal of ragpickers' lives, and what broader societal issue does it critique?
4. Explain the statement, "Few planes fly over Firozabad."
5. What are the health hazards involved in the bangle-making industry?
6. Explain the significance of the phrase "his dream looms like a mirage" in describing Mukesh's ambition in Firozabad.

LONG ANSWER QUESTIONS (LAQs)

1. How does Saheb's story in *Lost Spring* reflect the despair and challenges faced by rag picking children in Seemapuri?

Answer: Saheb's story in *Lost Spring* by Anees Jung mirrors the hopeless plight of Seemapuri's ragpicker children, trapped in systemic poverty. As a Bangladeshi immigrant scavenging garbage, Saheb's gruelling work for meagre rewards, like a rare rupee, reflects their struggle for survival. His ironic name, 'Lord of the Universe,' underscores the cruel disparity between their aspirations and reality. Denied education and play, Saheb's lost childhood echoes the deprivation faced by over 100,000 child ragpickers, with 50% underweight, as per a 2022 study. The unfulfilled promise of a school highlights systemic neglect, as Seemapuri's squatters, marginalised since 1971, lack opportunities despite Delhi's proximity. The hyperbole "Garbage is Gold" captures their naive optimism amid exploitation, critiquing societal indifference. Saheb's tale thus embodies the despair, health risks, and stolen futures of Seemapuri's ragpicker children, urging reflection on inequality.

2. In what ways does Anees Jung's interaction with Saheb in *Lost Spring* reflect the indifference of society toward ragpicker children in Seemapuri?

Answer: Anees Jung's interaction with Saheb in *Lost Spring* mirrors societal indifference by highlighting her well-meaning but fleeting engagement with the ragpicker children's plight. As a narrator, Jung encounters Saheb scavenging garbage and asks, "Why do you do this?" yet fails to bridge the gap between her privileged perspective and his reality. Her inquiry about Saheb joining a hypothetical school, though empathetic, exposes a hollow promise, as the passage notes such assurances abound but rarely materialise. This reflects society's tendency to express concern for marginalised children like those in Seemapuri without addressing systemic issues, leaving them trapped in poverty. Jung's role as an observer, documenting Saheb's struggle without effecting change, parallels society's passive neglect of thousands of child ragpickers facing health risks and stunted growth. Her critical tone critiques this indifference, yet her inability to alter Saheb's fate underscores how society acknowledges the ragpickers' despair but fails to act, perpetuating their exploitation and lost childhoods.

Solved long-answer questions

Answer the following questions in 120-150 words.

1.] How does Anees Jung critique the loss of childhood in "I Want to Drive a Car," and what role does Mukesh's ambition play in challenging this loss?

Answer: Anees Jung portrays Mukesh's dream of becoming a motor mechanic and driving a car as a beacon of hope against the oppressive socio-economic realities of Firozabad's bangle-making community. Trapped in a cycle of poverty, caste discrimination, and child labour, Mukesh's ambition stands out as a bold rejection of his family's acceptance of bangle-making as "karma." Jung highlights the hazardous glass furnaces, which cause blindness, and exploitation by middlemen, underscoring the systemic barriers that make Mukesh's dream seem like a "mirage." His confidence in learning to drive reflects a rare resilience, contrasting with the community's resignation.

However, Jung tempers this hope with scepticism, noting the entrenched traditions and lack of education that limit opportunities. Mukesh's dream symbolises a desire for autonomy and a break from generational labour, but its fragility highlights the need for systemic change. Jung's narrative urges stronger laws and access to education to transform such dreams into reality, making Mukesh's aspiration a poignant critique of social inequity.

2.] In what ways does Anees Jung's interaction with Saheb in *Lost Spring* reflect the indifference of society toward ragpicking children in Seemapuri?

Answer: Anees Jung's interaction with Saheb in *Lost Spring* mirrors societal indifference by highlighting her well-meaning but fleeting engagement with the ragpicking children's plight. As a narrator, Jung encounters Saheb scavenging garbage and asks, "Why do you do this?" yet fails to bridge the gap between her privileged perspective and his reality. Her inquiry about Saheb joining a hypothetical school, though empathetic, exposes a hollow promise, as the passage notes such assurances abound but rarely materialise. This reflects society's tendency to express concern for marginalised children like those in Seemapuri without addressing systemic issues, leaving them trapped in poverty. Jung's role as an observer, documenting Saheb's struggle without effecting change, parallels society's passive neglect of thousands of child ragpickers facing health risks and stunted growth. Her critical tone critiques this indifference, yet her inability to alter Saheb's fate underscores how society acknowledges the ragpickers' despair but fails to act, perpetuating their exploitation and lost childhoods.

3.] As Anees Jung, write a diary entry reflecting on the harsh living conditions of the bangle makers you observed while visiting Mukesh's home in Firozabad, highlighting their struggles.

Answer:

19th June 20xx, Firozabad

Today, Mukesh took me through Firozabad's dirty, smelly lanes filled with garbage to his small, shaky house. It's made of mud with a weak tin roof and loose doors. A young woman cooked on a smoky stove, and their things were piled in a corner, showing how little they have. There's no proper toilet or comfort, just poverty. The bangle-makers work hard but barely survive, trapped in a tough life with no hope for better days.

Kids like Mukesh can't go to school and work in dangerous glass factories, where they might lose their eyesight. Middlemen and officials cheat them, and their caste keeps them poor, with hardly enough for food or medicine. Living in dark, stuffy huts on polluted streets feels so unfair. My heart breaks seeing their dreams crushed by this cruel, neglectful world.

Unsolved long-answer questions

1. How might education and vocational training change Saheb and Mukesh's lives and aspirations in *Lost Spring* by Anees Jung, and what challenges could they still face? Discuss in 120–150 words, referencing their current circumstances and dreams.

2. 'Where there is a will, there is a way.' The saying aptly describes the character of Douglas from 'Deep Water' and Mukesh from 'Lost Spring'. Compare and contrast their characters in terms of their courage, determination, and the pursuit of their goals.

3. With reference to the chapter, *Lost Spring* discuss how immense talent and potential remain untapped due to societal barriers.

4. The chapter *Lost Spring* by Anees Jung highlights the importance of the transformative power of education, and it can break the cycle of poverty.

As Anees Jung, draft a speech in about 120-150 words to be delivered in the slum area of Firozabad to motivate people to encourage children like Saheb and Mukesh.

Deep Water By William Douglas

1. Title "Deep Water" symbolises the deeper challenges and anxieties that one must confront in life.

2. Author: William Douglas was born on October 16, 1898, in Minnesota, USA. He taught law at Yale University and became known for his expertise in corporate law. He was appointed as a U.S. Supreme Court Justice in 1939 by President Franklin D. Roosevelt. He served for 36 years (1939–1975) and came to be

known as the longest tenure in the history of the U.S. Supreme Court. He was a prolific writer and has authored several books.

3. Setting

The major incident of the story takes place in the Y.M.C.A Swimming Pool (Yakima, Washington). When he was 10 or 11 years old, he almost drowned in the Y.M.C.A pool, and thereafter he learned swimming and overcame his fear of water.

4. Genre

“Deep Water” is a part of the author’s memoir *Of Men and Mountains* (1950), which is his well-known autobiographical work. It is a non-fictional and first-person narrative.

5. Characters:

a) William O. Douglas (Narrator & Main Character)

- He is the narrator and the main character of the story.
- He suffers from a fear of water.
- He has a horrible experience of being pushed into the Y.M.C.A pool
- To overcome his fear of water, he learns swimming.
- He overcomes his fear of water.

b) Swimming Instructor

- He trains William Douglas how to swim.
- He uses different methods of swimming while training William Douglas.
- Piece by piece, he builds a swimmer in William Douglas.

6. Plot Construction

William Douglas’s “Deep Water” follows a linear autobiographical plot, tracing his journey from fear to courage. The story begins with an early experience at a California beach, where a strong wave knocked him down and instilled a fear of water in him. The fear intensifies when, as a young boy, he joins a Y.M.C.A pool to learn swimming, but is suddenly pushed into the deep end by an older boy. This near-drowning experience leaves him terrified and traumatised for years. The rising action builds as Douglas describes how this fear affected his life and limited his enjoyment of outdoor activities. Determined to conquer it, he hires a swimming instructor and gradually learns to swim. The climax occurs when he finally swims without fear. He tests himself in natural waters and realises he has triumphed. The story concludes with a reflective message about overcoming fear through determination, courage and persistence.

7. Mood and Tone:

Mood:

- Tense and Frightening (during the drowning experience)
- Anxious and Hopeless (when Douglas is struggling underwater)
- Inspirational and Uplifting (when Douglas overcomes his fear)

The mood shifts from fear and panic to hope and triumph.

Tone:

- Serious and Reflective (he’s thinking deeply about the experience)
- Honest and Personal (he shares real emotions and thoughts)
- Motivational (he wants the reader to learn from his story)

The tone is serious, reflective, and encouraging.

8. Themes:

- Fear and Courage: The central theme is fear—how it takes root and how it can be overcome with courage and determination
- Persistence and Willpower: Douglas’s journey shows that perseverance and the will to confront one’s fears are essential for personal growth.
- The Power of the Mind: Much of Douglas’s struggle is psychological. Overcoming fear meant retraining his thoughts and reactions.

9. Mind Map through Comic: (Original Work/Images created with AI)



10. Summary

- William Douglas describes how he conquered his fear of water.
- When he was ten or eleven years old, an unfortunate incident happened.
- He decided to learn swimming at the Y.M.C.A pool because it was a safe place
- His father had taken him to the California beach when he was three or four years old, and his fear of water started from this incident.
- When he was ten or eleven years old, he went to the Y.M.C.A pool to learn swimming.
- At that time, a big muscular boy of eighteen years old, tossed him into the pool.
- He fell into the water in a sitting position and swallowed a lot of water.
- He made a strategy that he would kick off the floor of the pool as soon as he hit it.
- When he finally felt the floor of the pool, he made a big jump to rise to the surface but he was unsuccessful.
- He tried to scream, but no sound came out. He drowned again.
- Terror gripped him, and he screamed, but it was of no use.
- He felt too tired and dizzy. He was caught by fear and felt paralysed under water.
- He did not remember what happened after that.
- He was saved by people from drowning in the pool. He went home weak and trembling.
- This fear stayed with him, and he always felt scared of water.
- He was not able to enjoy boating, canoeing and swimming.
- One October, he decided to learn swimming with the help of an instructor.
- The instructor trained him how to swim step by step
- After three months of practice, he began to learn how to swim.
- Piece by piece, the instructor built a swimmer in William Douglas.
- He still had his doubts, and so he went swimming in the Warm Lake.
- To his surprise, he swam across the lake without any fear.
- He finally got rid of his fear of water.
- This experience had a deep meaning for him
- He says that only people who have known severe fear and conquered it can understand.

11. Critical analysis:

“Deep Water” by William Douglas is a powerful autobiographical essay that explores the theme of fear and the human will to overcome it. Through a vivid recounting of a near-drowning experience, Douglas reveals the deep psychological impact of trauma and how it can shape one’s life. His reflective tone and honest narration make the story relatable and inspiring. The essay highlights that fear is not something to be avoided but faced with courage and determination. Douglas’s eventual triumph over his fear symbolises resilience, making this piece both motivational and emotionally impactful for readers of all ages.

12. Literary Devices

1. The water was like a heavy weight pressing me down. - Simile
2. A big, bruise of a boy - Alliteration
3. The fear of water stayed with me for many years. - Personification
4. Stark terror took an even deeper hold on me, like a great charge of electricity. – Simile and Personification
5. The Yakima River was treacherous. - Personification
6. Curtain of life fell. -Metaphor
7. Well, Mr Terror, what do you think you can do to me? - Personification
8. I screamed, but only the water heard me. – Personification

13. Extract-based Questions – Solved

Solved Extract -1

“My introduction to the Y.M.C.A swimming pool revived unpleasant memories and stirred childish fears. But in a little while I gathered confidence. I paddled with my new water wings, watching the other boys and trying to learn by aping them. I did this two or three times on different days and was just beginning to feel at ease in the water when the misadventure happened. I went to the pool when no one else was there. The place was quiet. The water was still, and the tiled bottom was as white and clean as a bathtub. I was timid about going in alone, so I sat on the side of the pool to wait for others. I had not been there long when in came a big bruise of a boy, probably eighteen years old. He had thick hair on his chest. He was a beautiful physical specimen, with legs and arms that showed rippling muscles. He yelled, “Hi, Skinny! How’d you like to be ducked?”

- 1) Choose the quote which supports the strategy used by Douglas to learn a new skill in the extract.
 - A. Imitation is the first instinct of the awakening mind. -Maria Montessori
 - B. The human species thinks in metaphors and learns through stories. -Mary Catherine Bateson
 - C. Great fear is concealed courage. –Luc de Clapiers
 - D. Bullying is never about you. It’s about the bully’s insecurities. –Sharon Salzberg

Answer A

- 2) Assertion: The narrator had a scrawny build.
Reasoning: The eighteen-year-old boy called him ‘Skinny’.
 - A. Both A and R are true, and R is the correct explanation of A.
 - B. Both A and R are true, but R is not the correct explanation of A.
 - C. A is true, but R is false.
 - D. A is false, but R is true.

Answer: A

- 3) Complete the sentence with an appropriate word:
The narrator waited for others because of lack of _____.

Answer: confidence

- 4) Which of the sentences does not carry the same meaning of ‘rippling’ as used in the extract?
 - A. The athlete’s rippling muscles demonstrated her years of training and dedication.
 - B. The rippling body of the lake shimmered under the moonlight, casting reflections.
 - C. The diver’s rippling muscles helped her navigate through the storms.
 - D. The rippling body of the weightlifter glistened as he threw his opponent in the air.

Answer: B

- 5) Pick the sentence from the extract that shows how reminiscences have an impact on the narrator’s life.

Answer: My introduction to the Y.M.C.A swimming pool revived unpleasant memories and stirred childish fears.

- 6) Select the correct option from those given in brackets to fill in the blank:
The tone of the bruise when he says, “Hi, Skinny! How’d you like to be ducked?” is _____
(Mocking/ducking).

Answer: mocking

Solved Extract 2

“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.' Because I had experienced both the sensation of dying and the terror that fear of it can produce, the will to live somehow grew in intensity. At last, I felt released -free to walk the trails and climb the peaks and to brush aside fear."

- 1) The narrator learned from experiencing and overcoming terror that
A. fear is imaginary and peaceful B. death is painful and conquered
C. facing fear removes its power D. terror should be avoided

Answer: C

- 2) Assertion (A): Roosevelt's quote helps the narrator understand his own experience.

Reason (R): Roosevelt believed that fear is less dangerous than the object of fear.

- A. Both A and R are true, and R is the correct explanation of A.
B. Both A and R are true, but R is not the correct explanation of A.
C. A is true, but R is false.
D. A is false, but R is true.

Answer: C

- 3) Fill in the blank with an appropriate word:

The word 'will' in 'the will to live somehow grew in intensity' refers to the quality of _____ in the narrator.

Answer: determination/ will power

- 4) If you had to write a title for this extract, what would be the most appropriate one?

- A. Fear is Funny B. Terror to Triumph C. Power of Terror D. Death is Peaceful

Answer: B

- 5) Select the correct option from those given in brackets to fill in the blank:

The narrator's experience helped him to transform trauma into personal _____ (business/growth).

Answer: growth

- 6) State whether the following statement is TRUE or FALSE:

The narrator was allowed to enjoy free walks to brush aside the fear of prison.

Answer: False

Solved Extract 3

"Each time the instructor relaxed his hold on the rope and I went under, some of the old terror returned and my legs froze. It was three months before the tension began to slack. Then he taught me to put my face under water and exhale, and to raise my head and inhale. I repeated the exercise hundreds of time. Bit by bit I shed part of the panic that seized me when my head went under water. Next he held me at the side of the pool and had me kick with my legs. For weeks I did just that. At first my legs refused to work. But they gradually relaxed; and finally I could command them. Thus, piece by piece, he built a swimmer. And when he had perfected each piece, he put them together into an integrated whole. "

- 1) Select the correct option from those given in brackets to fill in the blank

The phrase "piece by piece" emphasizes the _____ (systematic/sanguine) nature of the learning process.

Answer: systematic

- 2) What does the narrator mean by 'integrated whole' in the last sentence of the extract?

Answer: The phrase "integrated whole" refers to the final combination of all the individual swimming skills the narrator had learned.

- 3) The extract focuses on the importance of:

- A. Practice and Persistence B. Reliability and Reluctance C. Consistency and Camaraderie D. Tenacity and Tribulation

Answer: A

- 4) Complete the sentence with reason: The narrator's legs froze _____.

Answer: stiffened/paralysed with fear

- 5) 'Bit by bit I shed part of the panic' implies:

- A. The narrator forgot his fear entirely. B. The narrator completely gave up swimming.
C. The narrator gradually reduced his fright. D. The narrator's fear became strong with time.

Answer: C

- 6) How might the narrator's experience in the pool be seen as a metaphor for life challenges?

- A. Challenges are easily overcome with minimal effort. B. Success comes through overcoming fear step by step.
C. Life challenges have no solutions and should be accepted. D. Overcoming challenges require avoiding fear at each step.

Answer: B

14. Extract-based Questions (Unsolved)

Unsolved Extract- 1

"I struck at the water as I went down, expending my strength as one in a nightmare fights an irresistible force. I had lost all my breath. My lungs ached, my head throbbed, I was getting dizzy. But I remembered the strategy - I would spring from the bottom of the pool and come like a cork to the surface. I would lie flat on the water, strike out with my arms, and thrash with my legs. Then I would get to the edge of the pool and be safe. 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...."

- 1) Pick out the sentence from the extract which describes the physical pain of the narrator.
- 2) If you were adapting this scene for a short film, which cinematic technique would best convey "*sheer, stark terror*"?
 - A. A bright, wide shot with uplifting music and the narrator at the side of the pool.
 - B. A fast zoom-out with the narrator on a podium and a triumphant soundtrack.
 - C. A close-up of the narrator's panicked expression and muffled underwater sound.
 - D. A slow-motion shot of him swimming confidently with the sun's glow on his face.
- 3) Fill in the blank with an appropriate word:
The 'yellow glow' refers to the _____ penetrating the surface of the pool.
- 4) Which of the following words is not used to convey the movement of the narrator underwater?
 - A. thrash B. struck C. spring D. fights
- 5) **Assertion (A):** The narrator found comfort in the yellow glow underwater, as it guided him towards the surface.
Reason (R) : The narrator describes the water as dark and terrifying, making him feel helpless and consumed by fear.
 - A. Both A and R are true, and R is the correct explanation of A.
 - B. Both A and R are true, but R is not the correct explanation of A.
 - C. A is true, but R is false. D. A is false, but R is true.
- 6) What was the strategy that he remembered while he was going down in the water?

Unsolved Extract 2

"A few years later, when I came to know the waters of the Cascades, I wanted to get into them. And whenever I did - whether I was wading the Tieton or Bumping River or bathing in Warm Lake of the Goat Rocks - the terror that had seized me in the pool would come back. It would take possession of me completely. My legs would become paralysed. Icy horror would grab my heart. The handicap stayed with me as the years rolled by. In canoes on Maine lakes fishing for landlocked salmon, bass fishing in New Hampshire, trout fishing on the Deschutes and Metolius in Oregon, fishing for salmon on the Columbia, at Bumping Lake in the Cascades - wherever I went...."

- 1) Complete the sentence: Handicap refers to _____.
- 2) List the names of fish mentioned in the extract.
- 3) **Assertion (A):** The narrator avoided all contact with water after the YMCA incident.
Reason (R): He continued to visit lakes and rivers but was haunted by fear every time.
 - A. Both A and R are true, and R is the correct explanation of A.
 - B. Both A and R are true, but R is not the correct explanation of A.
 - C. A is true, but R is false.
 - D. A is false, but R is true.
- 4) Match 'A' with 'B':

A	B
1. Bumping River	a) Canoeing
2. Deschutes River	b) Fishing
3. Warm Lake	c) Wading
4. Maine Lakes	d) Bathing

- A. 1-c), 2-b), 3-d), 4-a)
- B. 1-a), 2-b), 3-d), 4-c)
- C. 1-c), 2-d), 3-a), 4-b)
- D. 1-b), 2-d), 3-a), 4-c)
- 5) What did the author experience when fear took possession of him?
- 6) What does "My leg would become paralysed" suggest about the narrator's reaction to fear?
 - A) The narrator was physically unable to move due to fear.
 - B) The narrator's leg was injured in the accident in the pool.
 - C) The narrator was experiencing a moment of calm and control.
 - D) The narrator's fear only affected his thoughts, not his body.

15. Short Answer Questions (40-50 words) - Solved

1) Identify and analyse the turning point in the story that signalled Douglas's shift from helplessness to determination.

Answer: The turning point occurs when Douglas decides to confront his fear by hiring a swimming instructor and learning to swim under the guidance of the instructor. This marks a shift from passive suffering to active determination and overcoming the fear of water through persistence.

2) Past affects the present in everyone's life. How does this stand true in Douglas's life?

Answer: The trauma of near-drowning as a child deeply affects his present. The fear of water lingers, influencing his actions and thoughts. Despite physical recovery, the emotional pain of the past continues to ruin his water sports until he learns to overcome his fear in a systematic manner.

3) How did the swimming instructor build a swimmer out of Douglas?

Answer: The swimming instructor built Douglas into a swimmer through a systematic and gradual process, starting with overcoming his fear of water and then teaching him individual swimming techniques. The instructor used a safety harness and pulley system to build Douglas's confidence in the water, followed by instruction on breathing and kicking techniques.

4) Explain the meaning of Roosevelt's quote: 'All we have to fear is fear itself.'

Answer: It means that fear is often more dangerous than the actual problem. It can stop us from thinking clearly or taking action. Fear can act as an obstacle in overcoming challenges and achieving success. Once we overcome fear, challenges become easier to face.

5) How did Douglas's fear of water affect his life?

Answer: Douglas calls the fear a handicap that stayed with him for some years. He could not enjoy canoeing, fishing and boating. The haunting fear of water followed him wherever he went. His legs would become paralysed. Icy horror would grab his heart.

16. Short Answer Questions (40-50 words) - Unsolved

- 1) Compare and contrast the fear of Douglas in "Deep Water" and Aunt Jennifer in "Aunt Jennifer's Tigers" and how they deal with it.
- 2) Recount the incident from "Deep Water" which supports the quote: 'What may seem like a joke to one can become a lifetime fear for another'.
- 3) Imagine you are a swimming coach helping a student with a fear of water. Based on the methods used by Douglas's instructor, how would you plan the training to build the student's confidence?
- 4) How did the narrator personify the terror, and how did he react to it?
- 5) What is the significance of the title "Deep Water"?

17. Long Answer Questions (120-150 words) - Solved

- 1) You are the bruiser who threw William Douglas into the deep end of the pool. You feel guilty and realise that you must apologise to him for your bad conduct. Write a letter in 120-150 words.

Answer

House No.12

Near Y.M.C.A pool

U.S.A -XXXXXX

13th April, 2026

Dear William,

I hope you are doing well. I've been trying to write this letter for a long time, and I finally found the courage to say what I should have said that very day at the pool.

I want to sincerely apologise for pushing you into the deep end at the YMCA. At the time, I thought I was just messing around and didn't realise how dangerous or terrifying it could be for you. I never meant to harm you, and I'm deeply sorry for the fear and trauma I caused.

What I did was careless and wrong. I've heard about how deeply that moment affected you, and I truly regret being the reason behind it. I admire your courage in facing your fear and overcoming it. That takes real strength. I hope you will forgive me someday. I promise I've learned from this, and I apologise from the bottom of my heart again.

With sincere regret,
[The Bruiser's Name]

2) Both "Deep Water" and "Indigo" explore the theme of fear and its conquest — physical in one case and social/political in the other. Drawing parallels between Douglas's struggle with fear and the fear experienced by Indian peasants, discuss how the two narratives portray the triumph of courage and determination over fear. What lessons do these stories offer about leadership, personal growth and moral courage?

Answer: In "Deep Water", William Douglas recounts his near-drowning experience and the lasting fear it implanted in him. This fear became a handicap that haunted him for years. Similarly, in Indigo, the Indian peasants of Champaran lived under the oppressive fear of British landlords who exploited them through unjust agreements and systemic abuse. Both narratives examine fear as a crippling force that paralyses individuals and societies unless it is actively confronted.

Through systematic effort, self-discipline, and resilience, Douglas overcomes his fear of water. While he defeats his personal fear through perseverance, Gandhi dismantles systemic fear through truth and peaceful protest. The former story teaches the value of personal growth and mental strength, while the latter emphasises leadership and moral courage.

Moreover, both stories highlight the ripple effect of overcoming fear. Douglas gains a new sense of freedom and confidence, impacting his life far beyond the pool. Gandhi's actions not only liberate Champaran peasants but also set an example for India's broader freedom struggle. Their triumphs show that confronting fear can lead to empowerment, transformation, and even historical change.

Long Answer Questions (120-150 words) - 4 Unsolved

- 1) Elaborate with instances from the experience of William Douglas: 'In death there is peace. There is terror only in the fear of death'.
- 2) What can you infer about Douglas's personality based on his approach to overcoming fear? Provide textual evidence to support your inference.
- 3) Imagine you are William Douglas. Write a diary entry expressing your thoughts, feelings, and realisations about your journey of tackling fear on the day after you finally swam fearlessly in Lake Wentworth.
- 4) Compare the theme of fear and its resolution in *Deep Water* and *The Rattrap*. How do the protagonists transform their fears and limitations into strengths?
- 5) William Douglas returns home after the near-drowning incident at Y.M.C.A pool. Imagine you are his mother/father. Seeing him upset and not able to get over it, you want to remove his fear and try to pacify him. How would you counsel him in 120-150 words as a supporting parent?

THE RATTRAP

By Selma Lagerlöf

1. Title: The title 'The Rattrap' is highly symbolic and central to the theme of the story by Selma Lagerlöf. It reflects the core metaphor of life as a giant rattrap, where worldly temptations like riches, food, and shelter serve as bait to trap human beings in greed, sin, and suffering.

2. Author: Selma Lagerlöf (1858–1940) was a Swedish author and **the first woman to win the Nobel Prize in Literature**, awarded in **1909**. She is best known for her stories that often deal with **human compassion, redemption**, and the struggle between good and evil.

3. Setting: Rural Sweden, winter season and Christmas festival.

4. Genre-fictional short story

5. Characters-

1. The Peddler (The Rattrap Man)

- A poor, lonely vagabond who sells rattraps made of wire.
- Survives by begging and petty theft.
- His life changes after experiencing kindness and trust from others.

- Symbol of human potential for redemption and transformation.

2. The Old Crofter

- A lonely, generous ex-factory worker who lives in a roadside cottage.
- Offers the peddler food and shelter and even shows him his savings.
- His trust is betrayed when the peddler steals his money.

3. The Ironmaster

- A wealthy owner of a forge.
- Mistakes the peddler for an old army comrade and invites him to his manor.
- Represents quick judgment based on appearances.
- Turns cold when he realises the peddler's true identity.

4. Edla Willmansson

- The Ironmaster's kind and compassionate daughter.
- Treats the peddler with dignity and respect, even after learning he's not a captain.
- Her generosity and empathy inspire the peddler to change his ways.
- Key figure in the peddler's moral transformation.

6. Plot Construction

1. Exposition (Introduction) - The story begins by introducing a poor peddler who makes and sells rattraps. He is lonely, lives in poverty, and often resorts to begging and stealing. He develops a philosophy that the world itself is a big rattrap, offering bait like riches and comforts to trap people.

2. Rising Action- The peddler seeks shelter at a crofter's cottage. The crofter is kind to him and shares food and his earnings. The peddler, however, steals the crofter's money and runs into the woods to escape. He gets lost in the forest and begins to feel trapped by the world's metaphorical rattrap.

3. Climax - The peddler finds his way to the Ramsjö Ironworks. The Ironmaster mistakes him for an old regimental comrade and invites him home. The peddler resists but later accepts the invitation, hoping for food and comfort. When the Ironmaster realises the truth, he gets angry and wants to throw him out. Edla, the daughter, intervenes and persuades her father to let the peddler stay for Christmas.

4. Falling Action-The peddler is moved by Edla's genuine kindness and respect. He has a change of heart and decides to reform. The next day, the Ironmaster's family finds that the peddler has left. But instead of stealing, he leaves behind a small rattrap with the stolen money and a note.

5. Resolution (Conclusion)-In his note, the peddler thanks Edla for her kindness and trust. He returns the crofter's money and signs the note as "**Captain von Stahle**," indicating his desire to become a better person. The story ends with a message of redemption and the power of human goodness.

7. Mood

In the beginning, the mood is gloomy, melancholic, and lonely, reflecting the poor, miserable life of the peddler.

Middle of the story: The mood becomes tense and uncertain.

By the end: Warm, hopeful, and uplifting,

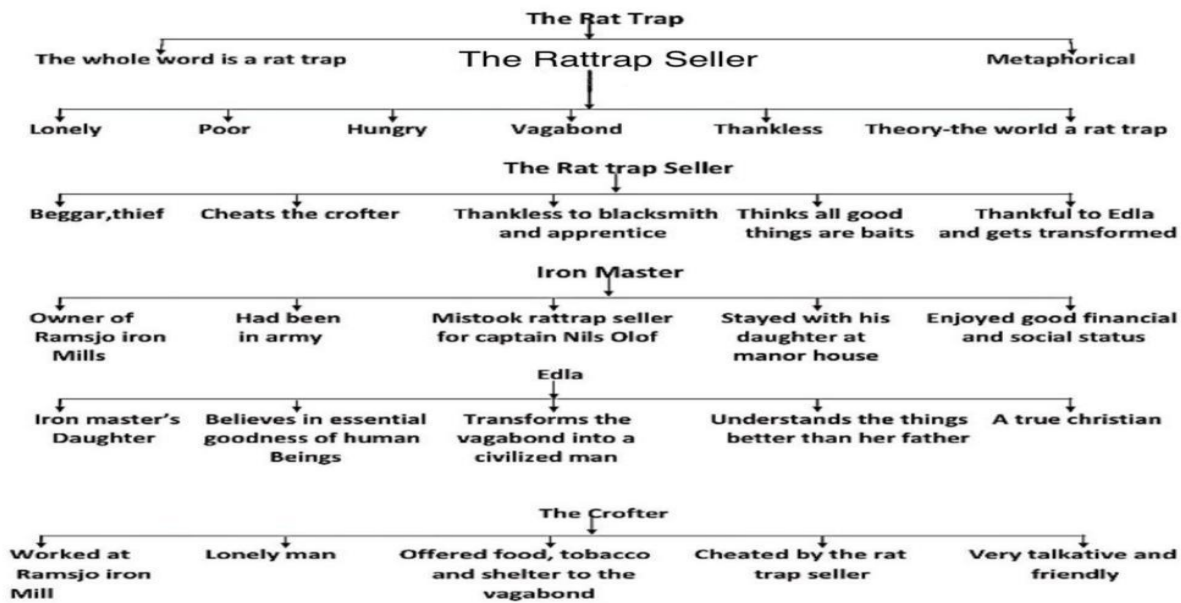
Tone: -Philosophical, moralistic & redemptive

8. Major Themes -

- The World as a Rattrap
- Human Loneliness and the Need for Compassion
- Power of Kindness and Redemption
- Hospitality and Trust vs. Betrayal
- Identity and Transformation

9. Mind Map

The Rattrap



10. Summary

- *The Rattrap* is a touching story about a poor peddler who sells handmade rattraps.
- He is lonely, lives in poverty, and sometimes begs or steals to survive.
- One day, he imagines that the whole world is like a giant rattrap, tempting people with comforts like food, money, and shelter, only to trap them in suffering.
- A kind old crofter gives him food and a place to stay.
- The peddler steals the crofter's money and runs away but gets lost in the forest.
- He feels trapped, just like in the rattrap metaphor he believed in.
- He finds shelter in an iron mill where the ironmaster mistakes him for an old friend and invites him home.
- The ironmaster's daughter, Edla Willmansson, treats him with kindness and respect, even after learning he is not who they thought he was.
- Edla's warmth and trust deeply move the peddler.
- The next morning, he leaves behind a small rattrap as a gift, along with the stolen money and a letter.
- In the letter, he thanks Edla for treating him like a real human being.
- He signs the letter as "Captain Von Stahle," showing he wants to live a better, more honourable life.

11. Critical Analysis: *The Rattrap* by Selma Lagerlöf is a touching story that shows how kindness and compassion can transform a person's life. The main character, a poor peddler, believes the world is a trap full of temptations. He steals and lives a lonely life until he meets people who treat him with respect and trust—especially Edla Willmansson. Her generosity leads him to realise his mistake and choose honesty. The story teaches that no one is beyond redemption. Through simple characters and a powerful message, the author shows that love and empathy can bring out the best in even the worst of people.

12. Literary Devices

1. World being a rattrap: **Metaphor**
2. Peddler ends up getting trapped: **Irony**
3. Rattrap: **Symbolism**
4. Description of the forest, Iron factory: **Imagery**
5. Christmas setting alludes to Christian ideas of **rebirth, grace, goodwill and unconditional kindness:**

Allusion

13. Extract Based Questions (Solved)

1. The world had, of course, never been very kind to him, so it gave him unwonted joy to think ill of it in this way. It became a cherished pastime for him during many dreary ploddings to think of people he knew who had let themselves be caught in the world's rattrap, and of others who were still circling around the bait. One dark evening, as he trudged along the road, he caught sight of a little gray cottage by the roadside and knocked on the door to ask shelter for the night."

1. What does the line reveal about the peddler's outlook towards the world?

- A. He believed in the kindness of strangers.
- B. He was optimistic despite hardships.
- C. He found satisfaction in criticising the world.
- D. He thought the world was a fair place.

Answer: C. He found satisfaction in criticising the world.

2. What does the phrase "unwonted joy" imply about the peddler's mindset?
A. He was joyful but also ashamed of his thoughts. B. He was forced to think negatively about the world.
C. He did not want to enjoy criticising the world, but he couldn't help it. D. He was eager to change his attitude.
Answer: C. He did not want to enjoy criticising the world, but he couldn't help it.

3. Which word can best replace "unwonted" in the phrase "unwonted joy" without changing its meaning?
A. Surprising B. Accidental C. Involuntary D. Deliberate
Answer: C. Involuntary

4. How does this passage reflect the central theme of the story? Choose the most relevant idea:
A. The kindness of strangers B. The deceptive nature of material temptations
C. The importance of education D. The joy of companionship
Answer: B. The deceptive nature of material temptations

5. Do you agree with the peddler's view that the world is like a rattrap? Why or why not? Write 2–3 sentences.
Answer: No, I don't agree. While the world can be challenging, it also offers kindness and opportunities. The peddler's negative view comes from his personal suffering, not the world's true nature.
Or any other logical answer.

6. The "grey cottage by the roadside" symbolically represents the joyful attitude of the peddler (T/F)
Answer- False

II. He walked and walked without coming to the end of the wood, and finally he realised that he had only been walking around in the same part of the forest. All at once, he recalled his thoughts about the world and the rattrap. Now his own turn had come. He had let himself be fooled by a bait and had been caught. The whole forest, with its trunks and branches, its thickets and fallen logs, closed in upon him like an impenetrable prison from which he could never escape.

- i) The peddler's thoughts about the 'world' and the rattrap' and luxuries as bait is a/an _____
A. simile B. paradox C. analogy D. hyperbole
Answer: (b) analogy

- ii) The forest was like an 'impenetrable prison' because
A. the police were waiting to catch him outside the forest. B. there was no shelter or food in the forest.
C. there were wild animals in the forest. D. the peddler was stuck up in the dense forest.
Answer: (d) the peddler was stuck up in the dense forest

3. Which of the following sentences uses the word 'turn' in the same way as used in this extract?
(a) Mijbil could turn the tap in the bathroom. (b) He must not turn his back on the teacher.
(c) The girl waited for her turn to enter the class. (d) I might turn down their offer to play football.
Answer: (c) The girl waited for her turn to enter the class.

4. What makes the forest similar to a prison?
Answer: Trunks, branches, thickets which prevent free movement.

5. Something which is impenetrable" is impossible to
1. break 2. defeat 3. pass through 4. enter 5. hide 6. access
(a) Options 1,2,4 (b) Options 2,5,6 (c) Options 2,3,4 (d) Options 3,4,6
Answer: 5) (d) Options 3, 4, 6 (pass through, enter, access)

6. The literary device used in the expression, "like an impenetrable prison," is a.....
Answer: simile

III. The wagon had hardly stopped at the front steps when the ironmaster asked the valet whether the stranger was still there. He added that he had heard at church that the man was a thief. The valet answered that the fellow had gone and that he had not taken anything with him at all.

On the contrary, he had left behind a little package which Miss Willmansson was to be kind enough to accept as a Christmas present.

1. Who does the 'stranger' refer to here?
Answer: The peddler/rattrap seller
2. The Ironmaster was anxious to find out about the stranger's presence in his house because _____
Answers: He came to know that the stranger was a thief

3. The Rattrap peddler's action left the Ironmaster surprised. (True/False).

Answer: True

4. What Christmas present had the stranger left behind for Miss Willmanson?

Answer: A little package containing a rattrap with thirty kronor inside and a letter expressing gratitude for her kindness and a wish for him to be raised to a better life.

5. The word 'valet' as used here refers to

- (a) a person employed to clean or park cars (b) a horse carriage driver
(c) a servant who prepares food (d) a personal male attendant

Answer: a personal male attendant

6. What does the word "hardly" imply in the sentence "The wagon had hardly stopped....."?

- (a) Slowly (b) Immediately (c) Barely (d) Completely

Answer: Barely

Unsolved Extracts:-

1. "The whole world is nothing but a big rattrap. All the good things that are offered to you are nothing but cheese rinds and bits of pork, set out to drag a poor fellow into trouble. And if the sheriff comes now and locks me up for this, then you can see that I was right in all I said. The world had never been kind to me, so I had no reason to be kind either"

1. Assertion (A): The peddler believed the world was a rattrap.

Reason (R): He thought the world offered people temptations that led to their downfall.

- (a) Both A and R are true, and R is the correct explanation of A.
(b) Both A and R are true, but R is not the correct explanation of A.
(c) A is true, but R is false.
(d) A is false, but R is true.

2 Match the following: -

**A Column
(Characters/Concepts)**

- 1 Edla Willmansson
2 Crofter
3 Ironmaster
4 Rattrap seller (peddler)

A B Column B (Description)

- a Represents kindness and compassion
b Trusts the peddler and gives him shelter
c Mistakes the peddler for a former comrade
d Symbol of the fallen man, seeking redemption

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

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

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

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

3 Why does the peddler justify his act of theft?

4 What can be inferred about the peddler's view of the world from the extract?

- A. He sees life as full of opportunities.
B. He believes that the world is full of kindness.
C. He feels the world is full of temptations leading to suffering.
D. He wants to travel and explore the world.

5 What is the meaning of the word *temptation* as used in the story?

A. punishment B. A warning C. An attraction towards something wrong or unwise D. A. gift

6 Which of the following best describes the speaker's emotional state in this passage?

A. Grateful and reflective B. Bitter and Cynical C. Hopeful and Enthusiastic D. Indifferent and carefree

II. The man with the rattraps had never before seen the ironmaster at Ramsjö and did not even know what his name was. But it occurred to him that if the fine gentleman thought he was an old acquaintance, he might perhaps throw him a couple of kronor. Therefore, he did not want to undeceive him all at once.

1. Who did the ironmaster think the man with the rattraps was?

- (a) an old blacksmith (b) an old apprentice
(c) an old regimental comrade (d) an old war survivor

2. Why did the man with the rattraps expect a couple of kronor from the ironmaster?

- (a) As an old acquaintance, he deserved to be helped.
(b) His poverty and greed made him have this expectation.
(c) He knew that the ironmaster was well-known for his generosity.
(d) He thought he could earn this much money by selling a rattrap to the iron master.

3. Besides his greed, which other character trait of the man with the rattraps is evident in the extract?

4. What kind of ethical dilemma is hinted at in the peddler's decision?

5. What theme of 'The Rattrap' does this passage most strongly reflect?

- (a) The power of compassion (b) The deceptive appearance of the world
(c) The strength of forgiveness (d) The joy of giving
6. The peddler could have undeceived the Ironmaster by _____

Solved Short Answer Questions (SAQs)

Answer the following questions in 40-50 words each.

1 How was the peddler received by the crofter?

Answer - The crofter welcomed the peddler warmly, unlike the unfriendly faces the peddler usually came across. He treated his guest kindly, offering him hot porridge for supper and sharing a big piece of his tobacco roll. They even played a card game called 'mjolis' together until bedtime. This kindness and care made the peddler feel very happy.

2 How could the peddler enter the forge without being noticed by the Blacksmith?

Answer - There were many sounds to be heard in the forge. It was on account of this noise made by the burning of big bellows, cracking of burning coal, clattering of shovelled charcoal, together with the roaring waterfall and whipping of rain by the sharp north wind that the blacksmith failed to notice the peddler when he entered the forge.

3 Why didn't the stranger tell the ironmaster that he was not Nils Olof?

Answer - The peddler remained quiet when he saw that the iron master had made a mistake by recognising him as Nils Olof, an old regimental comrade. He didn't reveal his true identity because he expected to get a few kronors and shelter from the biting cold under the mistaken identity of Olof.

4 Edla sat and hung her head even more dejectedly than usual. Which two reasons forced her to behave in that manner?

Answer - The first reason was that Edla had learnt at church that one of the old crofters of the ironworks had been robbed. The second and more important reason was that she had learnt the robbery was committed by a man who went around selling rattraps. This dejected her as she had served a cheat, thinking him to be a mere unfortunate soul.

5. When the ironmaster threatened to call the Sheriff, how did the peddler react?

Answer - The peddler defended himself by saying that he was a poor man. He said that the whole world is nothing but a big rattrap. All the good things that are offered to him were just bait. The baits were set out to drag a poor man into trouble. In case the Sheriff came to lock him up, the day was not far when the ironmaster would be trapped himself.

Unsolved Short Answer Questions (SAQs) (40-50 words)

Answer the following in 40-50 words.

1. Having vehemently declined the Ironmaster's invitation, why did the Peddler accept Edla's invitation?
2. Though still quite young, Edla Wilmansson had a good psychological insight and a keen observation. Comment.
3. How did the Peddler feel when he realised that he couldn't get out of the forest?
4. What Christmas present did Captain Von Stahle leave for Edla and why?
5. What made the Peddler finally change his ways?

Long Answer Questions (solved):-

Answer the following questions in 120-150 words

1. The story "*The Rattrap*" shows how people often feel lonely and how kindness can completely change someone's life. Based on this idea, write an article on the topic "On Being Kind."

Ans:

On Being Kind

- By XYZ

"Kindness is the language which the deaf can hear and the blind can see," said Mark Twain. This means that everyone understands kindness, no matter who they are. It makes people feel good—both the person who gives it and the one who receives it.

Kindness doesn't have to be big. A smile, a helping hand, or a kind word can make someone's day. Even animals understand kindness. Plants grow better when we care for them. It shows that kindness goes beyond just people.

Being kind to our friends, classmates, and neighbours helps build strong relationships. Saying something nice or forgiving someone's small mistake can really make a difference. For example, if someone forgets to return your book and you simply say, "It's okay, just remember next time," they will feel respected and thankful.

Kindness also means being gentle with yourself. We all make mistakes, and that's okay. Learn from them, but don't be too hard on yourself. In a world where you can be anything, choose to be kind. It costs nothing, but its value is huge.

2. How do the characters of Franz in 'The Last Lesson' and the peddler in 'The Rattrap' reflect the theme of realisation and personal growth?

Answer: Both Franz and the peddler undergo deep personal changes after important turning points in their lives. Franz, in *The Last Lesson*, is a young boy who doesn't take his studies seriously. He prefers to play or wander instead of attending school. But when he learns that it is his last lesson in French due to German occupation, he suddenly understands the value of his language and education. He feels regretful and emotional, wishing he had learned more when he had the chance.

Similarly, the peddler in *The Rattrap* lives a hard life, surviving by begging and stealing. He sees the world as a giant rattrap that traps people through their desires. But when Edla, a kind and understanding woman, treats him with respect, he feels guilty and ashamed of his wrongdoings. Her goodness helps him discover his own dignity. He returns the stolen money and decides to start afresh.

Both characters show that realisation can come suddenly and lead to personal growth. Franz realises the importance of learning, and the peddler realises the power of trust and kindness. These changes make their stories powerful and meaningful, showing that people can change for the better.

Long Answer Questions (Unsolved):-

1. What is the significance of the story taking place around Christmas?
2. After reading the story 'The Rattrap', you must have felt that good values can truly change a person's life. They help us grow as better human beings. Write a short paragraph on 'Need for Inculcating Moral Values' in about 120 words.
3. "But of course it is you, Nils Olof. How you do look? Now of course, you will come home with me," says the iron master. However, he proves to be wrong later on. "Impulsive / rash decisions are generally wrong". Road rage is the burning example of such behaviour. Comment.
4. Selfless love, empathy, sympathy and compassion provide a healing touch to the distracted souls. This is evident from the story 'The Rattrap'. Comment on the role of human values in bringing about change in one's behaviour.

Indigo **By Louis Fischer**

1. Title: The title "Indigo" is highly appropriate and evocative, directly focusing on the central theme of the exploitation of indigo farmers by British planters in Champaran, and the subsequent struggle for justice led by Mahatma Gandhi.

2. Author: **Louis Fischer** (29 February 1896 – 15 January 1970) was an American journalist. Among his works, *The Life of Mahatma Gandhi* (1950), the basis for the Academy Award-winning film *Gandhi* (1982), was the most popular.

3. Setting: 1916 Pre-Independent India, Champaran, Bihar.

4. Genre: Biographical narrative

5. Characters:

Rajkumar Shukla: An illiterate, poor sharecropper from Champaran, Bihar.

Driven by a strong desire to seek justice for the indigo farmers who were exploited by British landlords. Shukla was persistent and resourceful, travelling to Lucknow to meet with Mahatma Gandhi and convince him to visit Champaran and address the farmers' grievances. Despite his humble background, he had the courage to approach a powerful figure like Gandhi, highlighting his unwavering commitment to his cause. Shukla's efforts were instrumental in bringing Gandhi to Champaran, which led to the first successful Civil Disobedience movement in India.

Mahatma Gandhi: A prominent leader in India's struggle for independence, known for his principles of non-violence and civil disobedience. Driven by a strong sense of justice and a desire to fight against injustice and exploitation. Gandhi's leadership and dedication to justice are central themes in the chapter. Gandhi's visit to Champaran led to the establishment of a Satyagraha movement, which helped the farmers gain better living conditions and set a powerful example of how non-violent resistance can bring about social change.

6. Plot Construction:

The Setting: The story is set in Champaran, Bihar, in 1916, where Indian peasants, primarily sharecroppers, are forced to grow indigo on a portion of their land by British landlords.

The Conflict: The British landlords exploit the peasants by forcing them to grow indigo and sell it at low prices, leading to a wretched life for the farmers.

Gandhi's Arrival: Upon learning of the peasants' plight, Mahatma Gandhi visits Champaran to investigate and provide support.

The Struggle: Gandhi, despite facing opposition from British authorities, uses his non-violent approach to fight for the peasants' rights and improve their conditions.

The Outcome: Gandhi's efforts led to a successful movement that improved the farmers' conditions, highlighting the power of non-violent resistance and the importance of standing up against injustice.

Beyond the Movement: Gandhi not only tackles the economic and political issues but also addresses social problems, working to provide education, health, and hygiene, and fostering self-confidence among the peasants.

7. Mood and Tone: hopeful, persuasive, inspiring and resistive.

8. Theme:

- Struggle for justice and the power of non-violent resistance,
- Gandhi's use of Satyagraha to address the exploitation of indigo farmers
- Importance of effective leadership.
- Importance of self-reliance
- Triumph of the First Civil Disobedience Movement
- Gandhi's efforts went beyond the immediate victory, including his focus on education, hygiene, health, and building the self-confidence and self-sufficiency of the peasants.

9. Summary:

- **The Problem:** British landlords in Champaran forced Indian tenants to plant indigo (a dye crop) on 15% of their land, with the entire harvest surrendered as rent.
- **The Exploitation:** The landlords' actions were exploitative, and the peasants faced hardship and injustice.
- **Gandhi's Arrival:** Mahatma Gandhi, known for his principles of non-violence and civil disobedience, arrived in Champaran to address the issues of injustice.
- **Satyagraha:** Gandhi launched his first Satyagraha movement in India, advocating for non-violent resistance and collective action to challenge the unjust system.

- **Gandhi's Approach:** Gandhi initially focused on understanding the peasants' plight and then worked to build their confidence and self-reliance.
- **The Struggle:** Gandhi's movement led to a successful outcome, with the British landlords eventually agreeing to the demands of the peasants.
- **Beyond the Political:** Gandhi didn't just focus on political or economic issues, but also addressed social issues like education, health, hygiene, and self-confidence.

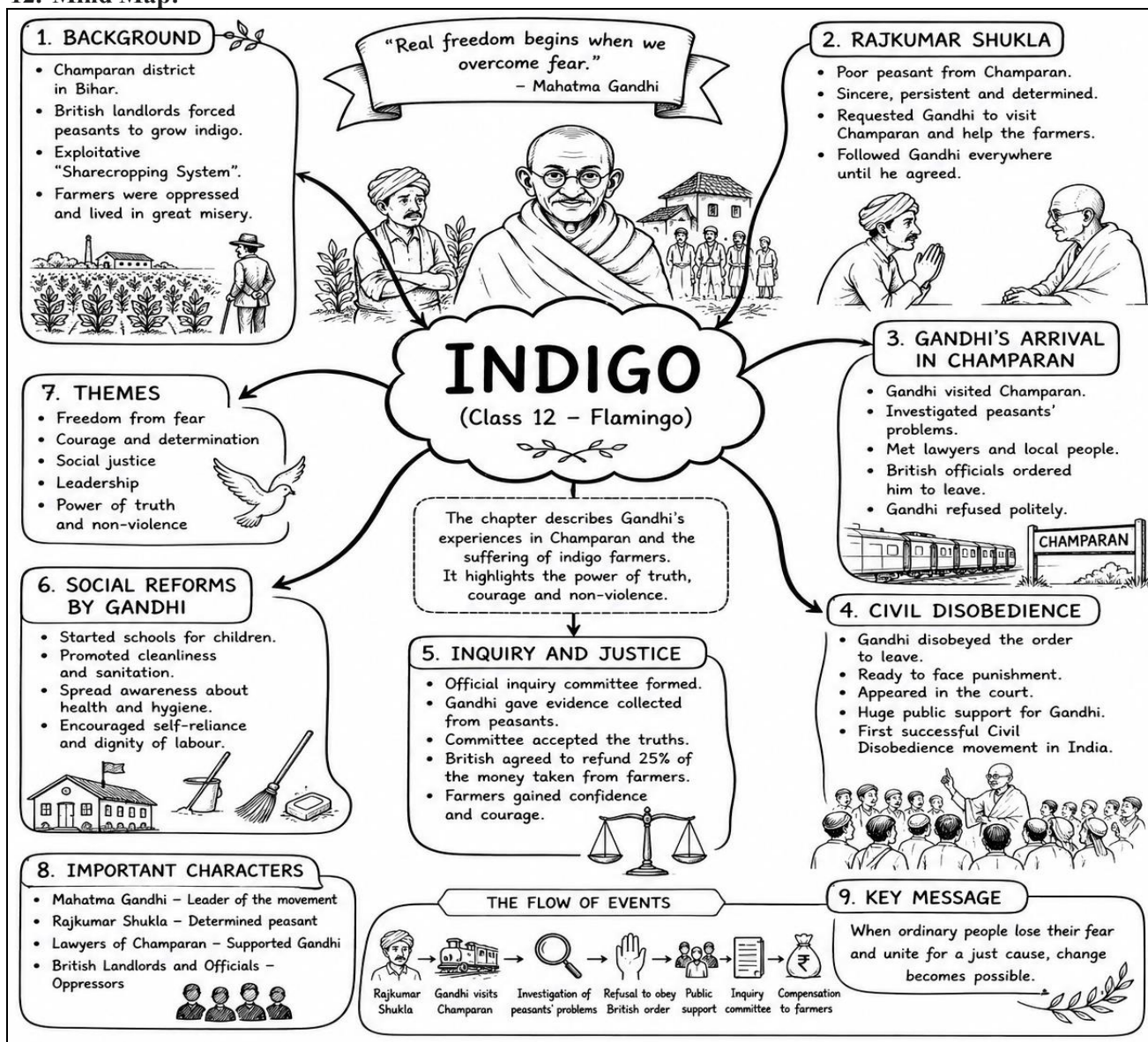
10. Critical Analysis:

"Indigo" is not just a historical account; it's a powerful lesson in leadership, social justice, and the efficacy of non-violent resistance. It highlights how a seemingly small incident can spark a monumental movement. Fischer effectively conveys Gandhi's humanitarian concerns and his methodical approach to addressing injustice. The chapter serves as an inspiring testament to the power of one individual's unwavering commitment to truth and non-violence in bringing about widespread social and political change. It underscores that true freedom begins with overcoming fear and asserting one's dignity.

11. Literary devices:

- Indigo: symbol of colonial exploitation-symbolism
- Sharecroppers: Symbolism
- British landlords: Symbolism
- Town of Motihari black with peasants: Imagery
- Uses first person narrative style

12. Mind Map:



13. Comprehension Check Questions

Extract based questions:

I. They had merely heard that a Mahatma who wanted to help them was in trouble with the authorities. Their spontaneous demonstration, in thousands, around the courthouse was the beginning of their liberation from fear of the British. The officials felt powerless without Gandhi's cooperation. He helped them regulate the crowd. He was polite and friendly. He was giving them concrete proof that their might, hitherto dreaded and unquestioned, could be challenged by Indians. The government was baffled. The prosecutor requested the judge to postpone the trial. Apparently, the authorities wished to consult their superiors.

1. The officials felt powerless because

- A. of Gandhi's refusal to cooperate with them. B. of Gandhi's polite and friendly behaviour.
C. the crowd was listening only to Gandhi. D. the crowd was getting violent.

Answer: the crowd was listening only to Gandhi.

2. The demonstration proved that the _____

Answer: dread instilled in the hearts of Indians had begun to lessen.

3. Which style, from those given below, is being used by the author, when he says, "Apparently, the authorities wished to consult their superiors."?

- A. humorous B. dramatic C. sarcastic D. persuasive

Ans. C. Sarcastic

4. Gandhiji's behaviour towards the British prior to the proposal of postponement of the trial was that of

- A. Indifference. B. calm acceptance and polite helpfulness C. ignorance of consequences. D. Proud and egoistic

Answer. B. calm acceptance and polite helpfulness

5. The primary reason the peasants gathered around the courthouse was _____

Answer: they heard their mahatma was in trouble.

6. Find a word in the given extract which means 'confused'

Answer: baffled

Q. No. 2) *They thought he would demand repayment in full of the money which they had illegally and deceitfully extorted from the sharecroppers. He asked only 50 percent. "There he seemed adamant," writes Reverend J. Z. Hodge, a British missionary in Champaran who observed the entire episode at close range. "Thinking probably that he would not give way, the representative of the planters offered to refund to the extent of 25 percent, and to his amazement, Mr Gandhi took him at his word, thus breaking the deadlock." This settlement was adopted unanimously by the commission.*

i. Gandhi knew that he would not get an agreement on the demand for 50% repayment. Choose the option that offers the correct justification for the assumption made above.

- a. He had anticipated the negotiating tactics of the planter's representative.
b. He had been informed about the depleting funds of the planters.
c. He had taken the advice of the Reverend on board.
d. He had evaluated the commission's attitude towards Indians.

Ans. Option (a)

ii. Given below are four real-life situations. Choose the option that perfectly describes a deadlock.

Situation 1

Tariq is unable to manage the front-end and the backend forums at his company without any support.

Situation 2

Sunita cannot get a job because she has no experience and she can't have any experience because she has no job.

Situation 3

The bank employees started protesting against their receding annual salary and other incentives.

Situation 4

Harpreet was stuck between deciding whether to go to the USA or the UK for higher studies.

a. Situation 1 b. Situation 2 c. Situation 3 d. Situation 4

Ans. Option (b)

iii. Based on the given context, choose the option that exemplifies deceitful extortion, out of the examples given below.

1. The artisans demonstrated their rights, peacefully, on the streets.

3. The head of the artisan union came with goons and took all the assets of the poor artisans.

a. Option 1 b. Option 2 c. Option 3 d. Option 4

Ans. Option (c)

iv. The deadlock broke because

- a. Gandhi's settlement offer was worth considering.
b. All commission members agreed to adopt the representative's offer.
c. Reverend J. Z. Hodge's intervention brought both parties together.
d. The sharecroppers refused to be convinced by the commission.

2. The head of the artisan union pretended to address all the problems faced by them.

4. The artisans in Hafargunj decided to sell their wares directly to government outlets.

Ans. Option (b)

v. In light of the following statement, pick the option that lists the characteristics of Gandhi.

"Gandhi never contented himself with large political or economic solutions. He saw the cultural and social backwardness in the Champaran villages and wanted to do something about it immediately."

1. Pragmatic 2. obedient 3. compassionate 4. philanthropic 5. patient 6. dramatic

a. 1, 3, b. 2, 4, 5c. 1, 3, 4

d. 2, 5, 6

Ans. Option (c)

vi. Find a word from the extract which means the same as 'firm'

Answer: Adamant

UNSOLVED

Q. No. 4) *Champaran did not begin as an act of defiance. It grew out of an attempt to alleviate the distress of large numbers of poor peasants. This was the typical Gandhi pattern — his politics were intertwined with the practical, day-to-day problems of the millions. His was not a loyalty to abstractions; it was a loyalty to living, human beings. In everything Gandhi did, moreover, he tried to mould a new free Indian who could stand on his own feet and thus make India free.*

i. Choose the option listing the sentence that is the most appropriate example of an 'act of defiance,' from the following:

She picked up the telephone terrified of what was about to come. She could hear nobody on the other side. Meanwhile, there was a thud at the door loud enough to scare her. Curious as she was, she wanted to open it as soon as possible. Her mother tried to stop her several times, but she went ahead, nevertheless.

a. She picked up the telephone terrified of what was about to come.

b. Meanwhile, there was a thud at the door loud enough to scare her.

c. Curious as she was, she wanted to open it as soon as possible.

d. Her mother tried to stop her several times but she went ahead nevertheless.

ii. Choose the correct option with reference to the two statements given below.

● Statement 1: His was not a loyalty to abstractions; it was a loyalty to living, human beings.

● Statement 2: Gandhi was a humanitarian at heart.

a. Statement 1 is the cause of Statement 2.

b. Statement 2 is the effect of Statement 1.

c. Statement 2 can be inferred from Statement 1.

d. Statement 1 and Statement 2 are independent of each other

iii. The given extract DOES NOT talk about

a. details of the daily problems faced by human beings.

b. efforts to relieve the suffering of the common people.

c. the reason for the occurrence of Champaran.

d. Gandhi's principles in the field of politics

iv. Which option showcases an example of action (A) -result (R), from the passage?

1. A=defiance, R=poor peasants 2. A=free Indians, R=free India

3. A=free India, R=defiance 4. A=defiance, R=free Indians

a. Option 1

b. Option 2

c. Option 3

d. Option 4

v. How does Gandhiji's politics stand out?

vi. Which word in the extract means 'to reduce/to relieve of'?

Q. NO.5 *The Champaran episode was a turning point in Gandhi's life. "What I did," he explained, "was a very ordinary thing. I declared that the British could not order me about in my own country." But Champaran did not begin as an act of defiance. It grew out of an attempt to alleviate the distress of large numbers of poor peasants. This was the typical Gandhi pattern — his politics were intertwined with the practical, day-to-day problems of the millions. His was not a loyalty to abstractions; it was a loyalty to living, human beings. In everything Gandhi did, moreover, he tried to mould a new free Indian who could stand on his own feet...*

i. In the extract, the phrase 'loyalty to abstractions' refers to a strong commitment to _____.

a. selected groups b. simple pleasures c. certain ideologies d. governmental authorities

ii. Select a suitable word from the extract to complete the following analogy:

change: transform:: relieve: _____

iii. Select the correct option to fill in the blank.

The primary motive of Gandhi's actions was to _____.

a. make Indians self-reliant b. eradicate peasant poverty c. unite the people of Champaran

d. expose the incompetence of the British

iv. Which of these best describes the primary purpose of the extract?

a. It highlights Gandhi's intention to use peasants to overthrow colonial power.

b. It points out why the Champaran episode is still relevant in free modern India.

c. It explains the differences between the political strategies of Gandhi and the British.

d. It shows how Gandhi's position in the Champaran struggle reflected his political views.

v. Identify the textual clue that allows the reader to infer Gandhi's view of his own accomplishments (clue: a word).

vi. Complete the sentence with an appropriate explanation, as per the extract.

Gandhi uses the words 'turning point' to refer to the Champaran incident because it _____.

SHORT ANSWER QUESTIONS (SOLVED)

1. The peasants were themselves the most crucial agents in the success of the Champaran Civil Disobedience. Substantiate.

Ans. It was largely due to the peasants' active participation and determination that the Champaran struggle yielded positive results. They fearlessly rallied behind Gandhi's call for protest against the exploitative indigo planters, displaying immense courage and resilience. Their willingness to endure hardships and stand united played a pivotal role in achieving the movement's objectives.

2. How do you see Mahatma Gandhi's acceptance of a 25 percent refund from the landlords? Do you consider it to be the right decision in the given circumstances?

Ans. Gandhi ji looked at the problem from a pragmatic point of view. His immediate concern was to break the deadlock and at the same time he wanted to ensure that the landlords realised that their might would be challenged by the Indians. Gandhi prioritized the symbolic victory over the monetary amount. By accepting the 25 percent refund, he aimed to break the deadlock and emphasize the landlords' obligation to surrender part of the money, thus diminishing their prestige. For Gandhi, the essence lay in establishing the principle that the landlords were accountable and that the peasants had rights and defenders.

3. The resolute and unassuming Rajkumar Shukla played a pivotal role in the Champaran struggle. Elaborate

Ans. Rajkumar Shukla, representing the grievances of indigo sharecroppers, persistently requested Gandhi to visit Champaran and address the injustice of the landlord system. Shukla's determination and continuous presence alongside Gandhi influenced him to eventually agree to visit Champaran. Shukla served as a catalyst in drawing Gandhi's attention to the plight of the peasants, leading to Gandhi's involvement in the Champaran struggle against the oppressive indigo plantation system.

4. Gandhi's selfless devotion and charisma won over the lawyers' confidence and ensured their wholehearted participation in the Champaran struggle. Discuss.

Ans. Through his sincere and dedicated efforts for the sharecroppers, Gandhi made the lawyers understand that they too must contribute towards the cause. Initially, he chided them for charging a huge amount as fees from the sharecroppers. Gandhiji's selfless service and devotion to the cause of the peasants put the lawyers to shame.

5. The terms of the indigo contract between the British landlords and the Indian peasants were flawed. Explain.

Ans. The arable land in the Champaran district was divided into estates, which were owned by Englishmen and worked by Indian tenants. The chief commercial crop was indigo. The landlords compelled all tenants to plant 15 per cent of their holdings with indigo and surrender the entire indigo harvest as rent.

6. Gandhiji was opposed to C.F. Andrews helping him in Champaran. Give reasons.

Ans. Though Gandhiji's lawyer friends thought it would be a good idea for C.F. Andrews to stay in Champaran and help them, Gandhiji vehemently opposed it. He said that if they had an Englishman on their side, it would show the weakness of their heart. They should not attempt to seek a prop in Andrews just because he happened to be an Englishman. Gandhiji wanted Indians to be self-reliant.

UNSOLVED

1. Gandhi was a lawyer himself. Examine how his professional expertise helped in Champaran.

2. The indigo sharecropping was irksome for the peasants. Elaborate

3. Champaran episode turned out to be a landmark moment in the life of Mahatma Gandhi and India's freedom movement. Discuss

4. The fault lines in the social fabric on account of the existing caste-based hierarchy helped the landlords to easily exploit and sideline the peasants. Comment.

5. 'A leader needs to be a visionary', substantiate this statement by giving examples from the lesson 'Indigo'.

LONG ANSWER QUESTIONS (SOLVED)

1. Biographies include features of non-fiction texts – factual information and different text structures such as description, sequence, comparison, cause and effect, or problem and solution. Examine Indigo in the light of this statement, in about 120-150 words.

Ans. "Indigo" can be examined as an excerpt of a biography, which means it encompasses features of both fiction and non-fiction texts. As a biography, it presents factual information about historical events and real-life characters, while also employing various text structures.

The chapter provides factual information about the historical backdrop of the Champaran region and the oppressive indigo cultivation system during the British colonial era.

It introduces us to actual historical figures like Mahatma Gandhi and Rajkumar Shukla, who played essential roles in the Champaran Movement. The author describes the plight of the peasants in the Champaran villages, painting a vivid picture of their suffering under the indigo planters. The chapter explores the cause-and-effect relationship of Gandhi's decision to support the peasants and how it led to the organization of the Champaran Civil Disobedience Movement. "Indigo" incorporates features of a non-fiction text by presenting factual information and using text structures like description and cause and effect to present a well-rounded account of historical events and characters. It effectively combines narrative elements with informational content, making it a compelling excerpt from a biography.

2. Rajkumar Shukla in 'Indigo' decided to take up the cause of the peasants and raise his voice against injustice. The bangle makers were a stark contrast and accepted their plight of oppression because of tradition and caste. Write a comparative analysis of the two different attitudes towards unjust domination. [120-150 Words]

Ans. In the story Lost Spring, we see the poor, oppressed bangle makers who live in utter poverty and accept it as their fate, yet are so fear-stricken that they do not form a co-operative for fear of the politicians and moneylenders. Thus, they remain trapped and will never come out of it unless they overcome their fear and decide to take a step towards a better future.

Rajkumar Shukla is a poor peasant of Champaran and like the others of his lot, he too is crushed under the oppressive landowners. However, he still gathers the courage and determination to speak up against the injustice. It is his determination which leads Gandhiji to get involved in the Champaran movement and thus, mark the onset of his involvement in India's freedom struggle. The poor peasants of Champaran get rid of their fear when they realise they are strong in number and have the support of outsiders like Gandhiji as well as the local lawyers. This empowers them and they are able to speak up for their rights. Thus, the two stories present a contrast in the way the oppressed behaved. It is this contrast in behaviour which determined their future. We can conclude that our actions determine our fate and destiny. We have to act and must not leave everything to God, as the maxim goes – 'God helps those who help themselves.'

LONG ANSWER QUESTIONS (UNSOLVED)

1. *Wars with gas, wars with fire,
Victory with no survivors. (Keeping Quiet)*

Pablo Neruda in the above lines, highlights the futility of war. Gandhi also brought about the change in the plight of the Champaran sharecroppers through civil disobedience and not violence. Write an article on the importance of peace and the right way to resolve issues. [120-150 Words]

2. 'Lost Spring' and 'Indigo' highlight the apathy of society and exploitation by those in power. Elaborate. [120-150 Words]

3. Gandhi not only alleviated the economic conditions of the Champaran people but also their social and cultural background. Justify. [120-150 Words]

4. How did the court scene at Motihari change the course of India's struggle for freedom? [120-150 words]

CBQ (SOLVED & UNSOLVED)

1. Gandhi's actions during the Champaran episode demonstrate empathy towards the plight of the peasants. Elaborate.

Ans. Gandhi listened patiently to their problems and lived among them, understanding their pain first-hand. He did not see them as passive victims but as people capable of fighting for their rights. His efforts to educate their families and improve health conditions showed genuine care beyond political aims.

2. Rajkumar Shukla's role in the movement tells us about leadership beyond famous personalities. Comment.

Ans. Shukla's role highlights that leadership doesn't always come from prominent figures. His deep concern for his people and his refusal to give up on seeking justice showed how ordinary individuals can initiate significant change. It was his small act of courage that sparked a national movement.

3. Are there lessons to be learned from the unnamed Indians who stood by Gandhi during the Champaran struggle? Discuss.

4. The Champaran struggle redefined the entire Indian freedom movement. Justify.

Poets and Pancakes By Asokamitran

1. Title

Gemini Studios is a place where many poets and writers were involved in filmmaking. A poet is a person who studies and creates poetry. Pancake was the brand name of the make-up material that Gemini Studios bought in truck-loads. As poets create an illusionistic world through their words, Pancakes add radiance to the ordinary people to look charismatic on screen.

2. Author

Ashokamitran (22 September 1931 – 23 March 2017) was the pen name of Jagadisa Thyagarajan, an Indian writer regarded as one of the most influential figures in post-independent Tamil literature. He has written over 200 short stories, nine novels, and some 15 novellas besides other prose writings. He worked for more than a decade at the

Gemini Studios. His writings were also popular in columns of the Illustrated Weekly of India, which later became his book, *My Years with Boss*

3. Setting – When and where

Gemini Studios, located in Chennai, was a prominent film production company set up by S.S. Vasan in 1940. The author portrays Gemini Studios as a place where poetry and filmmaking intertwined, with employees often expressing their creative aspirations during the early days of Indian filmmaking.

4. Genre

“Poets and Pancakes” is a sarcastic and humorous depiction of the various people who visited the Gemini Studios. The extract is autobiographical in nature and hints at the changes brought in by the passage of time. The author has used an easy and conversational style to sketch the humorous image of what went on at the studio.

5. Characters

Asokamitran

Asokamitran is the narrator. He provides a detailed account of Gemini Studios and its unique atmosphere. He narrates a humorous and insightful perspective on the behind-the-scenes activities involved in the world of filmmaking. He is committed to his profession of writing. He makes careful revisions of his writing until he is satisfied with what he produces. He is humble and reserved. He is a man of few words. He is able to relate to people, and his work shows his understanding of human nature and condition. He is a great observer of life, people and events.

Kothamangalam Subbu

Subbu is a versatile individual, an actor, a poet, a scriptwriter, and a director. He is well known for his quick solutions and creative ideas during the process of filmmaking. Such qualities make him a treasured member of the Gemini Studios.

The Office Boy

This character represents the unsung workers who contribute to the smooth functioning of the film industry, running errands and assisting with various tasks. The irony is that the office boy was a forty-year-old makeup artist in Gemini studios, who was not satisfied with his present job as he wanted to become a successful director.

Stephen Spender

Sir Stephen Spender was an English poet, novelist and essayist whose work concentrated on themes of social injustice and the class struggle. He is known for his detachment from the rest of the group but is committed to his work. Though the boss had not read his poetry he was interested in his attitude to communism. Hence his arrival at the Gemini Studios is a kind of counter-movement to international Communism.

The Lawyer

The lawyer was the legal advisor to the Story Department at Gemini Studios. He had a distinctive appearance as he wore pants, a tie, and sometimes a coat, while the other members of the Story Department wore khadi dhoti and shirts. He had a serious attitude with cold logic. His actions, though unintentional, led to the end of a promising young actress's career. He is constantly searching for opportunities that could bring him money and fame.

6. Plot Construction

The story is set in the backdrop of Gemini Studios, a prominent film studio in Chennai during the 1940s and 1950s, providing a glimpse into the early days of Indian filmmaking. The narrative highlights the makeup department and its use of "pancake" makeup, a brand used to create a flawless look on actors and actresses.

Asokamitran uses humour to describe the different characters, from makeup artists to writers and actors, making the story engaging and relatable. The story captures the daily routines, activities, and interactions within the studio, offering a glimpse into the norms, attitudes, and lifestyles of people working in the film industry during that period. The story explores the connection between literature and cinema, highlighting the role of poets and writers in filmmaking and the dynamics of the film industry in the early days of Indian cinema.

7. Mood and Tone

Asokamitran creates a mood of fun and humour as he uses a lighthearted, observational style to depict the daily life and activities at the famous Gemini Studios. The tone is humorous and satirical with the gentle touch of wit and irony.

8. Theme

“Poets and Pancakes” explores cinema's impact on society, the blend of literature and filmmaking, workplace dynamics, ambition, and the behind-the-scenes efforts that contribute to movie production

9. Mind Map

Introduction

Asokamitran's memoir "My Years with the Boss"

Gemini Studios: a pioneer film studio in Madras (Chennai)

Focus on backstage life and characters

I. The Make-up Department & "Pancakes"

Pancake: brand of makeup, used in truckloads

Description of Make-up Room:

Hair-cutting salon look

Half a dozen mirrors, incandescent lights (fiery misery)

National Integration (Bengali head, Maharashtrian successor, various regional assistants)

Hierarchy:

Chief makeup man (hero/heroine)

Senior assistant (second hero/heroine)

Junior assistant (comedian)

Office Boy (crowd)

II. The Office Boy

Age: Forty-year-old man

Aspirations: Actor, scriptwriter, director, lyric writer

Frustration: Blames Kothamangalam Subbu for his failures and neglect

Job: Dips paint brush in pancake, applies on crowd faces

Perception: Considered useless by others

III. Kothamangalam Subbu

Position: No. 2 at Gemini Studios (close to the Boss, S.S. Vasan)

Character:

Multi-faceted genius

Loyal, creative, resourceful

Always cheerful, even after flops

Came up with dozens of alternative scenes/solutions

Good poet (wrote for masses in Tamil, unlike others)

Novelist (e.g., 'Thillana Mohanambal')

Excellent actor (subsidiary roles, better than lead)

Charitable, improvident (helped many relatives)

Had enemies due to his closeness to the boss and success

Symbol of sycophancy and favouritism

IV. The Legal Advisor

"Man of cold logic in a crowd of dreamers"

Wore pants, coat, tie (unlike Khadi-clad staff)

Unwittingly responsible for ending a talented actress's career

His department (story department) was closed down

V. Visitors to Gemini Studios

A. Moral Re-Armament Army (MRA)

Frank Buchman's troupe (200 people, 20 nationalities)

Presented two plays: 'Jotham Valley' and 'The Forgotten Factor'

Simple messages, excellent costumes

Impact: Left a strong impression, but didn't change bosses' outlook

B. Stephen Spender (English Poet)

Tall, very English, spoke about 'mysteries of Communism'

Audience: Dazed, silent, baffled by his accent

Purpose of visit remained a mystery for years

VI. The Author's Connection to Spender

Asokamitran's job: Newspaper clippings, files

Discovery after retirement:

Saw an ad for a short story contest by a British periodical, 'The Encounter'

Visited British Council Library, found copies of 'The Encounter'

Discovered Stephen Spender was the editor

Realised Spender's visit was likely linked to S.S. Vasan's anti-communist stance

'The God That Failed': Book on disillusionment with Communism (essays by six eminent writers, including Spender)

Resolves the mystery of Spender's visit

10. Summary

- Gemini Studios was a prominent filmmaking company.
- Used large quantities of "Pancake" makeup, possibly by Garbo and Vyjayantimala.
- The makeup department is located in a building once used as Robert Clive's stables.
- The Make-up Department resembled a salon with bright lights and mirrors.
- Staff were diverse, from various regions.
- Used Pancake and local mixes to create extreme makeup effects.
- Maintained strict departmental hierarchy.
- The office boy, in his 40s, had dreams of stardom and wrote poetry.
- Applied makeup to extras during crowd scenes.

- Continued working despite unrealized dreams.
- The author's job - to cut and file newspaper clippings.
- Task seemed trivial, often misunderstood.
- Kothamangalam Subbu was Gemini Studios' No. 2.
- Rose from an uncertain background.
- Contributed significantly through loyalty and creativity.
- MRA group performed plays at the studio.
- Not circus performers but well-organized.
- The author was puzzled by an English poet's visit to a Tamil studio.
- Poet Stephen Spender visited Gemini Studios.
- Later linked to anti-communist views shared with Vasana.
- The author bought "The God That Failed" post-Gemini.
- The book included Spender's essay on communist disillusionment.
- Explained Spender's visit to Gemini in retrospect.

11.A Critical Analysis

Kothamangalam Subbu, being born a Brahman, even after having had a hand in a flop film, still looked cheerful at all times because of being intimate with the boss. This is attributed to favouritism and the result of sycophancy. The make-up work was distributed keeping a strict hierarchy in mind. Despite the prevalence of favouritism, sycophancy and hierarchy, it is surprising to know that social integration was closely followed in Gemini Studios. As a Bengali, a Maharashtrian, a Dharwar Kannadiga, an Andhraite, a Madras Indian Christian, an Anglo-Burmese and the local Tamils all worked together for the success of the film. The Moral Re-Armament army's hidden agenda was to counter 'International Communism'. It was with this purpose that they visited Madras in 1952. Later, when Stephen Spender visited Gemini Studios, it was to propagate the virtues of Communism. Although his speech was interspersed with words like 'freedom' and 'democracy', his accent left them baffled.

12. Literary Devices

- 'Pancake was the brand name of the make-up material that Gemini Studios bought in truckloads.' - Hyperbole
- "This gang of nationally integrated make-up men could turn any decent-looking person into a hideous crimson-hued monster." – Irony
- 'The girls and boys are to be made to look ugly in order to look presentable in the movie.' – Paradox
- 'That was the end of a brief and brilliant acting career...' – Alliteration
- 'Sometimes a coat that looked like a coat of mail.' – Simile
- 'A man of cold logic in a crowd of dreamers.' - Antithesis
- A strict hierarchy was maintained in the make-up department. The chief make-up man made the chief actors and actresses ugly, his senior assistant the 'second' hero and heroine, the junior assistant the main comedian, and so forth. – Satire

13. Extract-Based Questions (Solved)

1. "The make-up room had the look of a hair-cutting salon with lights at all angles around half a dozen large mirrors. They were all incandescent lights, so you can imagine the fiery misery of those subjected to make-up. The make-up department was first headed by a Bengali who became too big for a studio and left. He was succeeded by a Maharashtrian who was assisted by a Dharwar Kannadiga, an Andhra, a Madras Indian Christian, an Anglo-Burmese and the usual local Tamils. All this shows that there was a great deal of national integration long before A.I.R. and Doordarshan began broadcasting programmes on national integration."

i) What was the misery caused by the incandescent light?

Answer: piercing light and extreme heat

ii) The make-up department presented an example of _____

Answer: National integration.

iii) What does 'too big for the studio' refer to?

Answer: It implies that the Bengali had reached a high level of fame or achievement

iv) What does the phrase "fiery misery" in the passage most likely refer to?

- A) The joy of working in the make-up room with famous actors all around.
- B) The discomfort caused by the intense heat from the incandescent lights.
- C) The beauty of the make-up process and the interest taken by the make-up artists.
- D) The soothing atmosphere of the make-up room with many lights all around.

Answer: B) The discomfort caused by the intense heat from the incandescent lights.

v) The tone of this sentence '....you can imagine the fiery misery of those subjected to make-up' is ____

- a) Optimistic b) sad c) sarcastic d) happy

Answer: c) sarcastic

vi) Find a word which means the same as 'luminous'.

Answer: incandescent

2. "An extremely talented actress, who was also extremely temperamental, once blew up on the sets. While everyone stood stunned, the lawyer quietly switched on the recording equipment. When the actress paused for breath, the lawyer said to her, "One minute, please," and played back the recording. There was nothing incriminating or unmentionably foul about the actress's tirade against the producer. But when she heard her voice again through the sound equipment, she was struck dumb."

i) What was the lawyer's reaction when the actress became temperamental on the sets?

A) The lawyer quietly listened to the argument. B) The lawyer quietly switched on the recording equipment.

C) The lawyer tried to calm the actress down immediately.

D) The lawyer called the producer to witness the tirade of the actress.

Answer: B) The lawyer quietly switched on the recording equipment.

ii) How did the actress react when she heard her tirade played back through the recording equipment?

A) She became angrier and continued shouting. B) She was struck dumb and became silent.

C) She apologised immediately. D) She laughed at her own words.

Answer: B) She was struck dumb and became silent.

iii) The lawyer's action was aimed at making the actress.....

Answer: Reflect on her action

iv) Pick up a word from the extract which means the same as 'a long speech of accusation or criticism'?

Answer: Tirade

v) The lawyer can be described as an evil and sinister personality – True / False

Answer: False

vi. Struckdumb is to speech as frozen is to:

A) Still B) Movement C) Cold D) Reaction

Answer: B) Movement

3. "It was obvious that he, too, knew precious little about the poet (or the editor). The speech was all in the most general terms, but here and there it was peppered with words like 'freedom' and 'democracy'. Then the poet spoke. He couldn't have addressed a more dazed and silent audience — no one knew what he was talking about and his accent defeated any attempt to understand what he was saying. The whole thing lasted about an hour; then the poet left and we all dispersed in utter bafflement — what are we doing? What is an English poet doing in a film studio which makes Tamil films for the simplest sort of people?"

i) What is implied by the phrase "the poet's accent defeated any attempt to understand what he was saying"?

A) The poet's accent was so strong that it obscured the message of his speech.

B) The poet's accent was admired for its clarity and eloquence.

C) The audience found the accent amusing and entertaining.

D) The poet's speech was in a language that the audience was familiar with.

Answer: A) The poet's accent was so strong that it obscured the message of his speech

ii) What can be inferred about the poet's presence in the Tamil film studio from the speaker's question, "What is an English poet doing in a film studio which makes Tamil films for the simplest sort of people?"

A) The poet was well-received by the local audience, who understood his speech.

B) The poet's presence in the studio was seen as out of place and confusing, given the audience's background.

C) The poet was invited to speak about the cultural significance of Tamil cinema.

D) The poet was a renowned figure in both English and Tamil cinema.

Answer: B) The poet's presence in the studio was seen as out of place and confusing, given the audience's background.

iii. Fill in the blank with the correct option.

Bafflement : confusion :: eloquence : _____.

A) Silence B) Clarity C) Monotony D) Disagreement

Answer: B) Clarity

iv) What was the effect of the poet's speech on the Gemini audience?

Answer: left them overwhelmed; nature of their bewilderment.

v) The conversation was sprinkled with occasional compliments, but the real issue was never addressed. Find an expression from the extract similar to the underlined words.

Answer: peppered with words

vi) Find a word from the extract which means the opposite to 'concentrated'.

Answer: dispersed

Extract Based Questions (Unsolved)

1. "This gang of nationally integrated make-up men could turn any decent-looking person into a hideous crimson-hued monster with the help of truckloads of pancake and a number of other locally made potions and lotions. Those were the days of mainly indoor shooting, and only five per cent of the film was shot outdoors. I suppose the sets and studio lights needed the girls and boys to be made to look ugly in order to look presentable in the movie."

i) What does the phrase "turn any decent-looking person into a hideous crimson-hued monster" suggest about the transformation process done by the make-up men?

- A) The make-up men used subtle techniques to enhance the actors' natural features.
- B) The make-up men exaggerated the appearance of the actors, making them look overly dramatic or grotesque.
- C) The make-up men made actors appear more glamorous and beautiful for the camera.
- D) The make-up men used special effects to make actors look ethereal and unrealistic.

ii) What is implied by the statement "I suppose the sets and studio lights needed the girls and boys to be made to look ugly in order to look presentable in the movie"?

- A) The make-up process aimed to make actors appear more natural on screen.
- B) The lighting and set designs required actors to be made to look unappealing in order to be properly captured on film.
- C) The indoor shooting conditions made the actors look better than outdoor scenes.
- D) The actors were intentionally made to look unattractive as a commentary on beauty standards.

iii) The tone of the passage is _____

- A) Negative B) Humorous C) Sad D) Angry

iv) What is the main reason behind the turning of any decent-looking person into a hideous crimson-hued monster?

v) The make-up department's work involved transforming actors into exaggerated, often unrecognizable versions of themselves. This transformation ensured that actors appeared _____

vi) Find a phrase which conveys the idea of an exaggerated, unnatural transformation.

2. "While every other member of the Department wore a kind of uniform — khadi dhoti with a slightly oversized and clumsily tailored white khadi shirt — the legal adviser wore pants and a tie and sometimes a coat that looked like a coat of mail. Often he looked alone and helpless — a man of cold logic in a crowd of dreamers — a neutral man in an assembly of Gandhiites and khadiites."

i) What is suggested by the description of the legal adviser as "a man of cold logic in a crowd of dreamers"?

- A) The legal adviser was emotionally detached and out of place among the idealistic individuals in the Department.
- B) The legal adviser was deeply admired for his practical thinking and warmth.
- C) The legal adviser was a visionary, just like the others in the Department, but with a more focused approach.
- D) The legal adviser was actively involved in the Department's creative and emotional pursuits.

ii) What does the phrase "a coat of mail" in reference to the legal adviser's attire most likely symbolise?

- A) It suggests that the legal adviser was overly formal and rigid, possibly detached from the informal, idealistic atmosphere of the Department.
- B) It indicates that the legal adviser was physically uncomfortable in his attire, hindering his effectiveness.
- C) It highlights the legal adviser's role as a protector of the group, ready for any potential conflict.
- D) It portrays the legal adviser as someone who embraced the local tradition, blending in with the others in the Department.

iii) Dreamer is to idealism as a legal adviser is to:

- A) Reality B) Emotion C) Tradition D) Fantasy

iv) How does the contrast between the "dreamers" in the Department and the "legal adviser" highlight different ideological approaches within a group?

v) Complete the following sentence....The legal adviser often seemed isolated. While the rest of the Department embraced idealism and traditional values, he represented...

vi) Find a similar expression from the passage which conveys the same meaning as "A voice of reason amidst a sea of idealists"

Short Answer Questions(40-50 words each) -Solved

i) The office boy, 'He wasn't exactly a 'boy'; he was in his early forties'. Still, he is being called the office 'boy' instead of 'man'. Justify how this is possible.

Answer: The man, who is in his early forties, had entered the studios with hopes of becoming a star actor, screenwriter, director, or lyricist. However, he was assigned the role of applying makeup to the crowd actors, which was a menial task. Thus, it is the irony of his name that though he was in his forties, he was still called an office boy, indicating his menial position.

ii) In what context do you conclude that Subbu was tailor-made for films? Support your answer with reasons.

Answer: Subbu's exceptional versatility and dedication, his ability to generate numerous creative solutions for film scenes, coupled with his cheerful demeanour and deep loyalty to his superior, underscore his integral role within the studio. These attributes not only enhanced the studio's creative endeavours but also fostered a positive and collaborative work environment.

iii) Subbu might be referred to as a sycophant, but he has qualities that distinguish him as a unique character amidst the ordinary men. Give reasons.

Answer: Subbu, described as a "many-sided genius," possessed unique qualities, including a cheerful demeanour, loyalty, literary talent, acting skills, and a charitable and loving nature, making him invaluable to Gemini Studios

iv) The three levels of management hierarchy are typically categorized as top-level management, middle-level management, and lower-level management. How was this principle followed in the make-up department?

Answer: It was always the chief make-up man who attended to the chief actors and actresses. His senior assistant did the make-up of the 'second' hero and heroine. The junior assistant did make-up for the main comedian. And the office boy dealt with the crowd players.

v) People get frustrated on realising that their worth is under-utilised. Who in the lesson reveals this quality of getting frustrated? On whom did he show his anger?

Answer: The office boy had desired to become a star actor, a director, a top screenwriter or a lyric writer. But he could become nothing but a simple make-up man. He was called the office boy, though he was around forty. That was why he was frustrated. He showed his anger on Subbu, who was the number 2 at Gemini Studios.

vi) What view did the people at the Gemini Studios and in South India have of communism?

Answer: People in the Gemini Studios thought that a Communist was a godless person. He had no love for his children or parents. He could kill even his dearest ones. He was always ready to cause unrest and to spread violence.

vii) What impact did Frank Buchman's Moral Re-Armament Army have on Gemini Studios?

Answer: Frank Buchman's Moral Re-Armament Army comprising a group of two hundred people belonging to twenty nationalities visited Madras in 1952. The MRA was seen to be a counter movement to international communism and people at the Gemini Studios did not think highly of communism and communists.

Short Answer Questions (40-50 words each) – Unsolved

i) What does the author say about the presence of the Englishman amidst the people of the Gemini Studios?

ii) Prose is a separate genre of writing. Describe the author's observation on the characteristics of prose writers.

iii) How did people in the Gemini Studios radiate leisure and who were involved in the process?

iv) The lawyer in the lesson is portrayed as a cunning and opportunistic individual. Support your answer with suitable evidence.

v) The author has deliberately mentioned the name Robert Clive in poets and pancakes. What significance does he wishes to convey through this reference?

Long Answer Questions (120-150 words each) - Solved

1. The 'office boy' had joined the studio with a lot of aspirations but ultimately ended up doing odd jobs thus filled with disappointment. Does this correlate with real-life situations? Justify your statement.

Answer: The 'office-boy' was not exactly a 'boy'. Ironically, he was in his early forties. He entered the studios with bright hopes of becoming a star actor, a top screenwriter, director, or lyrics writer. At present, he had to slap paint on the faces of the players who played the crowd. He closed every pore on the surface of the face by applying makeup. His routine work only brought him dissatisfaction and disillusionment. He considered the make-up department fit only for barbers and perverts. The thought of his great literary talent being allowed to go waste frustrated him. He was a bit of a poet too. He had got good formal education and had an encouraging opening in films. However, despite having a good start, he did not see a rise from his position as 'office-boy'. He is a typical specimen representing the youth lured by glitter and glamour of films, struggling hard to make a name and then doomed to frustration.

2. The lesson "Poets and Pancakes" explores the idea of identity and perception in the film industry. How does the author highlight the discrepancy between the glamorous, idealized image of poets and filmmakers and the less glamorous realities behind the scenes? Use specific examples from the text to support your answer.

Answer: In "Poets and Pancakes," Asokamitran critiques the discrepancy between the glamorous image of poets and filmmakers and the dull realities that exist behind the scenes. The author highlights how the public perceives the film industry and its glittering stars, while ignoring the everyday struggles and human flaws that are an inherent part of their lives and work. A key example of this is when the author mentions how the "glamorous" world of cinema, as seen by the public, is a mere illusion. The film studio is not depicted as a shining beacon of creativity and passion, but rather as a workplace where monotonous work and trivialities happen.

Moreover, the description of the poet, who is often idolised by the public, emphasises the gap between the public perception and the personal reality of the artist. Through such observations, the author reveals how the public tends to view artists as above the ordinary human experience, when, in truth, their lives are often more ordinary and imperfect.

Long Answer Questions (120-150 words each) – Unsolved

1. How do the characters of Sophie from 'Going Places' and Subbu from 'Poets and Pancakes' compare and contrast in terms of their aspirations, constraints, and the pursuit of their dreams?
2. The author has used gentle and subtle humor to point out human foibles and idiosyncrasies in the lesson 'Poets and Pancakes'. Elucidate.
3. Art transcends boundaries. How would you justify that the introduction of the Moral Re-Armament army at the Gemini Studios served this purpose?
4. Imagine Asokamitran witnesses a film shooting and visits a film set of present-day Bollywood. As Asokamitran writes a diary entry, penning down the transformation he notices between the film-making of yesteryears and today.

The Interview By Christopher Silvester

1. Title: The Interview- a factual narration about the literary form 'interview' followed by an interview of the renowned writer Umberto Eco conducted by journalist Mukund Padmanabhan.

2. Author: Christopher Silvester is a prominent **freelance journalist, author, and editor** based in London, England. He is widely recognized for his extensive work across various UK and US publications.

3. Settings: The chapter "*The Interview*" is set in a journalistic and literary context.

4. Genre: The genre of prose, specifically non-fiction with a journalistic and expository focus. The chapter's conversational yet analytical style engages readers while examining the role of interviews in shaping public perception.

5. Characters:

- **Umberto Eco:** The interviewee in Part II, whose responses offer insight into his personality and work.
- **Mukund Padmanabhan:** The interviewer who engages Eco in a meaningful conversation.

6. Plot

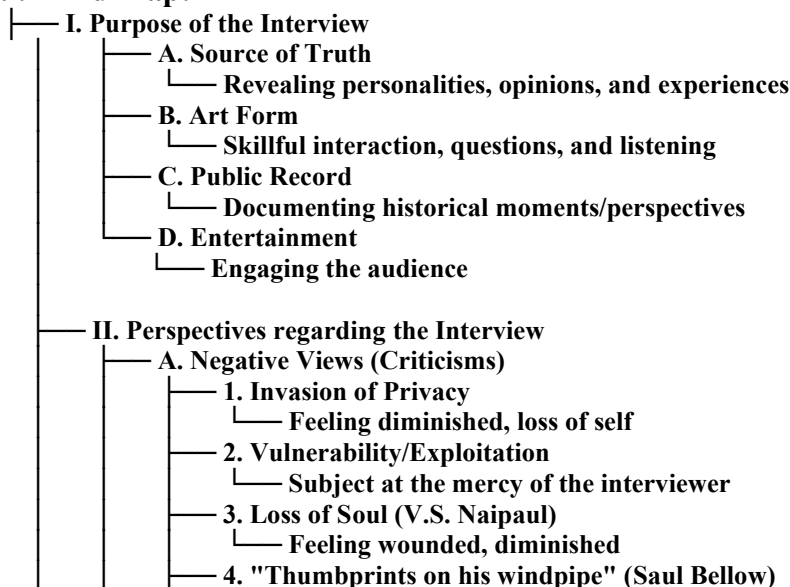
The Interview" by Christopher Silvester, constructs its argumentative "plot" by first introducing the interview as a pervasive journalistic practice that emerged in the 19th century. It explores its cultural significance, then presents varied perspectives through excerpts from figures like V.S. Naipaul, who sees interviews as intrusive, and Saul Bellow, who views them as expressive. The essay analyzes the ethical and power dynamics of interviewing, highlighting its potential to manipulate or empower, before concluding with a reflection on its dual nature as both invasive and illuminating, forming a cohesive exploration of its societal impact.

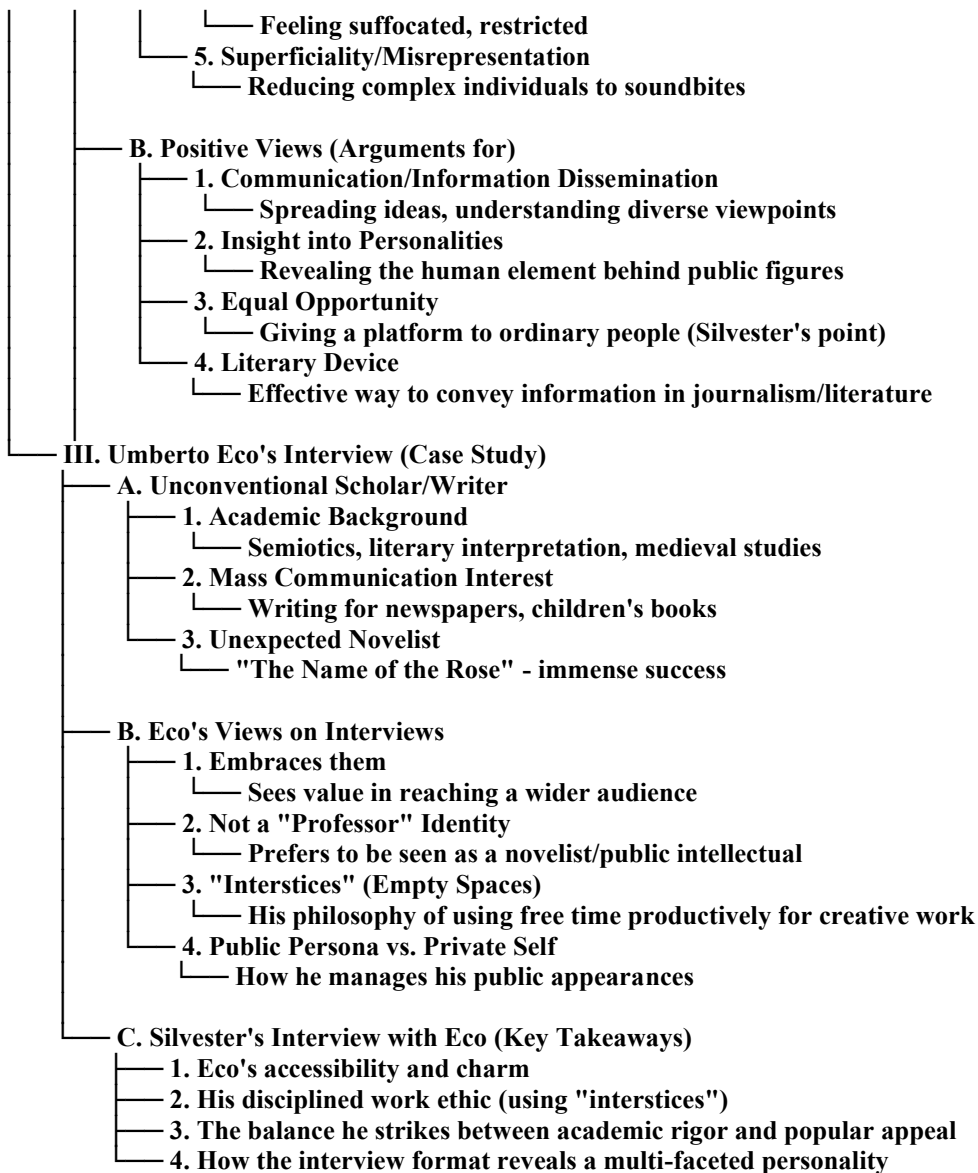
7. Mood and Tone Thought-Provoking, Curious, Balanced, Informative, Appreciative

8. Themes

- **Power Dynamics:** The relationship between interviewer and interviewee, where control over narrative and perception is negotiated.
- **Privacy vs. Public Image:** The tension between a celebrity's private self and the public's curiosity.
- **Communication:** The interview as a medium to convey ideas, shape opinions, or even misrepresent facts.
- **Intellectual Curiosity:** Highlighted through Eco's diverse interests and his ability to connect seemingly unrelated fields.

9. Mind Map:





10. Summary :

The chapter is divided into two parts:

Part I: The Role and Perception of Interviews

- **Introduction to Interviews:** Silvester discusses the evolution of interviews as a journalistic tool, tracing their origins to the 19th century. They have become a ubiquitous medium for gathering insights into the lives and thoughts of notable personalities.
- **Public Perception:** Interviews are both admired and criticized. They are seen as a powerful tool to know public figures but are also viewed as intrusive or manipulative by some.
- **Celebrity Perspectives:** The text includes opinions from famous personalities like Rudyard Kipling, who viewed interviews as intrusive, and others who find them a necessary part of public life. Some celebrities feel nervous or vulnerable during interviews.
- **Impact:** Interviews can shape public opinion, reveal hidden facets of personalities, or sometimes distort the truth based on the interviewer's agenda.

Part II: An Interview with Umberto Eco

- **Subject:** The second part features an actual interview with Umberto Eco, the renowned Italian novelist, philosopher, and semiotician, conducted by Mukund Padmanabhan.
- **Eco's Writing Process:** Eco discusses his approach to writing, blending philosophy, history, and fiction. He emphasizes the importance of narrative in making complex ideas accessible.
- **Multidisciplinary Work:** He talks about his diverse interests, from medieval studies to semiotics, and how they influence his novels like *The Name of the Rose*.

- o **Time Management:** Eco humorously explains how he utilizes "interstices" (small gaps in time) to be productive, debunking the myth of constant hard work.
- o **Philosophical Insights:** He reflects on the role of literature in understanding human experiences and the interplay between fiction and reality.
- **Eco's Personality:** The interview portrays Eco as witty, approachable, and intellectually versatile, offering a glimpse into his thought process and lifestyle.

11. Critical Analysis:

"The Interview" by Christopher Silvester explains interviews in a fun way, showing how they share people's stories but can be tricky. Some, like V.S. Naipaul, find them nosy, while Saul Bellow likes them. It makes kids think about fairness in news and why interviews matter.

12. LITERARY DEVICES:

- H G Wells referred to interviews as an ordeal, but was a frequent interviewee **Irony**
- Like thumbprints on windpipe: **Simile**
- Interstices: **Metaphor:**
- *Name Of The Rose* delves into metaphysics, theology....**Allusion:**
- A country where no one has seen a cathedral: **Hyperbole**

Solved Extract-based questions:

I. Some might make quite extravagant claims for it as being, in its highest form, a source of truth, and, in its practice, an art. Others, usually celebrities who see themselves as its victims, might despise the interview as an unwarranted intrusion into their lives, or feel that it somehow diminishes them, just as in some primitive cultures it is believed that if one takes a photographic portrait of somebody, then one is stealing that person's soul.

1. What is the most likely reason some people consider the practice of interviews to be an art? This could be because it requires

- A fluency of words. B sensitive and careful handling. C creativity and imagination.
D probing and focusing on details.

Answer. C creativity and imagination.

2. Rewrite the following sentence by replacing the underlined word with its inference. Celebrities feel that an interview diminishes them.

Answer. Celebrities feel that interviews make them look like common people.

3. Based on the extract, choose the correct option with reference to the two statements given below.

(1) *Celebrities don't consent to be interviewed.* (2) *Interviews intrude on the privacy of celebrities.*

- A. (1) Can be inferred from the extract but (2) cannot. B. (1) cannot be inferred from the extract but (2) can.
C. (1) is true but (2) is false. D. (2) is the reason for (1).

Answer. D (2) is the reason for (1).

4. Can it be justified to claim that an interview, in its highest form, is a source of truth, or is such a claim merely extravagant?

Answer. It is an extravagant claim as an interview cannot be a source of truth due to the following- Interview may be scripted OR People may make false statements or certain questions may be left unanswered.

5. The author completely supports the view that, "the interview, in its highest form is a source of truth, and, in its practice, an art." (True/False)

Answer: False

6. The author's views on the interview, in the extract, can best be described as statements based on _____.

- A facts B hypothesis C beliefs D superstitions

Answer. A facts

II. H. G. Wells, in an interview in 1984, referred to the 'interviewing ordeal' but was fairly frequent interviewee and forty years later found interviewing Joseph Stalin. Saul Bellow, who has consented to be interviewed on several occasions, nevertheless once described interviews as being like thumbprints on his windpipe. Yet despite the drawbacks of the interview, it is a supremely serviceable medium of communication. "These days, more than at any other time, our most vivid impressions of our contemporaries are through interviews," Denis Brian has written. "Almost everything of moment reaches us through one man asking questions of another. Because of this, the interviewer holds a position of unprecedented power and influence."

1. Pick up the phrase from the extract that brings out the writer's opinion about Interview.

Answer: it is a supremely serviceable medium of communication

2. Locate the word from the passage that mean the opposite of 'disagreed'

Answer: consented

3. H. G Wells referred to interview as 'ordeal' to indicate he... ..

A. Enjoyed interviews B. was horrified by interviews C. Didn't care for interviews D. Faced interviews boldly

Answer: was horrified by interviews

4. Locate the word from the extract that mean 'never having happened before'

Answer: unprecedented

5. Who among the given individuals contradicted own opinion on interviews with action

A. Denis Brian B. H. G Wells C. The writer (Christopher Silvester) D. Joseph Stalin

Answer: B. H. G Wells

6. What do you understand by the expression "thumbprints on his windpipe"?

Answer: A suffocating experience

III. "Aah, now that is more difficult to explain. I have some philosophical interests, and I pursue them through my academic work and my novels. Even my books for children are about non-violence and peace...you see, the same bunch of ethical, philosophical interests. And then I have a secret. Did you know what will happen if you eliminate the empty spaces from the universe, eliminate the empty spaces in all the atoms? The universe will become as big as my fist. Similarly, we have a lot of empty spaces in our lives. I call them interstices. Say you are coming over to my place. You are in an elevator and while you are coming up, I am waiting for you. This is an interstice, an empty space. I work in empty spaces. While waiting for your elevator to come up from the first to the third floor, I have already written an article! (Laughs)"

1. What does the speaker primarily pursue through his academic work, novels, and even children's books?

A. Scientific discoveries B. Financial gain C. Ethical and philosophical interests D. Historical research

Answer: Ethical and philosophical interests

2. What term does the speaker use to describe the "empty spaces" in our lives?

A. Gaps B. Voids C. Interstices D. Silences

Answer: Interstices

3. According to the speaker's analogy, what would happen if all empty spaces were eliminated from the universe and atoms?

A. The universe would expand infinitely.

B. The universe would become as big as a fist.

C. The universe would disappear entirely.

D. The universe would become denser but remain the same size.

Answer: The universe would become as big as a fist.

4. What is the significance of the speaker's laugh at the end of the extract?

Answer: He enjoys his own answer

5. Assertion (A): The speaker believes that empty spaces in the universe are insignificant.

Reason (R): He states that eliminating empty spaces would shrink the universe dramatically.

A. A is false, but R is true.

B. R is false and A is true

C. Both A and R are true

D. Both A and R are false Answer: Both A and R are true

6. Umberto Eco is the one who follows what he speaks (True/False)

Answer: True

Unsolved Extract based questions:

I. Umberto Eco: Aah, now that is more difficult to explain. I have some philosophical interests, and I pursue them through my academic work and my novels. Even my books for children are about non-violence and peace...you see, the same bunch of ethical, philosophical interests.

And then I have a secret. Did you know what will happen if you eliminate the empty spaces from the universe, eliminate the empty spaces in all the atoms? The universe will become as big as my fist. Similarly, we have a lot of empty spaces in our lives. I call them interstices. Say you are coming over to my place. You are in an elevator and while you are coming up, I am waiting for you. This is an interstice, an empty space. I work in empty spaces.

1. What does Umberto's statement on philosophy reveal about him?
Select the correct option from those given in brackets to fill in the blank.
2. His academic work and children's book both reveal (similar/experimental) interests.
3. What example of an interstice does Umberto Eco give?
4. The phrase as big as my fist most nearly means with reference to the given text.
(A) strong (B) stingy (C) very small (D) abundant
5. What secret is Umberto referring to?
6. Umberto Eco says, he works in interstices. By this, he means that he works . (A) in empty spaces
(B) when he is in the university
(C) on his philosophical interest
(D) when he is with children

Solved Short question Answer

1 What did Umberto Eco's American publisher initially expect from *The Name of the Rose*?

Answer: Eco's American publisher initially expected to sell no more than 3,000 copies, as she believed it would not appeal to a country where people hadn't seen a cathedral or studied Latin.

2. What are the views of writers like V.S. Naipaul and Lewis Carroll on interviews?

Answer: Celebrities like V.S. Naipaul, Rudyard Kipling, Lewis Carroll and H.G. Wells have expressed their strong dislike for interviews. They consider interviews immoral - 'an assault' because they feel interviews leave a rather disparaging effect on their personalities and are an encroachment on their privacy.

3. What does Eco think about the success of his book "The Name of the Rose"?

Answer. Eco believes the success of *The Name of the Rose* is a mystery because it is unpredictable. He thinks that if he had written it ten years earlier or later, the book wouldn't have had the same impact at that time.

4. How did the professor's feedback influence Eco's perspective on scholarly books?

A. The feedback made Eco realise that scholarly books should be written as a story, sharing the process of research, mistakes, and corrections. This inspired him to include a narrative aspect in his essays and later his novels.

5. What does Eco mean by saying his essays always have a "narrative aspect"?

A. Eco refers to his essays being written like stories, where the research process, including mistakes, is shared, making the work more engaging and personal rather than just presenting conclusions.

6. What does Umberto Eco say about his identity preference?

Answer: He would like to be identified as a professor because he writes novels only on Sundays. He attends academic conferences and not pen club meetings.

Unsolved Short question Answer

1 Explain the meaning of the word 'Interview' as signified in the lesson.

2 How did Umberto Eco display his innovative style in the presentation of his dissertation?

3. How did H.G. Wells contradict his own opinion of interviews?

4. What would Saul Bellow have implied by the expression "thumbprint on the windpipe"?

5. How, according to Umberto Eco, is he able to do many things simultaneously?

Solved long-answer questions

1. **What role does unpredictability play in the interview process, and what does it suggest about real-life situations?**

Answer: Unpredictability plays a central role in the interview process in this story, and it reflects the unpredictable nature of real-life situations. The interview, which was supposed to be a formal process to assess qualifications and suitability for a role, turned out to be anything but predictable. The interviewer did not stick to a traditional format. Instead of asking specific questions about the candidate's experience or qualifications, the interviewer used a more informal and observant approach. This made the entire process unpredictable for the author, who was unsure of what was expected of him.

This unpredictability can be seen as a metaphor for life itself. In real life, we often find ourselves in situations where there is no clear or defined path to follow, and outcomes cannot always be predicted. Just as the author couldn't predict how the interview would unfold, in real life, we cannot always foresee how events will turn out. Success or

failure often depends on how we adapt to unexpected circumstances, much like how the author had to adapt to the unpredictable nature of the interview.

The story suggests that life is not always about following a clear, structured path. Instead, the ability to deal with the unexpected and adapt to changing circumstances can be just as important, if not more so, than following a set plan or structure.

2. Discuss the diverse opinions on interviews presented in the lesson. Why do some celebrities despise them, while others find them a serviceable medium of communication?

Answer: The lesson "The Interview" highlights contrasting views on interviews. Many celebrities, like V.S. Naipaul, Lewis Carroll, and Rudyard Kipling, vehemently despise interviews, viewing them as an "unwarranted intrusion" into their private lives that "diminishes" them. Kipling even called it a "crime." This disdain stems from a perceived loss of privacy and authenticity, feeling their true selves are misrepresented or reduced to mere public personas. However, the chapter also presents interviews as a "supremely serviceable medium of communication." Denis Brian emphasizes their power in providing "vivid impressions of our contemporaries." The interviewer holds significant power, shaping public perception. Despite the celebrity aversion, interviews are crucial for conveying information, understanding diverse perspectives, and connecting with personalities, making them an indispensable tool in modern journalism.

Unsolved long answer questions

1. How does the interview process in *The Interview* compare with traditional methods of evaluating an individual's skills or qualifications?
2. In *The Interview*, how does the Umberto Eco's response to the interview contrast with the emotions of the characters in *The Tiger King* when faced with challenges?
3. How does the author's decision to reflect on the interview experience show his introspective nature?
4. Compare the attitude of Umberto Eco with that of Franz from the Last Lesson.

Going Places By A R Barton

1. Title: Going Places :Going places means "being successful". The title relates to Sophie's daydreams in which she visualises herself as famous and successful.

2. Author :A. R. Barton is a modern writer, who is an inhabitant of Zurich and primarily writes in English. He has authored many stories. "Going Places" is mainly concerned with the problems and the stages of adolescence.

3. Setting : A small town in Ireland,

4. Genre: Fiction, short story

5. Characters 1. Sophie: A teenager in the final year of her school daydreamer, who does everyone in her family approve of her unrealistic ways

2. Jansie: Down to earth, worried about Sophie, tries to convince her about the ground realities, she is a total contrast to her friend

3. Sophie's Father; Sophie's father rough and harsh factory worker very well aware irritated and intolerant of Sophie's day dreaming nature

4. Geoff: Sophie's elder brother whom she trusts and confides in. He is a silent person. Words have to be priced out of him.

6. Plot Construction :The plot construction centres around Sophie, a teenage girl with vivid fantasies, particularly about meeting the famous Irish football player, Danny Casey. She confides in her brother, Geoff, about this imagined encounter and begins to believe her own story, leading to a waiting game with unrealistic expectations. The story explores themes of imagination, reality, and the clash between dreams and practical life.

7. Mood and Tone: Dreamy/Fantastical, blaming, criticising, ecstatic(during football match) and melancholic(last scene)

8. Theme: It is natural for teenagers to go for unrealistic dreams and hero worship. Here, the socio-economic background plays a leading role in the lives of the characters in choosing a particular profession or vocation. The act of fantasising may lead to despair and disappointment unless it is supported by a realistic approach and hard work to achieve the goals.

9. Summary:

- Two schoolgirls- Sophie and Jansie talk about their future plans after their school education.

- Sophie wants to have a 'boutique' but Jansie doubts it as it needs a huge amount of money.
- Sophie has larger-than-life dreams and claims to find money by working as a manager, an actress or a fashion designer.
- Jansie thinks that they (Sophie & she) are earmarked for a biscuit factory.
- Geoff, Sophie's elder brother and an apprentice mechanic, a silent and realistic fellow by nature, is in her complete trust.
- She confides in him her illusory meeting with Danny Casey, a young Irish football player.
- Her father does not like her make-believe world. He warns Sophie quite often to come out of it and face reality.
- On Saturday, the family goes to watch United, in which Casey scores the second goal for United.
- The family celebrates this in their own distinct manner.
- Sophie, under the delusion of meeting Danny Casey, derives immense pleasure from it.
- Gradually, reality dawns on her.
- She is disappointed and is worried about her credibility.
- She refuses to accept the reality and is convinced that Danny and she understand the situation.
- She continues to live in virtual reality.

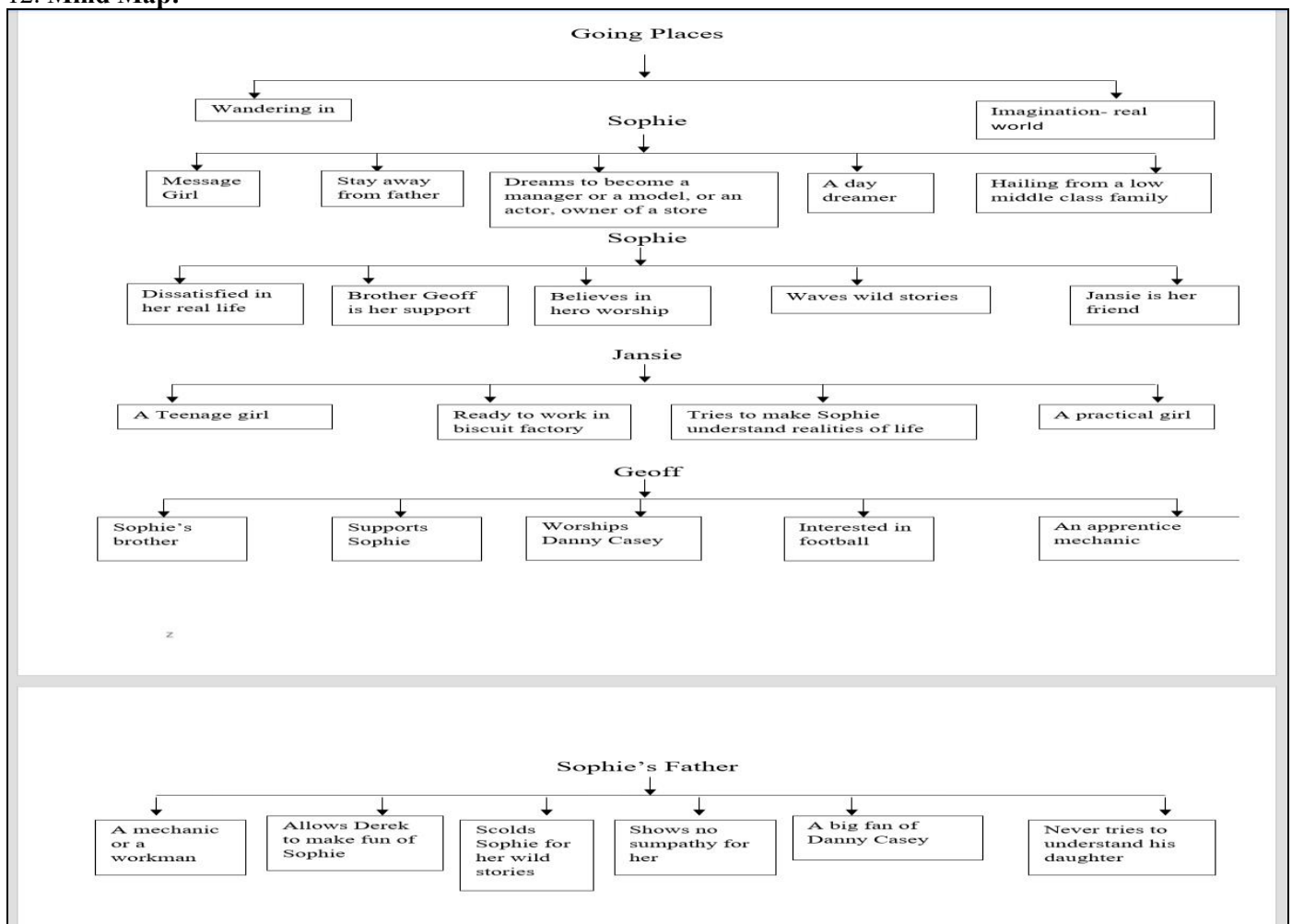
10. Critical analysis:

This chapter critically explores the clash between adolescent dreams and the realities of a working-class family, particularly through the character of Sophie. The story highlights themes of imagination, aspiration, and the impact of socioeconomic status on individual hopes and dreams. Sophie's fantasies, fuelled by a desire to escape her circumstances, ultimately lead to disillusionment when her dreams are confronted with the harsh realities of her family's situation.

11 . Literary devices:

- Sophie's dreams: imagery
- Mother's crooked back: Symbolism
- Sophie and Jansie: Contrast/Juxtaposition

12. Mind Map:



Extract Based Questions (Solved)

I. "Or an actress, Now there's real money in that. Yes, and I could have the boutique on the side. Actresses don't work full time, do they? Anyway, that or a fashion designer. You know something a bit sophisticated." And she turned in through the open street door, leaving Jansie standing in the rain. "If I ever come into money, I'll buy a boutique." Ha, if you ever come into money... if you ever come into money you'll buy us a blessed decent house to live in, thank you very much." Sophie's father was scooping shepherd's pie into his mouth as hard as he could go, his plump face still grimy and sweat-marked from the day.

"She thinks money grows on trees, don't she, Dad?" said little Derek, hanging on the back of his father's chair. Their mother sighed.

1. Sophie turned in through the open street door to

A. To her classroom **B.** Her house **C.** Boutique **D.** Jansie's house

Answer: Her house

2. Sophie's father's appreciation for her dreams and aspirations are reflected in his words. (True/False)

Answer: False

3. Sophie's mother sighed as she felt _____

Answer: hopeless about Sophie's manners

4. What does the phrase "money grows on trees" mean?

Answer: easy money

5. Find a word from the passage which mean same as 'not moving'

Answer: standing

6. Who speaks the line in the extract about buying a decent house?

Answer: Father

II. "I wish he was an Englishman," someone said on the bus. "Ireland will win the world cup." Little Derek told his mother when Sophie brought him home. Her father was gone to pub to celebrate. "What is this you have been telling", Jansie said, next week. "About what" your Geoff told our Frank you met Danny Casey." This was not an inquisition, just Jansie being nosey. But Sophie was startled "Oh that". Jansie frowned, sensing she was covering.

"Yes that—well yes I did". "You never did?" Jansie exclaimed. Sophie glared at the ground. Damn that Geoff, this was a Geoff thing, not a Jansie thing. It was meant to be something special just between them. Something secret. It was not a Jansie thing at all.

1. "Ireland will win the World cup." Who is the speaker?

Ans: Derek

2. This was a Geoff thing, not a Jansie thing, because ----

A. Jansie was trustworthy. **B.** She lived in the world of reality.

C. Her personality was different from Geoff. **D.** Jansie was nosey about things.

Choose the most appropriate combination:

a. A and B b. A and D c. C and D d. A and D

Answer: C and d

3. 'something special just between them' was meant to be

A. A secret

B. something suspicious

C. a prank

D. None of the above

Answer: A secret

4. Sophie is obsessed about

A. Geoff her elder brother

B. Her Dad who loves to watch football matches.

C. Her friend Jansie who wants her to be happy

D. The prodigy Danny Casey

Answer: The prodigy Danny Casey

5. Who represents the realistic side of the life in the above extract?

Answer: Jansie

6. Find the word from the above extract which means 'inquisitive'

Answer: nosey

Unsolved extract based Questions

I. On Saturday they made their weekly pilgrimage to watch United. Sophie and her father and little Derek went down near the goal—Geoff, as always, went with his mates higher up. United won two-nil and Casey drove in the second goal, a blend of innocence and Irish genius, going around the two big defenders on the edge of the penalty area, with her father screaming for him to pass, and beating the hesitant goalkeeper from a dozen yards. Sophie glowed with pride. Afterwards Geoff was ecstatic."

1. Complete the given statement

Their visit to the match was like a 'weekly pilgrimage' refers to _____.

2. Assertion: "Geoff, as always, went with his mates higher up."

Reason 1: Geoff was not very close to his family and lived in his own world.

Reason 2: Geoff was rude and indifferent towards everyone around him and didn't care about anyone at all.

(i) Reason 1 and Reason 2 both can be inferred from the assertion.

(ii) Reason 1 can be inferred but Reason 2 cannot be inferred from the assertion.

(iii) Reason 1 cannot be inferred but Reason 2 can be inferred.

(iv) Reason 1 and Reason 2 both cannot be inferred.

3. 'Sophie glowed with pride.' What was the reason for her 'pride'?

4. Choose the option listing the situation in which one would be 'ecstatic'.

Scenario 1: Going to an old age home and listening to them share stories from the past.

Scenario 2: Being seated next to your favourite pop singer during a short flight.

Scenario 3: Going to a dog show and losing your pet there.

Scenario 4: Coming home and finding that there are 11 messages from your Principal in your email inbox.

(i) Scenario 1 (ii) Scenario 2 (iii) Scenario 3 (iv) Scenario 4

5. Only the children were excited to watch the game.(True/False)

6. Pick up one piece of evidence from the extract to prove Casey's genius.

II. "They wouldn't make you manager straight off, Soaf."

"I'll be like Mary Quant," Sophie said. "I'll be a natural. They'll see it from the start. I'll have the most amazing shop this city's ever seen."

Jansie, knowing they were both earmarked for the biscuit factory, became melancholy. She wished Sophie wouldn't say these things

"don't pay well for shop work, you know that, your dad would never allow it."

1. Choose the correct option :

What trait of the speaker is reflected in the first line of the extract ?

A. Optimistic B. Pessimistic C. Realistic D. Fatalistic

2. Choose the correct option from those given in the brackets to fill in the blank.

"They'll see it from the start" the above statement reflects Sophie's. (modesty/overconfidence)

3. "They don't pay well for the shop work" Jansie's statement depicts Jansie as _____

A. happy-go-lucky girl. B. practical friend of Sophie. C. casual friend of Sophie. D. jealous friend.

4. Complete the following suitably :

"Your dad would never allow it...." the image of Sophie's father as we infer from the above statement is that he _____

5. What does the following line from the extract showcase about Jansie's emotions?

"Soaf, you really should be sensible."

A. Indifference B. Concern C. Regret D. Envy

6. They were both 'earmarked' for the biscuit factory. What does the word 'earmarked' convey?

Solved Short Answer Questions (SAQs)

1. Why did Jansie discourage Sophie from having dreams?

Answer: Jansie and Sophie both belonged to poor families. They did not have any means to fulfil their ambitions and dreams. Jansie had calmly accepted her fate. Jansie knew that her friend had to meet disappointment in the end as they were earmarked for the biscuit factory.

(2) Why didn't Sophie want Jansie to know about her meeting with Danny?

Answer: Sophie thought that if Jansie came to know about her meeting with Danny, she would tell everyone. Then thousands of people would come to her house. It would make her father very angry. She thought that her father could then possibly murder her.

3. Compare and contrast Sophie and Jansie?

Answer. Sophie and Jansie are classmates and friends, but they are poles apart in thinking and temperament. Sophie is an incurable dreamer and escapist. She dreams of big and beautiful things, which are beyond her reach. On the other hand, Jansie is realistic and practical. She knows that they are poor and have to work in the biscuit factory after leaving school. She is well aware that big things require big money and experience, which they don't have.

4. What does Sophie tell Geoff about her meeting with Danny Casey? How does Geoff react to it?

Answer. Sophie tells Geoff that she met Danny Casey. Geoff is surprised. He looks around abruptly and asks where? Sophie replies that she met him in the arcade. Geoff can't believe her. He says, "It's never true." He asks her, "What does he look like?" She replies that he has green eyes and is not very tall. Geoff is still not convinced.

5. How is the disapproval of Sophie's family towards her brought out in the story?

Answer: Her father scolds her for her unrealistic behaviour. Her younger brother makes fun of her, and her mother sighs.

Unsolved Short Answer Questions (SAQs)

1. How did Sophie's father react when Geoff told him about her meeting with Danny Casey?

2. Why did Sophie like her brother Geoff more than any other person? From her perspective, What did he symbolise?

3. Who was Danny Casey? How did the members of Sophie's family react towards him?

4. Why did Sophie choose to walk by the canal? 'What did she do there?'

5. What does Sophie mean when she says, "it's a Geoff thing, not a Jansie thing"?

6. Why does Sophie curse Geoff when Jansie questions her about Danny Casey?

Long Answer Questions (solved)

1. Jansie is just as old as Sophie, but she is very different from her. Cite relevant instances from the story 'Going Places' to bring out the contrast between the two friends.

Answer. Jansie was a realist who guided Sophie when she was on the wings of her fantasies. Her practical bent of mind made her stand apart from Sophie's dream world. Though Jansie and Sophie were of the same age group, Jansie helped Sophie manage her life sensibly.

Jansie made her realise that money was the deciding factor when one dreamt really big. She advised her to forget aspiring high if she was not determined to fulfil it. When Sophie spread her wings of imagination and built castles in the air, imagining either becoming a manager, an actress or running a boutique, she tried to remind herself that everything required money, which she did not have, and that being a manager, higher education is required and that they were only in High School. Sophie thought Jansie was too nosey. Actually, she wanted to remain apprised of Sophie's fantasies which would help her rein Sophie in. She was, indeed, a sincere friend who wished her to accept reality and work for the biscuit factory.

2. How does Sophie include her brother Geoff in her fantasy of her future?

Answer: Geoff symbolises the romanticized world of Sophie. She is given to romanticizing about her life. Everything and every aspect of Geoff's life suits Sophie's temperament. And she reveals herself in that with great interest.

She suspects that, maybe like her, he, too, has 'areas of his life' about which Sophie does know nothing but would do her best to know. These hold a great interest for her as does her own personal romanticized world.

She is jealous of his silence because she feels that he may be having secret things. These have for her 'a special fascination simply because they were unknown to her and remained out of her reach'. Geoff represents for her that exotic world which is always glamorous for her. That's why, she wishes to be admitted more deeply into Geoff's 'affections' that 'someday he might take her with him'.

Sophie feels 'at home' into that vast world outside her! She sees herself riding behind him and listening to the sound of applause as the world rises to greet him. Geoff is the key to all this romanticized or fantasized world of Sophie.

Unsolved Long Answer Questions

1. "Children begin by loving their parents. After a time, they judge them. Rarely, if ever, do they forgive them." The attitude of parents shape the child's perception. Write an article on effective parenting taking ideas from the following lines:

"Sophie's father was scooping shepherd's pie into his mouth as hard as he could go, his plump face still grimy and sweat—marked from the day... outside the pub, she passed her father's bicycle propped against the wall, and was glad."

2. Teachers always advise their students to dream big. Yet, the same teachers in your classrooms may find fault with Sophie when she dreams. What is wrong with Sophie's dreams?

3. Every teenager has a hero/heroine to admire and often they become role models for them. How do you think Sophie can turn her daydreaming into meaningful ambition?

4. Imagine William Douglas of Deep Water meets Sophie near the canal. What advice would he give her to help her overcome her dejection and achieve success in life?

POETRY
My Mother at Sixty-Six
By Kamala Das

1. Title: The title "My Mother at Sixty-Six" by Kamala Das is poignant and directly establishes the poem's focus: the poet's observation and emotional response to her mother's ageing and the impending nature of mortality. The specific age, "sixty-six," emphasises the mother's advanced age and the inevitability of time's passage. The title immediately tells the reader that the poem centres on the poet's mother and her experience at a specific age. The number "sixty-six" is not just a random number; it signifies a stage of life where ageing and its consequences become more apparent, prompting reflection on mortality. The title evokes a sense of vulnerability and perhaps a tinge of sadness, setting the tone for the poem's exploration of the poet's feelings about her mother's ageing and the fear of loss.

2. Poet: Kamala Das: Kamala Das, also known as Madhavi Kutty, a prominent Indian English poet and writer, known for her bold and honest exploration of the female psyche, love, and the human condition. Her work often explored themes of personal emotions, identity, and human relationships, including the complexities of love, family bonds, and the inner turmoil of the human experience. This poem is a poignant example of her ability to capture subtle yet profound emotions, reflecting an awareness of the passage of time, the inevitability of ageing, and the pain of separation. She is considered one of India's foremost poets, known for her originality, versatility, and the indigenous flavour of her writing.

3. Setting: The setting of Kamala Das's poem "My Mother at Sixty-Six" is a journey to the airport from the poet's parent's home, with the primary focus on the mother's frail, ageing appearance and the poet's emotional reaction to it.

4. Form of Poetry/Type of versification: "My Mother at Sixty Six" is a free verse poem, meaning it doesn't follow a regular rhyme scheme or meter, and instead relies on natural speech rhythms and sentence structure to convey its meaning and emotions. The poem is written in free verse, characterized by its lack of a set rhyme scheme or meter. The poem's versification is natural and conversational, mirroring the flow of thought and emotion.

5. Rhyme Scheme: The poem does not follow any rhyme or rhythm. It has been written in free verse.

6. Characters: The main characters are the poet (daughter) and her mother, with the poem exploring the daughter's emotional journey as she confronts her mother's ageing and the fear of separation.

The Poet (Daughter): The poem is a first-person narrative, with the poet as the central figure.

She experiences a range of emotions, from initial anxiety and sadness upon seeing her mother's aged appearance to a fleeting sense of relief and a renewed sense of connection as she looks out at the world outside. She masks her anxiety with a smile, highlighting the universal struggle with accepting ageing and potential loss of loved ones. The poet is a young woman who is travelling to the airport with her mother.

The Mother: The poem focuses on the mother's physical appearance, described as frail and weak, and her age, which is sixty-six. Her face is described as "ashen" and "pale," symbolizing the effects of ageing and the poet's fear of losing her. The mother is a symbol of frailty, dullness, pessimism, and inactivity. The poet's mother is a woman who is stoic (indifferent to pleasure or pain) and patient.

7. Plot Construction/Development of idea, organisation of ideas (stanza-wise) and conclusion

The poem's plot unfolds stanza-wise, tracing the speaker's journey to the airport with her ageing mother, culminating in a poignant farewell and reflection on mortality and separation.

Stanza 1: The poem begins with the speaker and her mother in the car, heading to the airport. The speaker observes her mother, who appears frail and aged, "like the dead," highlighting the impact of time and the impending loss.

Stanza 2: The speaker shifts her gaze from her mother to the outside world, witnessing the vibrant energy of children playing and the lush greenery, which contrasts with her mother's stillness and vulnerability.

Stanza 3: As they reach the airport, the speaker must say goodbye to her mother, masking her sorrow and fear with a forced smile to reassure her. The speaker's internal conflict between her own emotions and her mother's well-being is evident.

Stanza 4: The final stanza sees the speaker reflecting on the inevitability of separation and the passing of time. The image of her mother, now appearing frail and vulnerable, reinforces the theme of mortality and the speaker's deep affection for her ageing mother.

8. Mood and Tone: The mood of the poem is one of poignant introspection and a bittersweet awareness of ageing and mortality, while the tone is melancholy, yet also tinged with a quiet acceptance and a glimmer of hope.

Mood: Introspective: The poem is a journey into the speaker's thoughts and feelings as she observes her mother's ageing. **Bittersweet:** The poem balances the love and concern for her mother with the realisation of her own mortality and the inevitability of separation.

Awareness of Ageing and Mortality: The speaker's observation of her mother's pale, frail face, and the image of her as a "late winter's moon" evokes a sense of the passing of time and the fragility of life.

Fear of Separation: The speaker experiences an "old, familiar ache", which is her childhood fear of losing her mother.

Tone: Melancholy: The poem's overall tone is sombre and reflective, insinuating the speaker's sadness and concern for her mother.

Quiet Acceptance: Despite the sadness, the speaker's actions (smiling and reassuring her mother) suggest a quiet acceptance of the inevitable.

Glimmer of Hope: The speaker's smile and the contrast between her mother's stillness and the lively world outside the car hint at a hope for a future reunion and a continuation of life.

Suppressed Emotions: The poet chooses not to express her emotions openly, instead she smiles and reassures her mother, symbolising how people often hide their true feelings to avoid causing distress to their loved ones.

9. Themes

"My Mother at Sixty-Six" by Kamala Das explores the themes of ageing, the mother-daughter bond, the inevitability of loss, and the emotional impact of separation.

Ageing and Mortality: The poem centres around the poet's observation of her mother's ageing and the realization of her own mortality, as well as the mother's. The mother is described as "pale as a corpse" and "ashen like a corpse," highlighting the physical decline associated with age.

The Mother-Daughter Bond: The poem beautifully captures the deep and enduring love between a mother and daughter, and the fear of separation that comes with it. The poet's concern for her mother's well-being is palpable, and the poem explores the emotional turmoil of witnessing a loved one grow old.

Fear of Loss and Separation: The poem explores the fear of losing a loved one, particularly the mother, and the emotional impact of separation. The airport setting symbolises the impending separation, and the poet's emotional state reflects the anxiety and sadness associated with it.

The Passage of Time: The poem also touches upon the inevitable passage of time and the way it affects both the mother and the daughter. The poem highlights the contrast between the youthful energy of the outside world and the mother's frailty, emphasising the impact of time.

10. Summary

Journey to the Airport:

The poem depicts the poet and her mother traveling to the Cochin airport.

□ **Observing her Mother:** The poet focuses on her mother's appearance, noting her pale face and the way she seems to be dozing off, almost resembling a corpse.

□ **Themes of Ageing and Mortality:** The poem explores the themes of ageing, the inevitability of death, and the poet's realization of her mother's vulnerability.

□ **Fear of Separation:** The poet experiences a sense of fear and sadness at the prospect of separation from her mother, realizing that this could be their last goodbye.

□ **Contrasting Imagery:** The poem contrasts the mother's aged appearance with the vibrant scenes outside the car, such as children playing and trees "sprinting," symbolizing youth and life.

□ **Masking Emotions:** Despite her inner turmoil, the poet forces a smile and tries to appear cheerful, masking her true feelings of fear and sadness.

□ **Acceptance and Love:** The poem ends with a bittersweet acceptance of the inevitable, reflecting how love and hope can coexist with the reality of ageing and loss.

11. Mind Map

MY MOTHER AT SIXTY SIX BY KAMALA DAS	INTRODUCTION-DRIVING TO THE AIRPORT WITH HER MOTHER, THE POET REFLECTS ON HER MOTHER'S OLD AGE
	CHARACTERS-THE POET, HER MOTHER
	THEME-THE INEVITABILITY OF AGEING AND THE FEAR OF LOSS
	TOPE AND MOOD-MELANCHOLIC, WORRIED, NOSTALGIC
	LITERARY DEVICES-IMAGERY OF OLD AGE, SIMILE: 'LIKE THAT OF A CORPSE' REPETITION-SMILE AND SMILE AND SMILE
	MAIN POINTS-MOTHER APPEARS WAN, PALE AND IS ASLEEP, FEAR OF LOSING HER MOTHER, CHILDHOOD MEMORIES EVOKED

12. Critical Analysis

The Poem explores the themes of ageing, mortality, and the bittersweet nature of love and separation, focusing on the poet's emotional journey as she observes her mother's frailty and confronts the inevitability of loss. The poem directly addresses the ageing process and the poet's realization of her mother's vulnerability and the inevitability of death. The poem explores the complex bond between a mother and daughter, highlighting the love, concern, and fear of separation that exist within that relationship. The poet's fear of losing her mother is a central theme, evident in her initial attempt to distract herself with the outside world and her eventual, poignant observation of her mother's face. The poem uses contrasting imagery, such as the vibrant, youthful scenes outside the car juxtaposed with the pale, ageing face of the mother, to emphasize the cyclical nature of life and death. The poet's forced smile and attempts to appear composed, despite her inner turmoil, highlight the societal expectations to suppress emotions, particularly in

the face of loss. The poem ends with the poet's acceptance, acknowledging the inevitability of ageing and loss while also reaffirming the enduring power of love and memory.

13. Literary Devices

Kamala Das employs various poetic devices, including **imagery**, **personification**, **contrast**, **simile**, **metaphor** and **repetition**, to convey the speaker's emotional journey and the **theme of ageing and mortality**.

Imagery: The poem is rich in vivid imagery, particularly **visual imagery**, used to describe the mother's appearance and the surrounding environment. For instance, the description of the mother's face as "**ashen**" creates a strong visual image of her age and weariness. The image of "**tree sprinting**" and "**merry children spilling**" creates a contrast between the youthfulness of the world outside and the mother's ageing.

Personification: The trees are described as "**sprinting**," giving them a human-like quality and suggesting the rapid passage of time.

Contrast: The poem uses contrast to highlight the difference between the speaker's youthful perspective and her mother's ageing, creating a sense of unease and anxiety. The contrast between the "**young**" children and the "**old**" mother emphasizes the theme of ageing and mortality.

Repetition: The word "looked" is repeated, emphasizing the speaker's repeated glances at her mother and her growing awareness of her mother's age.

Simile: The poet uses a simile to compare her mother's appearance to a "late winter's moon".

Apostrophe: This rhetorical device is used when a poet addresses his or her poem to an absent audience. In this poem, the poet uses the device of apostrophe, when she speaks directly to her mother, addressing her as "Amma", even though we never see the mother replying to the poet.

Metaphor: The poet uses the device of metaphor in line when she speaks, the merry children spilling out of their homes, to show the contrary image of her mother's age and approaching end.

14. COMPREHENSION CHECK QUESTIONS:

EXTRACT BASED (SOLVED)

II "*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...."

i. What does the description "Her face ashen like that of a corpse" suggest about the mother?

Ans. The mother looks very old, frail, and lifeless, like a dead body. It reflects the poet's realization of her mother's physical decline and nearness to death.

ii. How does the image of the mother affect the poet emotionally?

Ans. The poet feels a sudden fear and pain at the thought of losing her mother. It makes her confront the reality of ageing and mortality.

iii. The tone of the poet expressed in the above lines is:

(a) sadness and helplessness (b) excitement and eagerness (c) appreciation and gratitude (d) anger and anxiety

Ans: (a) sadness and helplessness

2. "*...and*

realizing that she was as old as she

looked but soon

put that thought away, and looked out at young

trees sprinting, the merry children spilling

out of their homes....."

i. What contrast does the poet draw in this extract?

Ans. The poet contrasts the old age and stillness of her mother with the vibrancy and motion of young trees and playful children outside.

ii. Why does the poet put that thought away?

Ans: She wants to avoid thinking about her mother's ageing and impending death, so she engages her mind in positive forces of life full of sprightliness by looking at the lively world outside.

iii. The poet uses the word 'spilling out' while describing the children to suggest _____

Ans. Exuberance of the children and their vehemence.

3. "*but all I did was smile and smile and smile...."*

i. Why does the poet repeat the word 'smile'?

a. to show her excitement b. to express sarcasm c. to hide her pain and fear of separation

d. to greet her mother

Ans. (c). To hide her pain and fear of separation

ii. What does the poet's smile reveal about her character?

Ans. It reveals her sensitivity, emotional depth, and her effort to remain composed despite intense inner sadness. She prioritizes her mother's comfort over her own pain.

iii. What kind of separation is hinted at in this line?

Ans: An emotional and possibly permanent separation due to ageing and death.

UNSOLVED

4. *but after the airport's*

security check, standing a few yards

away, I looked again at her, wan,

pale

as a late winter's moon and felt that

old

familiar ache, my childhood's fear,

but all I said was, see you soon,

Amma,

all I did was smile and smile and

smile.....

i. Identify the word in the extract that means 'colourless'.

ii. Complete the following analogy correctly:

She sang like a bird: Simile

All I did was smile and smile and smile:

iii. Read the following statement and choose the correct option:

(I) The poet had gone through the security check. (II) She did not want to look at her mother.

(a) (I) is true, but (II) is false. (b) (I) is false, but (II) is true. (c) Both (I) and (II) are true. (d) Both (I) and (II) are false.

iv. What childhood fear is the poet referring to?

v. Pale as a winter's moon suggests

5. *I saw my mother,*

beside me,

doze, open mouthed, her face

ashen like that

of a corpse and realised with

Pain

i. What did 'I' realise with pain?

ii. "and realised with pain". Why was there pain in the poet's realisation?

iii. Which of the following rhyme schemes has been employed by the poet in the above stanza?

(a) ababab (b) free verse (c) abcabc (d) aabbba

iv. Identify the poetic device used in the above stanza.

SHORT ANSWER QUESTIONS (SOLVED)

1. Highlight the central idea of the poem My Mother at Sixty –Six.

Ans. The poem explores the emotional response of a daughter witnessing her mother's ageing and the looming fear of death. It deals with the universal theme of love, loss, and the passage of time.

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

Ans. The mother is compared to the 'late winter's moon' because she appears pale, wan, and dim, just like the moon in the fading winter sky. It symbolises decay, fragility, and the nearing end of life.

3. Why does the poet's childhood fear surface when she is going to the airport?

Ans. Since her childhood, perhaps Kamala Das always feared that she would lose her mother or in some way be separated from her. Now that her mother is old and her health has deteriorated, the poet's fear surfaces again when she is going to the airport.

4. Explain the reason behind the young trees being described as sprinting by the poet.

Ans: The young trees are ‘sprinting’ that are rushing past the poet as she is travelling in a very fast-moving car. While travelling in a speeding vehicle, the objects outside appear to be rushing past us in the opposite direction. These sprinting trees are in stark contrast to the passive old lady sitting inside the car.

5. What message does the poem highlight, in the context of familial relationships, and the speaker’s sense of anxiety and fear at the prospect of losing her mother?

Ans. The poem highlights the importance of cherishing and appreciating the people we love, while we still can.

6. The poem reflects on the theme of ageing and loss. Discuss.

Ans. The poem captures the poet’s emotional response to her mother’s ageing, highlighting the universal fear of separation and loss that comes with time.

UNSOLVED

1. Imagery was an effective literary device to bring out the contrast between the “merry children” and the mother. Comment.

2. 'A smile does not always indicate happiness.' Does My Mother at Sixty-Six reflect this statement? Justify your response with an example from the poem.

3. Comment on the tone of the poem with references to “My Mother at Sixty Six”.

4. Kamala Das uses visual imagery in her poem to depict the passage of time. Explain.

5. Highlight and explain the lines in the poem that show the palpable fear in the poet’s mind about losing her mother.

LONG ANSWER QUESTIONS (SOLVED)

1. The pain of separation is expressed both literally and metaphorically in this poem. Elucidate.

Ans. In the poem "My Mother at Sixty-Six," Kamala Das expresses the pain of separation both literally and metaphorically. Literally, the speaker and her mother are physically separated by distance and time, as the mother is asleep in the car while the speaker drives. This physical distance creates a sense of sadness and loss for the speaker, who is aware that she may not have many more opportunities to be with her mother. Metaphorically, the pain of separation is expressed through the speaker's reflections on the passage of time and the inevitability of ageing and mortality. The mother's wrinkles and greying hair are described as signs of her advancing age, which reminds the speaker that they are both growing older and will eventually be separated by death.

2. The poet does not directly mention the fear of her mother’s death, yet she is successfully able to convey the same through different poetic techniques. Discuss.

Ans. The first technique used by the poet is the description of the mother's physical appearance. The poet describes her as having an "open-mouthed" doze, and her face is compared to that of a corpse, with an "ashen" colour. This description creates a sense of unease and suggests that the mother's age and mortality are on the speaker's mind. The use of simile is another effective technique used by the poet. The mother is compared to a "late winter's moon," which is a symbol of decline and impending death. This simile creates a sombre mood and further emphasizes the speaker's fear of losing her mother. The use of sensory imagery also helps to convey the fear of the mother's death. The silence in the car is described as "pale," which creates a sense of discomfort and anxiety. The slow, soft breathing of the mother is also described in detail, which suggests that the speaker is paying close attention to her mother's physical state and is fearful of any changes.

In addition, the use of repetition in the final lines of the poem, where the speaker repeats the word "smile" three times, creates a sense of forced cheerfulness and suggests that the speaker is trying to hide her true emotions of fear and sadness.

UNSOLVED

1. The poem is full of silence and unspoken emotions. Elucidate with examples from the poem, “My Mother at Sixty Six”.

2. Explain in detail how the poem reflects the personal and universal aspects of human experience.

3. The poem reflects the emotional turbulence in the mind of the poet regarding her ageing mother. Substantiate.

4. It is impossible to repair the ravages of time, acceptance being the only way forward. Highlight how Kamala Das explains this in her poem My Mother at Sixty Six.

5. The poem is a testimony to the strong bond between a mother and her daughter, a bond that has stood the test of time. Explain in detail the bond between Kamala Das and her mother, and also Kamala Das’ pangs of pain while realising that her mother has aged and may not live for long.

CBQ (SOLVED & UNSOLVED)

1. What does the word 'but' at the beginning of the line 'but all I said...' suggest?

Ans. It suggests a contrast between the speaker's internal emotional response and her outward behaviour.

2. What is the most likely reason the poet capitalised 'Young Trees'?

Ans. The capitalised phrase 'Young Trees' draws the reader's attention to youth, energy and movement. These trees, described as 'sprinting', represent vitality, growth, and the continuation of life, the opposite of the mother's frailty and stillness.

3. As a daughter, was it correct on the part of Kamala Das to have left her ageing and obviously ailing mother alone? Do you think that Kamala Das's feelings for her mother are genuine?

4. Kamala Das's mother represents the vast majority of the ageing population- alone and fighting to fend off the frailties of old age.

KEEPING QUIET

By - PABLO NERUDA

1. Title: "Keeping Quiet is a gentle reminder what life can be like in a brief moment of a silent pause. This message instantly resonates with one in the digital age where "switching off" has become a much-needed life hack.

2. About the author: Pablo Neruda. Pablo Neruda is a renowned Chilean poet who actively influenced the times he was living in through his powerful verse. With a massive impact on Latin American history and literature, his half-a-century of artistic expression resulted in an enormous output spanning thousands of poems and prose work. Championing the cause of workers and standing for Social Justice, Neruda actively opposed exploitative practices of big business, a glimpse of which can be seen in the poem Keeping Quiet. He won the Nobel Prize in Literature in 1971.

3. Setting:- Broad and universal, as it reflects a moment of global stillness and introspection. The poem does not describe a specific physical location but rather envisions a world where all human activities come to a temporary halt. Overall, the setting is symbolic, encouraging humanity to step away from chaos and appreciate the power of silence and contemplation.

4. Form of Poetry:- 'Keeping Quiet' by Pablo Neruda is an example of FREE VERSE poetry with philosophical and reflective essence. It is an eight-stanza poem that is divided into uneven sets of lines.

5. Rhyme Scheme:- The poem follows Free Verse, meaning it does not have a fixed rhyme scheme, metrical pattern or strict structural rules but instead relies on rhythm, repetition and enjambment to create its impact.

6. Characters:- The poem does not have specific characters in the traditional sense. However, it does refer to various groups of people and symbolic figures to convey its message of introspection, unity and peace.

Implied or Symbolic Characters: The Speaker, All of Humanity, Fishermen in the cold sea, Salt gatherer with hurt hands, Warriors and those in conflict

7. Development of Idea/Plot Construction: - The poem *Keeping Quiet* by Pablo Neruda does not follow a conventional plot structure like a story or a narrative poem. However, it has a logical progression of ideas, which can be analyzed as its thematic development or conceptual plot construction.

i. **Exposition** (Introduction of the Idea)- The poet begins by inviting everyone to pause for a moment and stay silent. He urges for a few moments of silence, symbolizing unity and self-reflection.

ii. **Rising Action** (Expanding the Theme of Stillness)-The poet suggests that if people stop their routine activities, they will experience peace and mutual understanding. He provides examples: fishermen harming the sea and salt gatherers suffering from hard labor, highlighting the impact of human actions.

iii. **Climax** (The Realization of Inner Peace and Harmony)-The poet argues that silence is not about complete inactivity or death but about self-awareness and rejuvenation. He emphasizes that people should not confuse stillness with uselessness but rather see it as a chance to connect with themselves and others.

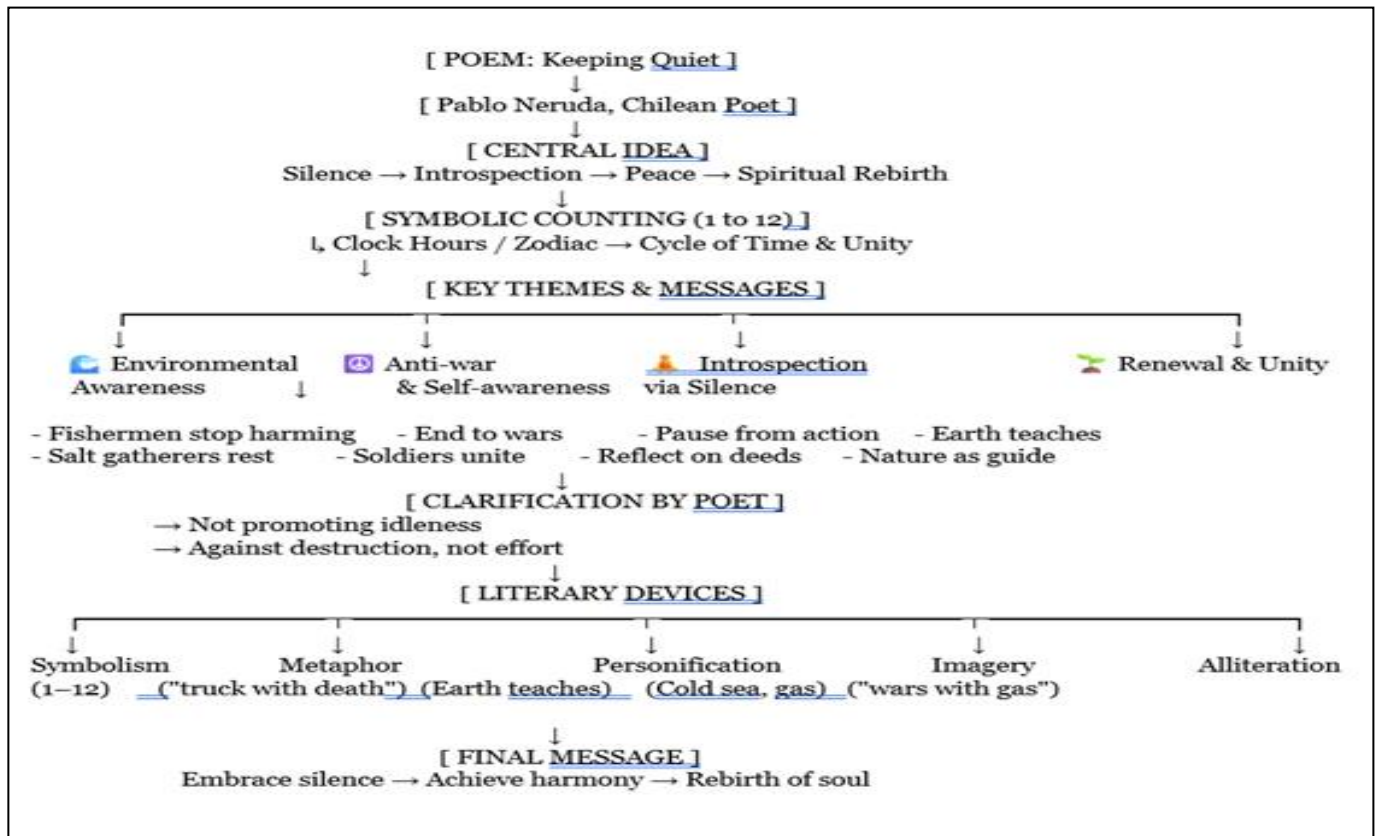
iv. **Falling Action** (Contrast with War and Violence)-The poet contrasts the peaceful silence with the destructive silence of death caused by war. He urges people to embrace life and reflection rather than conflict and destruction.

v. **Conclusion** (The Final Message of Renewal and Change)-The poet encourages everyone to adopt silence as a means of self-renewal and positive change. He ends by stating that the earth can teach us about renewal—just as nature remains still in winter but blossoms again in spring.

8. Mood – Calm, reflective & contemplative. Human suffering and war introduce a serious & thought-provoking mood but the overall atmosphere remains hopeful and soothing.

9. **Tone** :- Gentle, Persuasive and Philosophical.

10. MIND MAP



11. Themes of the poem:- 1. Silence and self-reflection 2. Peace and Unity 3. Environmental awareness 4. Renewal and Transformation 5. Anti-war and non-violence

Summary of the poem- "Keeping Quiet" is a poem about peace and introspection by Chilean poet Pablo Neruda.

- The poet urges humanity to pause and count silently from one to twelve—a number that symbolises the twelve hours on a clock or the twelve zodiac signs.
- He encourages everyone to remain silent, as language often creates barriers between people. This moment of stillness will be extraordinary, unlike anything we have experienced before.
- During this pause, fishermen will refrain from harming whales, salt gatherers will avoid injuring their hands, and those who exploit nature will reconsider their actions.
- Warriors preparing for battle will stand in unity with their enemies, and no one will harm themselves or others. The poet envisions a world where people reflect on their deeds and recognize their consequences.
- However, Neruda clarifies that he does not advocate for idleness. Instead, he calls for an end to war, rejecting the tragic sight of trucks carrying the dead bodies of soldiers.
- His vision promotes universal peace and brotherhood. He observes that people are constantly working, driven by the fear of death and the desire to achieve everything quickly. In this relentless pursuit, they fail to reflect on the impact of their actions.
- The poet urges them to step back, appreciate their achievements, and free themselves from the anxiety of mortality.
- By embracing silence and stillness, people will discover the true purpose of life. Just as nature undergoes renewal with the changing seasons, this moment of quiet will serve as a rebirth for the human soul, offering it new meaning and clarity.
- The poet concludes by counting to twelve once more, inviting everyone to embrace silence before he departs.

Critical Analysis of the poem :-Pablo Neruda's Keeping Quiet is a reflective poem advocating for peace, self-awareness, and universal harmony. The poet urges a moment of silence to break barriers created by language, war, and relentless human activity. He emphasizes the need to pause and introspect, allowing people to recognize the impact of their actions on nature and humanity. The poem rejects idleness but promotes thoughtful existence, urging mankind to embrace stillness as a form of spiritual rebirth. Through simple yet profound imagery, Neruda highlights the futility of war and material pursuits, advocating for a world where silence fosters understanding and unity.

Literary Devices :-

1. Symbolism – The numbers one to twelve symbolise the twelve hours of a clock or the twelve zodiac signs, representing a complete cycle of time and universal unity.
2. Metaphor – "I want no truck with death" metaphorically expresses the poet's rejection of war and destruction.
3. Alliteration – The repetition of consonant sounds, such as in "we would," "sudden strangeness," and "wars with gas", creates a rhythmic flow.
4. Personification – Nature and human activities are given human-like qualities, as in "the Earth can teach us," implying that nature holds wisdom.
5. Repetition – The phrase "Keeping Quiet" and the poet's call to remain silent emphasize the theme of introspection.
6. Imagery – Vivid descriptions like "fishermen in the cold sea" and "wars with gas" evoke strong visual and emotional responses.
7. Enjambment – The lines flow into each other without punctuation, maintaining a conversational and reflective tone.
8. Paradox – The idea that silence and stillness lead to deeper understanding and renewal creates a meaningful contrast.

Extract-Based Questions:-

1. *What I want should not be confused
with total inactivity. Life is what it is about;
I want no truck with death.*

*If we were not so single-minded
about keeping our lives moving,
and for once could do nothing,
perhaps a huge silence
might interrupt this sadness of never understanding ourselves
and of threatening ourselves with death.*

i. How does the poet want the readers to interpret "total inactivity"?

- a) Absolute stillness and lifelessness
- b) A temporary pause for self-reflection
- c) Sleeping for long hours
- d) Avoiding responsibilities

Answer: b) A temporary pause for self-reflection

ii. What does the poet suggest about human nature in the above stanza.

- a) Humans are always engaged in materialistic activities and have no time for introspection.
- b) Humans avoid silence because they fear introspection.
- c) Humans prefer to live in isolation.
- d) Humans embrace stillness naturally.

Answer: a) Humans are always engaged in materialistic activities and have no time for introspection.

iii. What does the poet mean by "I want no truck with death"?

- a) He does not want a world filled with killing/ bloodshed
- b) He is afraid of physical death.
- c) He believes death is inevitable.
- d) He wants to understand death deeply.

Answer: a) He does not want a world filled with killing/ bloodshed

iv. What paradox does the poet highlight about human engagement with life?

Answer: The paradox is that despite constantly striving to move forward, humans fail to understand themselves and their purpose.

v. Which poetic device is used in "huge silence"?

- (a) Simile
- (b) Hyperbole
- (c) Oxymoron
- (d) Alliteration

Answer: (b) Hyperbole

vi. What does the phrase "threatening ourselves with death" imply about human anxiety?

Answer: It implies that humans, in their constant rush, irrationally engage in activities that pose a threat to their existence, rather than embracing the present meaningfully.

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

i. What does the poet mean by "an exotic moment"?

- (a) A rare moment of absolute stillness and unity
- (b) A time filled with adventure and excitement
- (c) A technologically advanced future
- (d) A moment of isolation and loneliness

Answer: a) A rare moment of absolute stillness and unity

ii. What does "without engines" symbolise in the stanza?

- (a) The need to stop technological advancements (b) A temporary pause from human activity and industrialisation
(c) The importance of fast-moving progress (d) A complete rejection of modernity

Answer: (b) A temporary pause from human activity and industrialisation

iii. Which poetic device is used in "sudden strangeness"?

- (a) Metaphor (b) Alliteration (c) Oxymoron (d) Simile

Answer: (b) Alliteration

iv. What is the tone of the stanza?

- (a) Aggressive and demanding (b) Reflective and hopeful (c) Satirical and humorous (d) Fearful and pessimistic

Answer: b) Reflective and hopeful

v. Assertion (A): The poet criticizes technological advancement.

Reason (R): He wants humans to return to a primitive way of living.

- (a) Both A and R are true, and R explains A. (b) Both A and R are true, but R does not explain A.

- (c) A is true, but R is false. (d) Both A and R are false.

Answer: c) A is true, but R is false.

vi. What contrast does the poet create in the stanza?

Answer: He contrasts the usual fast-paced, machine-driven life with a peaceful, silent existence.

3. *Perhaps the Earth can teach us as
when everything seems dead
and later proves to be alive.
Now I'll count up to twelve and
you keep quiet and I will go."*

i. What does the poet suggest when he says, "Perhaps the Earth can teach us"?

- a) Nature has no impact on human life. (b) Humans should follow Earth's natural cycles of renewal.
(c) The Earth remains unchanged over time. (d) Silence is unproductive and meaningless.

Answer: b) Humans should follow Earth's natural cycles of renewal.

ii. What does the poet imply by saying "I will go" in the last line?

- (a) He will physically leave the readers. (b) He has imparted his wisdom and will step back.
(c) He is imposing his will on others. (d) He is commanding silence forever.

Answer: (b) He has imparted his wisdom and will step back.

iii. Assertion (A): The poet sees nature as a teacher.

Reason (R): Nature demonstrates that life continues even after apparent stillness or death.

- (a) Both A and R are true, and R explains A. (b) Both A and R are true, but R does not explain A.

- (c) A is true, but R is false. (d) A is false, but R is true.

Answer: a) Both A and R are true, and R explains A.

iv. Assertion (A): The poet's act of counting to twelve suggests a strict command for silence.

Reason (R): He wants to control people's actions permanently.

- (a) Both A and R are true, and R explains A. (b) Both A and R are true, but R does not explain A.

- (c) A is true, but R is false. (d) Both A and R are false.

Answer: c) A is true, but R is false.

v. Which of the following best describes the poet's idea in these lines?

- I. The Earth represents renewal and hope. II. Silence can help humans learn from nature.
III. The poet enforces strict silence as a rule. IV. Death is the ultimate end of everything.

- a) I and II only (b) II and III only (c) I and IV only (d) III and IV only

Answer: a) I and II only

vi. Which literary device is present in "everything seems dead and later proves to be alive"?

- a) Oxymoron (b) Symbolism (c) Hyperbole (d) Simile

Answer: b) Symbolism (It symbolises renewal, as seen in changing seasons.)

Unsolved Extracts

*1. Those who prepare green wars,
wars with gas, wars with fire,
victory with no survivors,
would put on clean clothes
and walk about with their brothers
in the shade, doing nothing.*

(i) Which of the following are 'valid' explanations of the expression 'green wars'?

1. Wars using chemicals, gases and radiation as weapons 2. Wars fought for natural resources, forests or environmental wealth
3. Wars against universal peace and brotherhood 4. Wars by armies often donning green uniforms

(a) Options 1, 2 and 3 (b) Options 1, 2 and 4 (c) Options 2, 3 and 4 (d) Options 1, 3 and 4

(ii) Which of the following conclusions CANNOT be drawn on the basis of the above extract?

- (a) Wars are necessary to bring about peace and harmony in the world.
(b) Conflicts can be resolved through dialogue and understanding.
(c) Humans don't need wars, they need mutual respect and understanding.
(d) It's possible for people of the world to co-exist in peace and harmony.

(iii) The word 'shade' can be interpreted to mean?

1. Darkness 2. Bliss 3. Ignorance 4. Peace

(a) Options 1 and 2 (b) Options 2 and 4 (c) Options 2 and 3 (d) Options 1 and 4

(iv) The poet's world view as depicted in the extract can be called

- (a) unrealistic (b) impractical (c) idealistic (d) impressionistic

(v) The phrase "Victory with no survivors" is an example of :

- (a) Hyperbole and Irony (b) Simile and Contrast (c) Allusion and Metaphor (d) Oxymoron and Paradox

vi) The tone of this stanza can best be described as:

- (a) Ironic and mocking (b) Sarcastic and rebellious (c) Hopeful and visionary (d) Indifferent and abstract

*2. If we were not so single-minded
about keeping our lives moving,
and for once could do nothing
perhaps a huge silence
might interrupt this sadness
of never understanding ourselves
and of threatening ourselves with death.*

(i) Choose an option that CANNOT be considered as correct.

"The extract seems to suggest that a vast majority of people are always..."

- (a) busy worrying about how they will survive (b) concerned more about themselves than others
(c) planning how they can achieve their goals by hook or crook (d) making efforts to reduce hatred and enmity from the world

(ii) Choose the BEST option that completes the following statement.

The 'huge silence' the poet talks about in this extract may be...

- a) a gap between reality and expectation (b) a vacuum or void of feelings and emotions
(c) a period of self-introspection and self-realization (d) a period of nothingness

(iii) What can we infer from "threatening ourselves with death"?

- (a) That we are constantly in danger due to war and violence caused by our actions (b) That nature is cruel and threatening
(c) That death is unpredictable and scary (d) That people should never think about death

(iv) The poet's tone in this extract is one of

- (a) Enthusiasm (b) Optimism (c) Dejection (d) Repentance

(v) The phrase "single-minded about keeping our lives moving" critiques:

- (a) A society focused on physical health (b) An obsession with worldly progress at the cost of inner peace

(c) A lifestyle that balances work and leisure (d) A philosophy based on meditation and stillness

(vi) Which poetic device is used in “a huge silence might interrupt this sadness”?

(a) Metaphor-comparing silence to sadness (b) Hyperbole-exaggerating the scale of silence

(c) Personification-attributing agency to silence (d) Irony-contrasting silence with action

Short Answer Questions (Solved) 40-50 words :-2 Marks

Q.1 To whom is the poet addressing and what does he want them to do?

Answer- The poet is addressing mankind at large. He wants them to stop their activities for a while and sit quietly to introspect the consequences of their actions. He believes that by observing silence, men can attain peace and tranquility.

Q.2 What is the significance of the number twelve?

The poet urges the readers to begin the session of introspection through this expression. Twelve may stand for the hours on a clock or the months in a year; in both cases the number twelve indicates the time of human activity that the poet wishes to put to rest.

Q.3 How would humanity benefit if people did not speak in any language?

Answer- Language breeds linguistic chauvinism which further breeds the desire to dominate. If for some time, no one speaks on the face of Earth, all these negative sentiments would fade away in the depths of silence.

Q.4 What would be an ‘Exotic Moment’ for the poet?

Answer- It would be a moment of immense world peace, universal brotherhood and love created through introspection and silence.

Q.5 Explain: “without rush, without engines”?

Answer- The expressions are symbolic of the clamour of the modern life. In the modern competitive world of growth and progress, there is a rat-race to outshine others. Life can be peaceful only if this thoughtless ‘advancement’ can be stopped.

Q.6 What is the ‘sadness of never understanding ourselves’?

Answer- Man in his race towards materialism, has sacrificed the fulfillment of his emotional needs. He does not understand its importance and has thus become sad and isolated.

UNSOLVED QUESTIONS (SATQs):-

Q.1 How will Keeping Quiet protect our environment?

Q.2 How would men benefit if they did nothing and kept quiet?

Q.3 Why does the poet say that he does not want his ‘wish’ to be confused with ‘total inactivity’?

Q.4 What kind of life does the poet visualize?

LONG ANSWER QUESTIONS (Solved) 120-150 words:- 5 Marks

Q.1 Pablo Neruda blames human beings for all their woes. Do you agree? Justify your answer with textual evidence and reasons.

Answer- Yes, I agree that Pablo Neruda blames human beings for many of their problems in his poem Keeping Quiet. He believes that people are always busy and focused on progress, but they never stop to think about what they are doing or why. Because of this, they have become disconnected from themselves, from others, and from nature.

In the poem, Neruda says that we are all “so single-minded about keeping our lives moving,” which means we don’t take time to reflect. He also writes about “the sadness of never understanding ourselves and of threatening ourselves with death,” suggesting that our constant activity, greed, and violence have created pain, destruction, and even war.

The poet feels that if people could be still and silent for just a moment, they would understand themselves better and feel more connected with others. This silence would bring peace and help people avoid harming each other and the earth.

So, Neruda clearly holds human beings responsible for their own misery, and he believes that change can begin with quiet reflection and understanding.

Q.2 The poem "Keeping Quiet" is both a social message and a spiritual reflection. Elaborate on the dual purpose of the poem with suitable references.

Answer- Pablo Neruda’s poem Keeping Quiet delivers both a powerful social message and a deep spiritual reflection. On the surface, it calls for a pause in our busy lives—a moment of silence where everyone stops talking and moving. Socially, the poet wants people to reflect on their actions that lead to violence, war, and destruction. He believes that if

people stopped for a moment, they would realise the value of peace, unity, and coexistence. For example, he says that fishermen would stop harming whales and wars would come to a halt.

At a deeper level, the poem is a spiritual reflection on self-awareness and inner peace. The poet encourages us to understand ourselves by disconnecting from our usual routine. He believes that by being quiet and still, we can achieve clarity, reduce the “sadness of never understanding ourselves,” and grow spiritually.

Thus, Neruda combines a global message of peace with a personal message of mindfulness. He believes true change begins from within, and that silence can be a path to both personal and global harmony.

UNSOLVED (LATQs):-

Q.1 “Keeping quiet is not about total inactivity but about thoughtful stillness.” Justify this statement with reference to the poem.

Q.2 What kind of ‘sadness’ does the poet refer to in the poem? How can a moment of silence help us overcome it?

Q.3 Do you think Neruda’s advice to ‘keep quiet’ is relevant in today’s fast-paced world? How can this idea help solve modern-day problems?

Competency Based Questions:-

Q. 1 Imagine you are a student preparing for your board exams. You feel overwhelmed with stress due to continuous studies and competition. One day, you come across Pablo Neruda’s poem Keeping Quiet, which makes you reflect on the importance of taking a pause in life. Write a diary entry expressing your thoughts on how the poem helped you understand the significance of silence, introspection, and mental well-being.

Answer: Diary Entry

31 July 2025

Monday

Dear Diary,

Today, I had a truly eye-opening experience. While studying poetry, I read Pablo Neruda’s Keeping Quiet, and it felt like the poet was speaking directly to me. Lately, I’ve been feeling exhausted with the constant pressure of exams, assignments, and expectations. Every day feels like a race, leaving me with no time to reflect or breathe.

Neruda’s words made me realize how important it is to pause and embrace silence. He beautifully explains that keeping quiet does not mean doing nothing; rather, it is an opportunity to connect with ourselves, to understand our thoughts and emotions better. His idea of stillness as a means to self-discovery struck a chord with me. I often push myself too hard, fearing failure, but today I understood that taking a break doesn’t mean losing time—it means gaining clarity.

The poem also reminded me that everyone around me is caught in a similar cycle of stress. If we all paused for a while, we would realize that life isn’t just about endless work and competition. It is about understanding ourselves, appreciating nature, and embracing peace. Neruda’s comparison of human stillness to the Earth’s natural renewal gave me hope that I, too, can recharge and regain my energy.

From today onwards, I will try to take moments of silence, even in my busiest days, to reflect, breathe, and simply be present. Maybe, just maybe, this will help me not only in my studies but also in leading a more peaceful and balanced life.

Goodnight,

[Your Name]

Q.2 Both ‘Keeping Quiet’ and ‘Journey to the End of the Earth’ address humanity’s impact on nature, but they do so from different angles. Analyze how these two works present correlated or contrasting views on Environmental concerns and human responsibility?

Answer- Both Keeping Quiet by Pablo Neruda and Journey to the End of the Earth by Tishani Doshi talk about how humans are affecting nature, but they do it in different ways. While Keeping Quiet asks people to stop and think about their actions to protect the environment, Journey to the End of the Earth shows the damage that has already been done, especially due to climate change.

In *Keeping Quiet*, Neruda suggests that if people take a moment of silence, they will realise how their actions—like wars, overfishing, and deforestation—are harming the planet. He believes that by pausing and reflecting, we can make better choices and live in harmony with nature. His message is that if we slow down and become more aware, we can prevent further destruction.

On the other hand, *Journey to the End of the Earth* gives a real-life example of how the environment is changing. Tishani Doshi visits Antarctica and sees how glaciers are melting and ecosystems are being disturbed because of human activities. Unlike Neruda, who focuses on self-reflection, Doshi presents scientific facts and shows that the damage is already happening. She warns that if we don't act quickly, the entire planet will suffer.

Even though one text is poetic and the other is based on real experiences, both have the same message: we need to take care of our environment. They make us think about how our actions today will affect the future, and they encourage us to take responsibility before it's too late.

Q.3 *Keeping Quiet* is Pablo Neruda's fervent appeal for establishing a world full of peace and harmony. Discuss.

Pablo Neruda's poem *Keeping Quiet* is a strong message for peace and harmony. The poet asks people to take a moment of silence and stop all activities for a while. He believes that if everyone stays quiet and still, they will realize how their actions—like wars, violence, and harming nature—are causing problems in the world. This pause will help people think about their mistakes and find better ways to live peacefully.

Neruda gives examples of fishermen harming whales and salt gatherers suffering at work to show how human actions affect nature and other people. He suggests that if we stop for a moment and reflect, we will understand the need for kindness, cooperation, and care for the environment.

However, the poet does not mean that people should stop working forever. He makes it clear that silence is not laziness but a way to bring positive change. He compares it to nature, where stillness leads to new life. In the same way, if people slow down and think, they can create a world without hatred and destruction.

In simple words, *Keeping Quiet* is Neruda's request for a peaceful world. He wants us to realize that by pausing, reflecting, and understanding each other, we can make the world a better place. His message is still important today, reminding us that peace and harmony come from self-awareness and kindness.

UNSOLVED COMPETENCY BASED QUESTIONS

Q.1 Too much of human activity is in fact detrimental for Earth. Discuss this with reference to Pablo Neruda's poem "*Keeping Quiet*"?

Q.2 Do you think 'Doing Nothing' will also be an appropriate title of the poem "*Keeping Quiet*" by Pablo Neruda? Justify your answer with reasons.

Q.3 Do you think the poem is a criticism of modern human civilization? Give reasons in support of your answer?

Q.4 'Life is what it is all about.....' How is "*Keeping Quiet*" related to life?

Q.5 If everyone followed the advice given in "*Keeping Quiet*" for even one day, how would it affect the world? Write a short paragraph imagining such a day.

Q.6 "Fishermen not harming whales" is a symbol used in the poem. What does it tell us about the human-nature relationship? How can you, as a student, contribute to protecting nature?

A Thing of Beauty

By John Keats

1. Title: *A Thing of Beauty*

- **Literal Meaning:** It literally means anything that is beautiful. Keats is saying that anything we perceive as beautiful gives us joy, and that joy is lasting.
- **Figurative Meaning:** Keats is exploring how beauty nourishes the soul and uplifts the human spirit. It's not just about physical beauty—it's also about art, nature, love, and even noble ideas or moments of peace. Beauty becomes a symbol of eternal joy, a source of hope in a painful world.

2. Poet:



John Keats (1795–1821)

- Born: October 31, 1795, London, England
- Died: February 23, 1821, Rome, Italy (age 25)

Early Life:

- ✓ Keats was born into a working-class family. His father, a stable keeper, died when John was just 8.
- ✓ His mother died of tuberculosis a few years later, and he was raised by guardians.
- Originally trained as a surgeon, Keats gave up medicine to follow his passion for poetry.

Literary Career:

- Though he had a short career, Keats produced some of the greatest poetry in English literature.
- His style is known for rich imagery, sensual language, and deep reflections on beauty, nature, love, and mortality.
- Some of his most famous works include:
 1. "Ode to a Nightingale"
 2. "Ode on a Grecian Urn"
 3. "To Autumn"
 4. "Endymion" (which starts with "A thing of beauty is a joy forever")

Death and Legacy:

Keats died young, at just 25, in Rome, where he had gone to try to recover as he was suffering from tuberculosis.

His tombstone reads:

"Here lies one whose name was writ in water"

(He feared he'd be forgotten—but he was wrong.)

3. Setting:

The setting of *Endymion* by John Keats is a richly imaginative and mythological landscape, blending the natural beauty of earthly forests, mountains, and seas with the dreamlike realms of gods and spirits. It transports readers through a journey to another world rooted in classical Greek mythology and Romantic idealism. The poem titled as *A Thing of Beauty* is the opening lines of *Endymion*.

4. Form of poetry/type of versification: Type: Narrative poem Structure: Heroic couplets (AABBCC...)

Meter: Iambic pentameter

Iambic: A metrical foot with two syllables — one **unstressed** followed by one **stressed** (e.g. da-DUM).

Pentameter: Each line has **five** iambs (so 10 syllables total). For example, let us take the first line:

A thing of beauty is a joy forever

Break it into syllables and stress pattern:

a THING / of BEAU / ty IS / a JOY / for EVer

That's five iambs: unstressed-stressed, repeated five times. So it follows iambic pentameter.

5. Rhyme Scheme:

This poem follows a **rhyming couplet scheme**, which means the rhyme scheme is: aabbcc...

Here's an example from the opening lines of the poem:

A thing of beauty is a joy forever: (a)

Its loveliness increases; it will never (a)

Pass into nothingness; but still will keep (b)

A bower quiet for us, and a sleep (b)

6. Characters: John Keats addresses human beings across the globe as 'we' and 'us' in the poem.

7. Plot construction/ Organisation and development of ideas and conclusion (stanza-wise):

- Introduction – Beauty as Eternal Joy: The poem opens with the famous line: *A thing of beauty is a joy forever*. Keats asserts that beauty never fades; it keeps giving us joy and comfort.
- Beauty as a Source of Comfort: Beauty is like a shady bower or a quiet spot, offering rest and peace. It helps us forget our sadness, despair, and troubles in life.
- Life's Harsh Realities: Keats acknowledges that life has gloomy days, disappointments, the various unhealthy and corrupt ways people indulge in. Despite that, the presence of beautiful things uplift us.
- Examples of Beautiful Things in Nature: The poet lists natural elements that bring joy. The sun, moon, trees, sheep, flowers-daffodils and fair musk roses, green world, and clear rills

- Beauty in Legends and Heroism: Keats also finds beauty in stories of great people who lived their life bravely in spite of challenges as these inspire us to live.
- The Everlasting Impact of Beauty: All these beautiful things form an endless fountain from heaven. Beauty is a divine gift that constantly nourishes our spirits

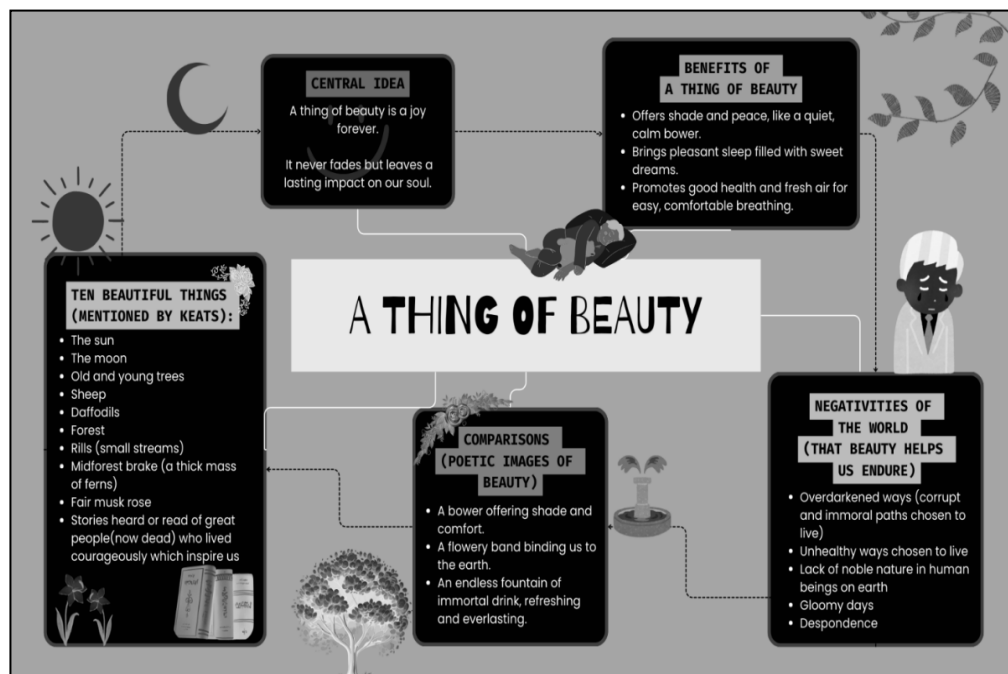
8. Mood and tone: Mood:

- Calm and Peaceful – The poem brings a sense of serenity and tranquillity.
- Hopeful and Uplifting – Despite mentioning life's hardships, the overall feeling is one of optimism.
- Joyful and Comforting – It creates a soothing emotional atmosphere through its celebration of nature and beauty.

Tone:

- Reverent and Appreciative
- Romantic and Idealistic – The tone reflects the Romantic era's love for nature, imagination, and emotional expression.
- Reflective – The poet thoughtfully considers the importance of beauty in life.

9. Theme/Themes: Beauty as eternal joy, Nature's healing power, to uplift us from life's struggles, examples of Nature's beauty, stories of the lives of great people also inspire us to live, beauty as a divine gift.



10. Mind Map(Original Work):

1. Summary:

- Beauty is eternal – A beautiful thing gives joy forever, not just temporarily.
- It never fades – Its impact increases over time, offering lasting peace and comfort.
- Beauty soothes the soul – It provides relief from sadness, suffering, and emotional pain.
- Life has hardships – Keats acknowledges the gloom, despondence, and struggles of human life.
- Nature is a source of beauty – The sun, moon, trees, flowers (daffodils), streams, and forests are examples of natural beauty that uplift us.
- Spiritual connection – Beauty connects us to noble ideals and the "mighty dead", inspiring us to rise above despair.
- Symbol of hope – Beauty is compared to an “immortal fountain” that flows from heaven, symbolizing eternal hope and divine blessing.

2.

ritical Analysis:

John Keats's poem “*A Thing of Beauty*” is a profound reflection on the everlasting joy and spiritual upliftment that beauty provides. Rooted in the ideals of Romanticism, the poem emphasizes the healing and comforting power of beautiful things, especially those found in nature. Keats believes that beauty is not temporary or superficial—it is eternal and continues to offer happiness throughout life. In contrast to the sorrows, struggles, and disappointments that often burden human existence, beauty acts as a soothing force that keeps us connected to life. Through rich and vivid imagery of natural elements like the sun, moon, trees, daffodils, and streams, Keats paints a serene and refreshing picture of the world. The poem also touches on a deeper, spiritual dimension, presenting beauty as a divine source of joy—an “immortal drink” from heaven. Written in heroic couplets with a flowing, musical rhythm, the poem creates a calm and meditative tone. Ultimately, Keats presents beauty as a timeless treasure, capable of inspiring hope, peace, and a deeper connection with the human soul.

3. Literary Devices and tools used, style of writing and relevant information

➤ Metaphor:

1. *A thing of beauty is a joy forever*

3. *An endless fountain of immortal drink*

2. *A bower quiet for us*

4. *Wreathing a flowery band*

➤ Alliteration:

1. *cooling covert* 2. *noble nature*

➤ Symbolism:

1. *An endless fountain of immortal drink* 2. *Flowery band*

➤ Enjambment:

1. A thing of beauty is a joy forever:
Its loveliness increases; it will never
Pass into nothingness...
2. and clear rills
That for themselves a cooling covert make
'Gainst the hot season; the mid forest brake,

➤ Imagery:

1. *Daffodils with the green world they live in* 2. *Clear rills that for themselves a cooling covert make*

➤ Personification:

- Trees old, and young, sprouting a shady boon*

➤ Inversion:

- That for themselves a cooling covert make*

4. Comprehension Check Questions:

❖ **Extract-based Questions:** (3 Solved)

Read the following extracts and answer the questions:

I. *A thing of beauty is a joy forever:*

Its loveliness increases; it will never

Pass into nothingness; but still will keep

A bower quiet for us, and a sleep

Full of sweet dreams, and health, and quiet breathing.

i) The synonym of 'beauty' used in the above extract is _____.

ii) Identify the poetic device used in the last line of the extract.

- A. Metaphor B. Simile C. Repetition D. Alliteration

iii) State whether the following statement is True or False:

A beautiful thing's charm never becomes void.

iv) Complete the sentence below:

A thing of beauty is called a 'bower' because _____.

v) **Assertion and Reasoning:**

Assertion (A): Beauty provides both mental and physical comfort.

Reason (R) : The poet describes beauty as giving "sweet dreams, and health, and quiet breathing.

A. Both A and R are true, and R is the correct explanation of A.

B. Both A and R are true, but R is not the correct explanation of A.

C. A is false, but R is true.

D. A is true, but R is false.

vi) 'Pass into nothingness' means to _____.

- A. become everything B. cease to exist C. change form D. grow strange

Answers: (i) loveliness (ii) C (iii) True (iv) it gives peace and shelter from the harshness in life (v) A (vi) B

II. *Therefore, on every morrow, are we wreathing*

A flowery band to bind us to the earth,

Spite of despondence, of the inhuman dearth

Of noble natures, of the gloomy days,

Of all the unhealthy and o'er-darkened ways

Made for our searching: yes, in spite of all,

Some shape of beauty moves away the pall

From our dark spirits.

i) **Assertion and Reasoning:**

Assertion (A): Beauty in some form removes the darkness from our lives.

Reason (R): We search for unhealthy and over-darkened ways made by others.

A. Both A and R are true, and R is the correct explanation of A.

B. Both A and R are true, but R is not the correct explanation of A.

C. A is false, but R is true.

D. A is true, but R is false.

ii) Gloomy: Sad:: _____: Lack

iii) The rhyme scheme followed from 2nd to 7th lines in the extract is _____.

iv) Complete the sentence with the correct option:

The poet suggests that we continue to hold on to life every day because of _____.

A. brightness of morning B. noble nature of people C. the presence of beauty D. unhealthy ways of life

v) State whether the following statement is True or False:

Wreathing a flowery bandsymbolises how beautiful things in nature disconnect human beings from Earth.

vi) Despondence refers to all except _____ in life.

A. Disappointment **B.** Despair **C.** Depression **D.** Dissection

Answers: (i) D (ii) Dearth (iii) aabbcc (iv) C (v) False (vi) D

III. *Such the sun, the moon,*

Tress old, and young, sprouting a shady boon

For simple sheep; and such are daffodils

With the green world they live in; and clear rills

That for themselves a cooling covert make

'Gainst the hot season; the mid forest brake,

Rich with a sprinkling of fair musk-rose blooms;

And such too is the grandeur of the dooms

We have imagined for the mighty dead;

All lovely tales that we have heard or read;

An endless fountain of immortal drink,

Pouring unto us from the heaven's brink.

i) _____ and _____ are the two blossoms mentioned in the extract.

ii) The poetic device used in '*That for themselves a cooling covert make*' is the same as that used in the following, except in :

A. *So fair and foul a day I have not seen* **B.** *That never fades though all decays*

C. *Cool crystal currents curling 'round the shore* **D.** *That cooling cucumber is summer's respite*

iii) Write down the line that suggests: Beauty is eternal.

iv) Complete the sentence: *Mighty dead* refers to _____.

v) Assertion and Reasoning

Assertion (A): The poet views beauty as ephemeral.

Reason (R): He compares beauty to a "fountain of immortal drink."

A. Both A and R are true, and R is the correct explanation of A.

B. Both A and R are true, but R is not the correct explanation of A.

C. A is false, but R is true. **D.** Both A and R are false.

vi) If you were to prepare a nature-themed video using this stanza, which visual would best depict the "shady boon" for the sheep?

A. Meadow with golden grass **B.** Dense forest canopy **C.** Clear sky with stars **D.** Mountain covered with snow

Answers: (i) Daffodils, musk roses (ii) B (iii) *An endless fountain of immortal drink* (iv) brave people who died for noble causes. (v) C (vi) B

❖ Extract-based Questions: (2 Unsolved)

I. *the mid forest brake,*

Rich with a sprinkling of fair musk-rose blooms;

And such too is the grandeur of the dooms

We have imagined for the mighty dead;

All lovely tales that we have heard or read;

An endless fountain of immortal drink,

Pouring unto us from the heaven's brink.

i) If you were writing a tribute for a National hero, how could the idea of "grandeur of the dooms" inspire your writing?

A. Describe their personal weaknesses

B. Emphasize their noble deeds and heroic end

C. Focus on their childhood stories and academics

D. Write only facts without emotions objectively

ii) Fill in the blank with the appropriate word:

The word used in the extract for 'ferns' is _____.

iii) The figure of speech used in the line, '*An endless fountain of immortal drink*', is not used in the line:

A. Your thoughts are seeds. **B.** Time is a thief. **C.** Spider is an insect. **D.** Books are mirrors of the soul.

iv) According to Keats, the stories of _____ inspire us.

v) The word 'sprinkling' can be replaced in the extract by all options except:

A. watering **B.** scattering **C.** distribution **D.** covering

vi) _____: splendour::brink:rim

II. *Some shape of beauty moves away the pall*

From our dark spirits. Such the sun, the moon,

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

i) Complete the sentence:

The word 'clear' used for rills suggests that _____.

ii) State whether the following statement is CORRECT or INCORRECT:

Beauty doesn't have a fixed shape according to the poet.

iii) What does Keats suggest about the nature of beauty in this extract?

- A. Fleeting and easily lost B. Symbol of sadness and despair C. Life-giving force that heals
D. Only found in rich forests

iv) Assertion : Human souls are filled with depression and hopelessness on earth.

Reason : Beauty of sprinklers cools and removes pall from dark spirits too.

- A. Both A and R are true, and R is the correct explanation of A.
B. Both A and R are true, but R is not the correct explanation of A.
C. A is false, but R is true. D. Both A and R are false.

v) The figure of speech, alliteration, is used in:

- A. simple sheep B. some shape of beauty C. sprouting a shady boon D. None of the above

vi) Fill in the blank with an appropriate word:

According to Keats, _____ is a blessing given by trees.

❖ Short Answer Questions: (6 solved)

I. Mention the worldly sufferings that things of beauty help us to deal with.

Ans. The worldly sufferings that we experience are despondence, lack of noble nature in fellow human beings, sadness as well as unhealthy and darkened ways of life. Despite these hardships, Keats emphasises that beautiful things in nature help us overcome them.

II. Cite the instances of beauty from the poem.

Ans. The instances are the sun, the moon, old and young trees, daffodils, the green world, clear rills, mid-forest brake, musk rose blooms and heroic tales of people from past inspire us to accept life's challenges.

III. Critics feel that there is a Biblical reference in the lines:

Trees old, and young, sprouting a shady boon

For simple sheep;

Comment with reason.

Ans. Yes, in the Bible, Jesus is referred to as a shepherd who cares for His sheep, which represent mankind. So, Keats says that trees provide shade for simple sheep, i.e. humble followers of God.

IV. Stories have power to change lives. Whose stories can inspire us according to Keats?

Ans. Stories of the 'mighty dead' heard and read inspire us according to Keats. This refers to great individuals who have passed away but are remembered for their noble deeds and contributions.

V. In what way does the phrase 'A bower quiet for us' reflect the concept of beauty in the poem?

Ans. Bower is a shady place often formed by trees or plants. The phrase compares beauty to a peaceful bower, offers humans rest and comfort. It reflects how beautiful things in nature provide relief from hardships and brings peace and joy.

VI. Explain how Keats uses an image to make us understand that beautiful things connect us to earth?

Ans. The image of 'A flowery band' is used to symbolise the connection. It implies that these beautiful elements help us stay connected to the world and help us to live on despite the hardships we face.

❖ Short Answer Questions: (5 Unsolved)

I. Justify the use of words 'forever' and 'endless' for beauty in the poem.

II. How does Keats bring out the role of beautiful things in contributing towards the health of people?

III. Substantiate: Beauty is not transient according to Keats.

IV. Mention the factors which attempt to disconnect us from earth.

V. Fountains are usually man-made. Then why does Keats use it in 'A Thing of Beauty'?

VI. If you were to add another example of beauty in the poem, what would it be and why?

❖ **Long Answer Questions: (2 Solved)**

I. You are Zoha. Write a letter to your friend Ameena explaining how the poem *A Thing of Beauty* made you reflect on the importance of the preservation of nature in your everyday life.

Ans. Kunj Vihar

District-Nagaur

14th April, 20XX

Dear Ameena,

I hope you're doing well and enjoying your classes at college. I wanted to share something special I experienced recently while studying the poem *A Thing of Beauty* by John Keats in our English class.

The poem really made me think about how deeply we are connected to nature. Keats describes nature as a constant source of joy, peace, and comfort. The beautiful images of trees, streams, and flowers reminded me how calming even a small walk in the park can be. Keats also calls it a God's gift to us. It also made me realize how much we take nature for granted. We often ignore the pollution, waste, and destruction happening around us. But if we truly want to preserve the beauty that brings us so much happiness, we must take responsibility and care for the environment every day.

Let's try to be more mindful—plant trees, save water, and reduce plastic use. I believe even small steps can make a big difference.

Read this poem and share your thoughts with me soon!

Your loving friend,

Zoha

II. You are feeling weighed down by daily challenges. After reading *A Thing of Beauty*, write a diary entry about how nature and beautiful things lifted your spirit. Apply the poem's ideas to your personal experiences, showing how beauty offers a refuge in hard times.

Ans.

Date: 1st April, 20XX

Time: 11:30 pm

Dear Diary,

Today was one of those days when everything felt heavy—school, expectations, and constant pressure. But something changed when I reread *A Thing of Beauty* by John Keats. His words reminded me that beauty truly is a constant joy, a quiet blessing that never fades.

This evening, I went for a walk in the park. The green trees, blooming flowers, and golden sunset made me feel calm, almost as if nature was silently healing my tired mind. I remembered Keats' line about beauty being a "bower quiet for us," and it felt real.

Even when life feels dark, beauty is always around—in nature, in kindness, in art. I just need to pause and notice it. Today, Keats helped me see that beauty isn't just pretty; it's powerful. It gives hope. And that gives me the strength to keep going.

XYZ

❖ **Long Answer Questions: (4 Unsolved)**

1. Elaborate with instances from the poem, *A Thing of Beauty*, to support the following quote by Ralph Waldo Emerson—
*Never lose an opportunity of seeing anything beautiful,
for beauty is God's handwriting.*
2. Write a letter to a friend who is dealing with stress. Explain how the poem *A Thing of Beauty* suggests that beauty found in nature—like trees, flowers, or the clear rills—can heal mental exhaustion. Encourage your friend to spend time in nature and appreciate life's simple joys.
3. Imagine you are a traveller on an expedition to Antarctica, just like in *Journey to the End of the Earth*. Write a diary entry describing how you feel surrounded by untouched beauty. Relate your experience to Keats' idea that '*A thing of beauty is a joy forever.*'

4. Imagine that Nature is speaking to you as a wise and gentle guide. Based on your understanding of *A Thing of Beauty* by John Keats, write a speech from Nature's point of view, where it tells you about its healing power.

❖ **Competency-Based Questions: (2 Solved)**

1. Though Pablo Neruda's poem *Keeping Quiet* and John Keats' poem *A thing of Beauty* are based on 'Nature', how do they offer different messages to the readers?(120-150 words)

Ans. In his poem *Keeping Quiet*, Pablo Neruda emphasises the importance of taking care of nature and the world around us. He believes that humans often act recklessly and cause harm to the environment. Through his poem, he urges us to pause, reflect and stop our destructive actions. By asking us to keep quiet and look at the world around us with more awareness, Neruda suggests that we need to protect nature by giving it space and time to heal and respecting it. His message is about preserving the natural world.

On the other hand, John Keats, in *A Thing of Beauty*, focuses more on appreciating and observing nature. He believes that nature, with its beauty and peaceful presence, provides us with joy and comfort. Keats doesn't directly urge us to protect nature, but he encourages us to see nature for what it is—beautiful, soothing and full of life. His message is about finding solace and inspiration in the natural world by simply noticing and admiring it.

2. Draw similarities between Mr Lamb's thoughts in the chapter, *On the face of it* and Keats' poem *A thing of Beauty*. (120-150 words)

Ans. Mr Lamb in *On the Face of It* talks about how the natural world, especially the garden and the beauty around him, helped him heal emotionally. He sees nature's beauty as a source of comfort and solace, offering him peace and a sense of acceptance. Similarly, in Keats' *A Thing of Beauty*, the poet describes how the beauty of nature acts as a balm for the soul.

Keats believes that things like trees, flowers and streams are not just pleasant to look at, but also have the power to uplift our spirits. Nature offers comfort and helps remove sadness from our hearts, making us feel better during tough times. Similarly, Mr Lamb is physically scarred and talks about how the sound of bees buzzing, rain and the warm sunlight help him feel at ease.

❖ **Competency-Based Questions: (3 Unsolved)**

1. How could the message of *A Thing of Beauty* help Derry, the character in *On the face of it*, cope and change his perspective? (120-150 words)
2. Reflect on a historical figure whose suffering or sacrifice you consider grand or noble. How does their story relate to Keats' idea of "grandeur of the dooms"? (40-50 words)
3. The biography of a great soul is a manual of inspiration-Dr A.P.J. Abdul Kalam.
Pick and explain the lines that convey the message in the quote from the poem 'A thing of beauty'. (40-50 words)

A ROADSIDE STAND **By ROBERT FROST**

About the Poet

Robert Lee Frost (March 26, 1874 – January 29, 1963) was an American poet. Known for his realistic depictions of rural life and his command of American colloquial speech. Frost frequently wrote about settings from rural life in New England in the early 20th century, using them to examine complex social and philosophical themes.

Title

The title "A Roadside Stand" directly reflects the poem's central focus: a small, makeshift roadside stand built by impoverished rural people to sell their goods to passing city dwellers. The stand serves as a symbol of their desperate attempt to connect with the city and improve their lives, but also highlights their struggle and neglect at the hands of oblivious city folk.

Setting

The poem "A Roadside Stand" depicts a setting of a humble roadside stand built by rural people, with a shed attached to a small, old house. This stand is positioned near a highway, hoping to attract passing city dwellers and earn money through the sale of their goods. The setting contrasts the rural simplicity of the stand with the bustling, polished traffic of the city, highlighting the economic disparity between the two worlds.

Versification

"A Roadside Stand," by Robert Frost, employs free verse, a type of poetry that does not adhere to a strict rhyme scheme or meter. This allows for a more natural and conversational flow, mirroring the language and concerns of the

rural characters depicted in the poem. The poem's focus is on the social commentary and the plight of the rural people, making the lack of a formal rhyme scheme a fitting stylistic choice.

Mood and Tone

In Robert Frost's "A Roadside Stand," the mood is one of bitterness and disillusionment, while the tone is empathetic and critical. The poem reflects the poet's concern for the rural poor and his criticism of the wealthy's indifference. The mood is further heightened by the stark contrast between the rural stand and the passing, unconcerned travellers.

Rhyme Scheme

The Poem - 'A Roadside Stand' has 56 lines in total that follows no uniform rhyme scheme in particular but the unity of idea finds befitting expression in rapidly flowing and transient exploration of social issues faced by roadside stand owners.

Plot Development

In "A Roadside Stand," the plot development centers around the rural roadside stand owners' desperate plea for attention and support from passing city dwellers. The poem unfolds through their attempts to attract business, the city dwellers' indifference, and the gradual realization of the hopelessness of their situation.

Critical Appreciation

"A Roadside Stand" is a powerful poem that critiques social inequality and the indifference of city dwellers towards rural people. Robert Frost's poem highlights the plight of a rural community attempting to make a living by selling goods at a roadside stand, and the woes of their struggles for livelihood in contrast to the affluent city dwellers. The poem explores themes of social injustice, the value of rural life, and the loss of innocence, ultimately urging readers to consider the importance of empathy and understanding.

Theme

The poet wants to extend a helping hand to those who work very hard but do not get anything in return. The poet is deeply distressed to see the scenario. The poem chronicles the struggling lives of those in rural areas and the prosperous, often uncaring lives of city dwellers, urging for empathy and fair treatment of the marginalised. The poet, ultimately, wants to bridge the chinks for an egalitarian society.

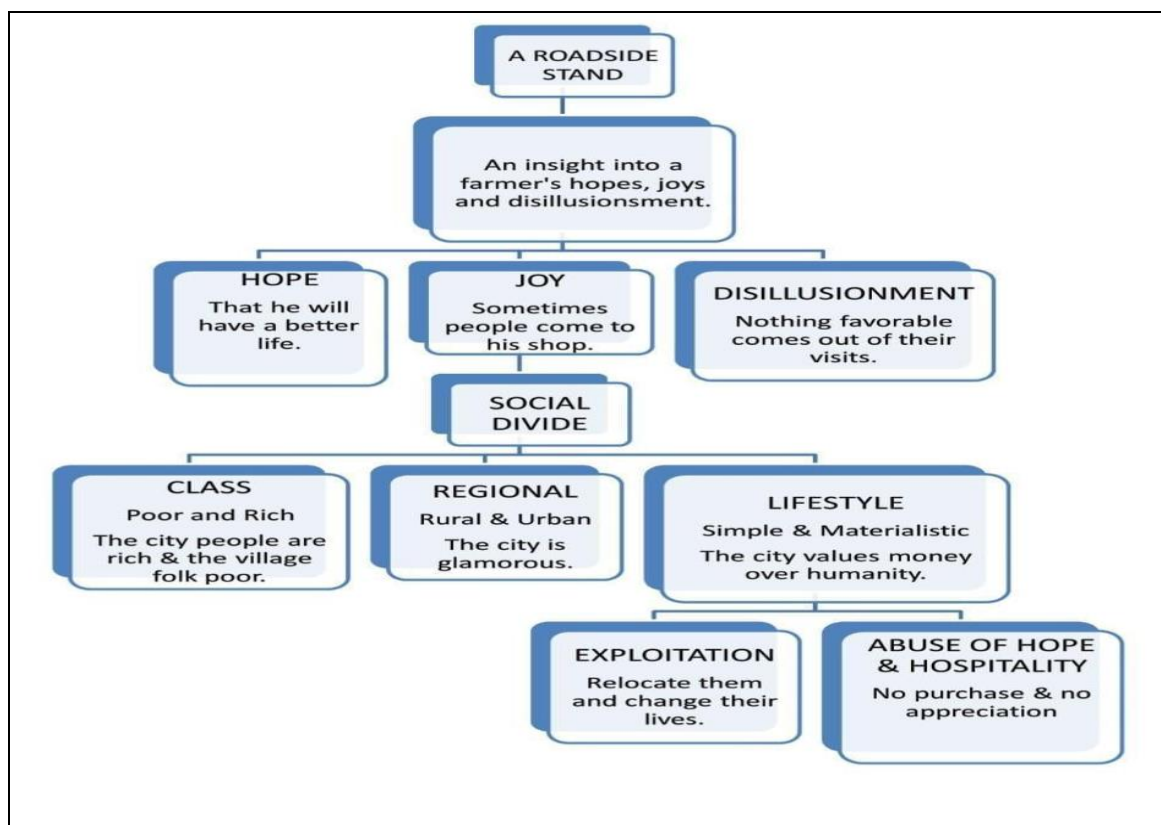
Literary Devices

1. Metaphor: Trusting Sorrow, the flower of cities
2. Oxymoron & Alliteration: 'Greedy good-doers', 'beneficent beasts' of prey and pathetically pled.
3. Personification: 1) A roadside stand that too pathetically pled
4. Transferred Epithet: (a) Polished traffic (b) Selfish cars

KEY POINTS of the Poem

- Roadside stands are crude constructions by the roadside, selling petty things to the commuters.
- The poet speaks of a shed, which was constructed by the roadside, as an extension of an old house. It stood beside a road on which traffic sped at great speed.
- The seller, sitting at the roadside stand, expected some sympathy from the traffic. He did not beg for a loaf of bread but for some hard cash which could support his poor life.
- The traffic sped with a single-minded focus on some destination which lay ahead.
- The traffic never stopped to express any interest in the items displayed for sale.
- At times, a vehicle would stop at the roadside stand, and the prospective customer would only express disgust at the way the sign boards marred the beauty of the countryside.
- The stand offered wild berries and golden squash for sale.
- At times, the commuters displayed a demeaning attitude toward the sellers.
- The sellers say that they don't like to promote their business at the cost of humiliation.
- They explain that they have set up their stand conveniently away from the city.
- They expect only to get some cash to expand their lives and enable them to aspire to the phenomenal life depicted in films.
- A piece of news claims that these people are expected to be rehabilitated.
- They are to be accommodated near the theatre and the store in the city.
- The rehabilitators claim that these poor people do not have to think for themselves any more.
- The industrial routine will teach them to sleep all day and destroy their sleep all night.
- The poet experiences tremendous pain, looking at the awesome expectations of the sellers.
- They sit at their window, looking out with expectant air for some prospective customers.
- At times, a car would stop only to inquire about the prices of the things.
- Another would stop to turn his car around or to ask for directions.
- Sometimes, a stray traveller would stop to ask for a gallon of fuel.

Mind Map



A Roadside Stand: Key Expressions

Shed- a road side stand

Pathetically- pitifully

Pled -plead; made a request

Dole – alms

Sinking and withering faint- sufferings resulting from hunger, even death

Polished traffic- the sophisticated city people in the metaphoric sense. Literally the cars.

Aside – thinking something else

Out of sorts- angry

Marred – destroyed, made ugly

Crossly -angrily

City money – money that belongs to the haves or the city dwellers

Being -their life, their existence, themselves

Expand – more comfortable and prosperous than it is currently

Moving pictures – movies

Pitiful kin- the poverty-stricken fellow human beings

Calculated- with the intention of

Soothe them out of their wits – destroy their ability to think for themselves

In vain- of no use, wasted

Lurk – remain hidden as you wait for someone

Gallon – a measure of liquid to 4.55 litres

Country – small settlements outside big cities/villages

Owning – admitting

Short Answer Type Questions (Solved) (40-50 Words): 2 Marks

Q1. Why do the people who run the roadside stand wait for the squealing of brakes so eagerly?

Ans: The “squealing of brakes” means that a car has stopped at their roadside stand. It raises their hopes that the city folk have stopped there to buy something from their roadside stand and some city money will come into their hands.

Q2. Explain: “soothe them out of their wits” with reference to the poem ‘A Roadside Stand’.

Ans. The powerful men approach the country folk with false promises of providing them with better living conditions and a better life. These innocent and simple rustics repose blind faith in their false claims and feel soothed and satisfied. They fail to see through their crookedness and selfish motives.

Q3. What was the plea of the folk who had put up the roadside stand?

Ans. The folk who had put up the roadside stand pleaded to the city dwellers to stop and buy their wares so as to enable them to earn some extra money for a decent living. They wanted the rich people who passed from there in their cars to stop there and buy some goods from them. The money that these folks would earn from the rich people would help them to lead a better life.

Q4. What is the 'childish longing' of the folk who had put up the roadside stand? Why is it 'in vain'?

Ans. The 'childish longing', the poet refers to, is the dreams and desires of the rural folk who have a child-like longing for a better life that they hope to live with the help from the city dwellers. Their longing is in vain because the city folk are not willing to help them and so their 'childish longings' are not likely to be fulfilled.

Q5. Why didn't the 'polished traffic' stop at the roadside stand?

Ans. The 'polished traffic' conveniently overlooked the roadside stand and did not stop there as their mind was focussed only on their destination. Moreover, they were critical of the poor decor of the stand, its artless interior and signage.

Unsolved (SATQs)

1. What news in the poem 'A Roadside Stand' is making its round in the village?

2. What does Frost himself feel about the roadside stand?

3. In 40–50 words, explain the underlined phrase 'trusting sorrow' in the context of the below lines from the poem 'A Roadside Stand'.

The hurt to the scenery wouldn't be my complaint

So much as the trusting sorrow of what is unsaid:

Here far from the city we make our roadside stand

And ask for some city money to feel in hand

4. Why does the poet seek an unrealistic solution for the poor people's distress even though he himself blamed them earlier for their 'childish longing in vain'?

5. What kind of support do the country folks expect to receive from city dwellers?

Extract based questions (EBQs) (Solved): 1×6 = 6 Marks

1. It is in the news that all these pitiful kin

Are to be bought out and mercifully gathered in

To live in villages, next to the theatre and the store,

Where they won't have to think for themselves anymore,

While greedy good doers, beneficent beasts of prey,

Swarm over their lives enforcing benefits

That are calculated to soothe them out of their wits,

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

Destroy their sleeping at night the ancient way. (A Roadside Stand)

(I). Why won't the 'pitiful kin' have to think about themselves anymore?

(II). State the line/phrase which expresses the poet's sarcasm.

(III). Which one of the following statements is NOT substantiated by the information given in the stanza?

1. The city folk will have a good night's sleep depriving them of their own sleep.

2. The city dwellers would exploit the innocent rural folks for their personal gains.

3. The influential rich will have all sufficient offers to trap the polished traffic.

4. The cunning city dwellers always aim to deceive the rural folks.

5. The city people would surround the rural people for their selfish gains and interests.

A. Only option 5 B. Only option 2

C. Only option 3

D. Options 2 & 5 (IV). The phrase "beneficent beasts of prey" in the extract is referred to the country folks for their selfish and greedy nature. State whether the given statement is TRUE/FALSE.

(V). "Teaching them how to sleep" refers to _____.

(VI). The speaker in the given stanza feels _____ towards the rural people.

A. overwrought B. crazy C. neglected D. apathetic

Answers:

(I). Because the greedy good doers have promised to take care of them. (II). Greedy good doers and beneficent beasts of prey (III). Only option 3 (IV). FALSE (V). Unemployment/ providing them benefits instead of jobs (VI). A. overwrought

2. Solved Extract-Based Question 2:

"The polished traffic passed with a mind ahead,

Or if ever aside a moment, then out of sorts

At having the landscape marred with the artless paint
Of signs that with N turned wrong and S turned wrong
Offered for sale wild berries in wooden quarts,
Or crook-necked golden squash with silver warts,
Or beauty rest in a beautiful mountain scene.”

I. Why does the polished traffic feel 'out of sorts'?

II. What does “artless paint” suggest about the rural stand?

III. Which one of the following is NOT suggested in the stanza?

1. The roadside stand spoils the aesthetic appeal of the landscape.
2. The city dwellers are irritated by the crude appearance of the stand.
3. The city people stop and buy wild berries and squash from the stand.
4. The stand uses poorly painted signs with wrong lettering.
5. The city people are indifferent to the emotions of the villagers.

A. Only option 2 B. Only option 3 C. Only option 5 D. Options 1 & 4

IV. State whether the following statement is TRUE/FALSE:

"The city people admire the simplicity of rural life and buy goods from them."

V. “Beauty rests in a beautiful mountain scene” is an example of _____.

VI. The speaker’s tone towards the polished traffic can be described as:

A. Mocking B. Sympathetic C. Indifferent D. Respectful

Answers: (I) Because they find the rural stand unattractive and bothersome. (II) It suggests the lack of professional or attractive display. (III) B. Only option 3 (IV) FALSE (V) Irony (VI) A. Mocking

3. Solved Extract-Based Question 3:

“Sometimes I feel myself I can hardly bear
The thought of so much childish longing in vain,
The sadness that lurks near the open window there,
That waits all day in almost open prayer
For the squeal of brakes, the sound of a stopping car,
Of all the thousand selfish cars that pass,
Just one to inquire what a farmer’s prices are.”

I. What does the speaker find unbearable?

II. What emotion is conveyed through “childish longing in vain”?

III. Which of the following is NOT supported by the extract?

1. The rural folk wait all day hoping for customers.
2. Most travellers show concern for the farmer’s needs.
3. The farmer yearns for someone to stop and ask for prices.
4. The speaker is distressed by the hopelessness of the rural people.
5. The “thousand selfish cars” pass by without stopping.

A. Only option 2 B. Only option 3 C. Options 1 & 4 D. Only option 5

IV. TRUE or FALSE: The phrase “thousand selfish cars” implies the empathy of the city dwellers.

V. “Almost open prayer” indicates _____.

VI. The speaker feels _____ about the plight of the rural people.

A. Indifference B. Sympathy C. Joy D. Contempt

Answers: (I) The unfulfilled hope of the rural people waiting in vain. (II) Helplessness and innocent hope
(III) A. Only option 2 (IV) FALSE (V) Silent desperation or constant hope (VI) B. Sympathy

Unsolved (EBQs)

1. “While greedy good-doers, beneficent beasts of prey,
Swarm over their lives enforcing benefits
That are calculated to soothe them out of their wits,
And by teaching them how to sleep they sleep all day,
Destroy their sleeping at night the ancient way.” (A Roadside Stand)

(I). Choose the word that is the opposite of 'beneficent':

A. Charitable B. maleficent C. Altruistic D. munificent

(II). Complete the following using ONE word only:

We know that ____ is the poetic device used in 'greedy good-doers' and 'Beneficent beasts of prey' because _____.

(III). Why would the rural folks' sleeping habits be destroyed?

- A. They would be awake / working at night, a time they usually slept.
- B. They would be sleeping in the day as well as at night.
- C. They would not be able to sleep during the day as before.
- D. They would be working in the day as they usually did.

(IV) What tone does the poet use when he says 'enforcing benefits'?

(V) Read the assertion and the reason below, with reference to the given extract.

Assertion: The poet criticizes the way the rural poor are treated by benefactors, suggesting it instills ambition.

Reason: The interventions are overwhelmingly calming and lead to a loss of critical thinking among the rural poor.

Choose the correct option regarding their relationship:

- A. Both the assertion and the reason are true, and the reason is the correct explanation of the assertion.
- B. Both the assertion and the reason are true, but the reason is not the correct explanation of the assertion.
- C. The assertion is true, but the reason is false.
- D. The assertion is false, but the reason is true.

VI. State in one sentence, what cautionary advice your address to the rural poor from the extract, is most likely to include.

2. Unsolved Extract-Based Question 2:

"The little old house was out with a little new shed
In front at the edge of the road where the traffic sped,
A roadside stand that too pathetically pled,
It would not be fair to say for a dole of bread,
But for some of the money, the cash, whose flow
Supports the flower of cities from sinking and withering faint."

- I. What does the poet mean by "too pathetically pled"?
- II. Why does the stand ask for "money" and not "a dole of bread"?
- III. Which of the following is most accurate based on the extract?
 - 1. The stand asks for charity from the rich.
 - 2. The roadside stand hopes to earn through honest trade.
 - 3. The rural dwellers are begging without shame.
 - 4. The city economy supports the village economy.
 - 5. The shed is a symbol of rural luxury.

A. Only option 2 B. Options 1 & 4 C. Only option 5 D. Options 3 & 4

IV. TRUE/FALSE: The city economy prevents the countryside from blooming.

V. Identify the poetic device in "flower of cities".

VI. The phrase "cash whose flow supports the flower of cities" implies _____.

3. Unsolved Extract-Based Question 3

"The hurt to the scenery wouldn't be my complaint
So much as the trusting sorrow of what is unsaid:
Here far from the city we make our roadside stand
And ask for some city money to feel in hand
To try if it will not make our being expand
And give us the life of the moving pictures' promise
That the party in power is said to be keeping from us."

- I. What is the 'trusting sorrow of what is unsaid'?
- II. Why does the poet mention "the party in power"?
- III. Which statement is not supported by the extract?
 - 1. The speaker is more concerned about people's emotions than aesthetics.

2. The rural folk have misplaced trust in political promises.
 3. Rural people are satisfied with their existing lifestyle.
 4. There is a gap between rural life and cinematic dreams.
 5. The speaker sees the city as withholding opportunities.
- A. Only option 1 B. Only option 3 C. Options 2 & 4
D. Only option 5
- IV. TRUE/FALSE: The speaker is satisfied with the government's support to the rural poor.
- V. What does "moving pictures' promise" symbolise?
- VI. The tone of the speaker in this extract is _____.
- A. Hopeful B. Disillusioned C. Proud D. Reassured

Long answer type questions(LATQs) Solved (120-150 words): 5 Marks

1. Through the poem, 'A Roadside Stand', Frost underlines his sympathy for the rural people in opposition to the uncaring capitalistic elites. Justify.

Answer: Robert Frost presents the lives of the disadvantaged poor and, in the process, shows the rich urban as being pitiless and indifferent. On the one hand, he paints a pathetic picture of the lives of the poor who beg for financial assistance to sustain themselves. They do not aspire to expand their business. They seek help promised to them by the political parties in their manifestos. Ironically, the products of these people are what give the city dwellers enough to live their glamorous lives. They move in sophisticated vehicles insensitive to the terrible plight of the poor that begs for attention. These self-absorbed city dwellers have the money but do not want to part with it. They have bought the poor and collected them to live near the theatre and store, not for their benefit but as a distraction that removes them from reality. Frost refers to the politicians and other social agencies as 'greedy good-doers, beneficent beasts of prey' as they drain the very life out of the poor. Like flies, they swarm over their lives to cheat them for selfish gains. They teach them 'how to sleep' and lull them into complacency, and in the process rob them of their peace.

2. Have you ever stopped at a roadside stand? What have you observed?

Ans: Yes, I've stopped at a roadside stand on a highway twice or thrice and found that the villagers have too many expectations from us, who pass from those roads. They work hard for the whole day and their family members sit there to sell fresh vegetables, fruits, juices, and other products. Very few of us actually purchase something but only use them for general queries like asking about road map or petrol for our vehicles or many a time to use that broad empty space to turn our vehicles. I also observed that those farmers are pitiful and facing very miserable conditions and fighting for their existence and survival. Those merciful poor farmers should be helped and treated like human beings. They should not be cheated and used for introversion purposes. They also contribute to the growth and economy of the country as they grow crops for the whole of mankind.

Let's stay as philanthropists for one and all and make this planet worth living as the Creator had expected from each one of us.

Unsolved (LATQs)

1. In 120–150 words, justify the statement below with any three pieces of evidence from the poem 'A Roadside Stand'.
"The speaker of the poem seems plagued with angst."

2. The rural-urban divide causes immense anguish to the poet. How does he express this?

3. Imagine a child from the farmer's family migrates to the city for her/his education. As the child, write back to your family telling them whether you would or would not want to turn into a city-person. Use the context of the poem "A Roadside Stand" in mind to pen down this letter.

You may begin this way:

12, Davidson County

23 January 'XX

Dear mom

I have been thinking about the roadside stall lately. Now that I find myself surrounded by city-people all the time, I think.....

With love

Aunt Jennifer's Tigers By Adrienne Rich

1. **Title** "Aunt Jennifer's Tigers" is significant because it introduces the central imagery of the poem: the tigers Aunt Jennifer carves out on the panel symbolises: strength, freedom, and vitality and these qualities are in utter contrast with that of Aunt Jennifer's own life of oppression and submission. About the poet

2. **Author:** Adrienne Rich (1929–2012) was a renowned American poet, essayist, and feminist. She is best known for her powerful writings that explore the themes of identity, feminism, social justice, and personal freedom. Rich's work often challenges traditional roles of women and addresses issues like oppression and inequality.

3. **Setting:** The poem does not have a specific physical location or time period, but its setting is symbolic and reflective of a traditional, patriarchal society.

4. **Genre:** Form of Poetry / Type of Versification

The poem "Aunt Jennifer's Tigers" is written in the form of a lyric poem, which expresses personal emotions and thoughts.

- Three stanzas, each of four lines (quatrains)
- A regular rhyme scheme of AABB in each stanza

5. Characters:

1. Aunt Jennifer

- Central character of the poem.
- A symbol of a woman oppressed in marriage and under the burden of societal expectations.
- She expresses her desire for freedom and strength through her art—embroidering tigers.
- Her hands are described as trembling and heavy, showing her fear and burden.

2. The Tigers

- Not real animals, but the creatures in Aunt Jennifer's embroidery.
- Symbolise strength, freedom, confidence, and fearlessness—everything Aunt Jennifer lacks in her life.
- They "prance across a screen" without fear, in contrast to Aunt Jennifer's timid reality.

3. Uncle (implied)

- Not directly described, but his presence is felt through phrases like "the massive weight of Uncle's wedding band."
- Represents male authority and dominance in Aunt Jennifer's life.

6. Plot Construction:

The poem follows a linear and symbolic narrative. Though short, it presents a complete picture of Aunt Jennifer's life, emotions, and desires through three stanzas:

1. Stanza 1 – The Artwork (Present)

- Describes the tigers that Aunt Jennifer is embroidering.
- The tigers are bold, free, and fearless—symbols of power and independence.

2. Stanza 2 – Aunt Jennifer's Reality

- Shifts focus to Aunt Jennifer herself.
- Shows her physical and emotional weakness—her hands are trembling under the burden of marriage and patriarchy.
- Mentions the "wedding band" as a symbol of oppression.

3. Stanza 3 – After Her Death (Future)

- Suggests that even in death, Aunt Jennifer may not find peace or freedom.
- However, the tigers she created will live on, still proud and fearless.

Conclusion

The poem contrasts Aunt Jennifer's harsh reality with her artistic expression. Through her embroidery, she creates a world of strength and freedom, which remains eternal, even though her own life is burdened and constrained.

7. Mood and Tone:

The mood is the emotional atmosphere that the poem creates for the reader. In this poem, the mood is:

- Sad and oppressive when describing Aunt Jennifer's life
- Hopeful and inspiring when describing the tigers
- It moves between sympathy for Aunt Jennifer and admiration for the boldness of the tigers

Tone

- Critical of patriarchal society and the oppression of women
- Empathetic toward Aunt Jennifer's struggles
- Appreciative of art as a form of expression and escape

8. Themes:

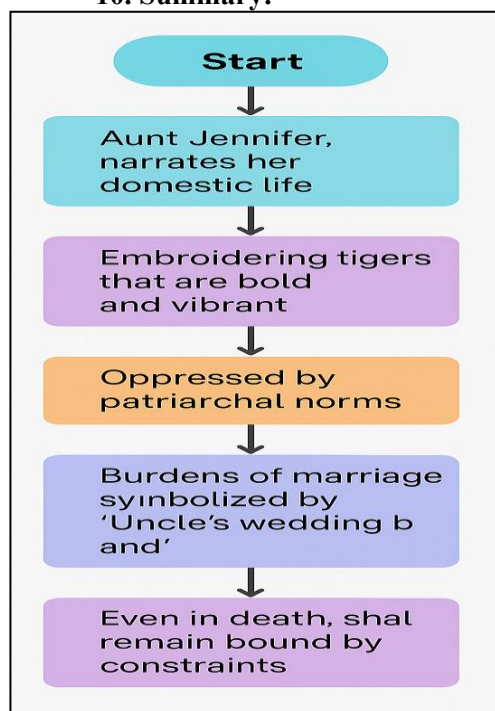
1. Oppression of Women

- The poem highlights the struggles of women in a patriarchal society.
 - Aunt Jennifer is burdened by the “massive weight of Uncle’s wedding band,” symbolising marital oppression.
2. Desire for Freedom and Strength
 - Through her embroidery of tigers, Aunt Jennifer expresses her inner wish for courage, independence, and power—qualities she cannot express in real life.
 3. Art as an Escape
 - Art becomes Aunt Jennifer’s way to cope with her reality.
 - Her tigers are free and fearless, unlike her own life.
 4. Gender Roles and Identity
 - The poem explores how traditional gender roles restrict women’s identities and freedom.
 - Even after death, Aunt Jennifer’s hands will still carry the burden of those roles.
 5. Contrast Between Imagination and Reality

The fearless tigers represent an imagined world of strength, in sharp contrast to Aunt Jennifer’s fearful and constrained existence.

9. Mind Map :

10. Summary:



- portrays a woman named Aunt Jennifer, who makes embroidery of tigers on a piece of cloth.
 - Tigers symbolise strength and freedom, qualities that Aunt Jennifer herself lacks in her real life due to being oppressed in her married life.
 - Contrasts her vibrant, powerful creations with her own powerless existence,
 - Suggests that even after her death, her spirit will live on through her art, embodying the freedom she couldn't achieve.

11. Critical Analysis:

"Aunt Jennifer's Tigers" explores the themes of oppression, gender-gap, and self-expression. Adrienne Rich contrasts the strength and freedom symbolised by the embroidered tigers with Aunt Jennifer’s own suppressed existence, particularly within the confines of her marriage. The tigers represent a power she desires but cannot possess in real life, reflecting the limitations placed on women in patriarchal societies. The poem critiques societal expectations and the emotional toll of gender roles. Rich suggests that while Aunt Jennifer’s life is constrained, her art immortalizes her yearning for freedom, emphasizing the enduring nature of creative expression as a form of resistance.

12. Literary devices:

In "Aunt Jennifer's Tigers," Adrienne Rich uses several literary devices and tools to convey her themes of oppression, gender, and the contrast between internal desires and external realities.

- Bright topaz denizens-Imagery, Metaphor
- Aunt Jennifer, Tigers, wedding ring -Symbolism
- Fingers fluttering, prancing and proud - Alliteration
- Aunt Jennifer and Tigers- Contrast and Juxtaposition:
- proud and unafraid tigers- Personification

Solved Extract based Questions

Read the extracts and answer the questions that follow:

- I. Aunt Jennifer’s tigers prance across a screen,
Bright topaz denizens of a world of green.
They do not fear the men beneath the tree;
They pace in sleek chivalric certainty.

1. How are the tigers described in the extract?
(a) Fearless (b) Coward (c) Bold (d) Both (a) and (c)
2. Denizens of the world of green ‘refer to _____
3. The word ‘prance’ suggest _____

- (a) fear (b) movement (c) strength (d) timid
4. Tigers are different from their creator as -----
5. Which word in the extract means “resident”?
6. What does “sleek chivalric certainty “of tigers refer to in the last line ?

Answers :

- (I) (d) Both (a) and (c)
 (II) tigers
 (ii) (b) movement
 (iii) they are brave and confident
 (iv) denizens
 (v) The tiger moves in knightly confidence.

II. Aunt Jennifer’s fingers fluttering through her wool

Find even the ivory needle hard to pull
 The massive weight of Uncle’s wedding band
 Sits heavily upon Aunt Jennifer’s hand

1. Which of the following themes is best represented in the given extracts?
 (a) The maturity of adulthood (b) The glory of femininity (c) Victim of male domination (d) The superficial beauty
2. State whether the following statement is TRUE or FALSE with reference to the extract
 Aunt Jennifer is nervous and traumatized because of the constraints of her marriage
3. Complete the following sentence appropriately:
 The fingers fluttering through her wool symbolise _____
4. The use of the words ‘massive weight’ “creates a powerful image of _____
5. Complete the sentence appropriately.
 The feeling evoked in the reader towards Aunt Jennifer is _____
6. What does the Uncle’s character reflect in the poem?
 A. male chauvinism and patriarchy B. a man’s physical strength
 C. male ego D. a male’s view of the world

ANSWERS:

- (i) (c) Victim of male domination (ii) TRUE (iii) Fear/discomfort /her oppressed mental condition
 (iv) oppression/suppression (v) sympathetic for the condition of Aunt Jennifer
 (vi) (i) Male chauvinism and patriarchy

III. When Aunt is dead

Her terrified hands will lie
 Still ringed with ordeals she was mastered by
 The tigers in the panel that she made
 Will go on prancing, proud and unafraid.

1. State TRUE or FALSE.
 Aunt Jennifer is overpowered by the wedding ring
2. Which of the following CANNOT be inferred from the given extract?
 (a) Aunt Jennifer’s tigers will keep her alive in everyone’s memory.
 (b) Aunt Jennifer feels oppressed and constricted in her marriage.
 (c) Even in death, Aunt Jennifer cannot escape patriarchal subjugation.
 (d) Aunt Jennifer’s tigers prance as a lasting symbol of her desires.
3. The tigers represent
4. Choose the option that does not reflect the movement implied by ‘prancing’.
 (a) Bounding (b) Frolicking (c) Strutting (d) sliding
5. Which phrasal verb in the stanza mean ‘continue’?
6. The tone expressed in the first two lines is
 A. Optimistic B. Desperate C. Complacent D. ominous

ANSWERS

5. True 2. (a) Aunt Jennifer’s tigers will keep her alive in everyone’s memory
 3. her repressed desires for freedom and power 4. (d) sliding 5. go on 6. ominous

Unsolved Extract based Questions

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

1 "Sits heavily upon Aunt Jennifer's hands". Through the above expression the poet indicates _____

- A. Aunt Jennifer is happily married B. Aunt Jennifer loves the tigers in the panel
 C. Aunt Jennifer's unhappy married life D. Aunt Jennifer's rich and luxurious life

2. Select the option that has the same literary device as used in "Still ringed with ordeals"

- A. Leopards cannot hide in the jungle as they are spotted B. Sun smiled happily on us
 C. Her lovely voice was music to his ears D. Life is like a box of chocolates.

3. The attitude of the tigers will remain unchanged for eternity because _____

4. State whether the statement given below is TRUE or FALSE

"Find even the ivory needle hard to pull". The above expression suggests that Aunt Jennifer is dying

5. The figure of speech used in 'fluttering fingers' is _____

6. What prevents the free movement of Aunt's fingers?

I. When Aunt is dead

Her terrified hands will lie
 Still ringed with ordeals she was mastered by
 The tigers in the panel that she made
 Will go on prancing, proud and unafraid.

1. Identify the figure of speech in 'terrified hands'

- (a) Hyperbole (b) Imagery (c) Transferred epithet (d) Synecdoche

2. Which issue is the poet addressing through this poem?

3. The rhyme scheme of the stanza is _____

- (a) Aabb (b) Acad (iii) Aaab (iv) Abca

4. State whether the given statement is TRUE or FALSE

'Difficulties faced by women' is what the poet wants to deliver through the poem.

5. Aunt Jennifer's life is ringed with ordeals. What is the significance of "Ringed" in this context?

6. Which word in the stanza indicates a type of movement?

Solved short answer type questions:

1. The tigers in the panel that she made
 Will go on prancing, proud and unafraid.

What is the tone of the poet reflected in the above lines?

Answer: The tone of the poet reflected in the given lines is hopeful and empowered. As a means of designing an alternate life that is denied to her, she created animals that are different from her own character, a life that is proud, free and fearless is created.

2. How can we say that marriage was a compromise for Aunt Jennifer? Support your response with two justifications.

Answer: We can definitely say that Aunt Jennifer's marriage was a compromise for her because she was suppressed in her marriage. She couldn't live the way she wanted to or do what she wanted to. She was burdened by her marital responsibilities and oppressed by her husband. The way the heaviness of the 'Uncle wedding band' is presented and the way her hands shake while embroidering shows that she was not happy in her marriage.

3. How does the poet show the futility of Aunt Jennifer's efforts?

Answer: All her life, Aunt Jennifer pined for freedom of spirit from her burdensome husband and gave vent to her feelings by creating fearless and majestic tigers. Even in her death, she had to conform to the patriarchal society as she carried the weight of her ring around her finger. Her efforts never bore fruit.

4 What message does the poet want to convey through this poem?

Answer: The poet, Adrienne Rich, has tried to depict the theme of male chauvinism where a woman has no liberty, not even self-expression. The poem emphasises the value of freedom and brings out the message that women need to be respected and should have the liberty to live their lives according to their own desires.

5 Explain the irony at the end.

Answer: Ironically, even death would not liberate Aunt Jennifer from the oppression that she faced. Her fingers remained 'ringed' with the uncle's wedding band. But the tigers she made would always remain fearless and bold.

6. How does Aunt Jennifer express her longing for freedom from male domination?

Answer: Aunt Jennifer expresses her anger and bitterness against male domination by creating proud, fearless, chivalric tigers on the panel.

Unsolved short-answer type questions:

1. Aunt Jennifer deserves our sympathy. Elaborate
2. Why do you think Aunt Jennifer created animals that are so different from her own character?
3. Why does Adrienne Rich describe the tigers as 'chivalric' in her poem 'Aunt Jennifer's Tigers'?
4. What difficulties did Aunt Jennifer face in her life?
5. Why does Aunt Jennifer seek refuge in art?

Solved long-answer type questions:

1. If Aunt Jennifer speaks to Pablo Neruda, the poet of "Keeping Quiet" about her problems and constraints, would it be right for her to accept his response of introspection, reflection and silence? Write a letter to Pablo Neruda expressing your views.

Ans: No, I do not think Aunt Jennifer would be right in accepting Neruda's response of introspection, reflection and silence would help Aunt Jennifer in coming out of her fears. It would not help her in fighting for her rights and gaining freedom from her oppression.

Dear Mr Neruda

I hope this letter finds you well. I am Jennifer, a homemaker and suppressed woman under the patriarchal setup of marriage. Recently, I read 'Keeping Quiet' and couldn't help but write to you how I'm struggling so that you could help me find a way out of it. I have been married for a long time. I love my husband too, but it is suffocating to live in a family where I have no voice. I am only good at fulfilling marital duties, taking care of the house and the children, and I have no life of my own. I can't even embroider, which I love to do. I feel burdened by the ordeals of patriarchy. I do not want to live like this.

Please help me find peace.

Thank you in advance.

Jennifer

II. The different portrayals of women in the texts 'Aunt Jennifer's Tigers', 'Going Places', 'Lost Spring', and 'My Mother at Sixty-six' offer insights into the experiences of women in society. Comment.

Answer: Aunt Jennifer was portrayed as a victim of patriarchy, living in a world where women were expected to conform to societal norms and expectations and was unable to attain the freedom and strength she desired, due to the limitations imposed upon her by society.

In contrast, Sophie was portrayed as ambitious and determined to break free from societal norms. She refused to be limited by her gender and sought to challenge the restrictions placed upon her. Sophie's mother, on the other hand, from a generation prior, had chosen to conform and sacrifice her individuality to societal expectations.

Similarly, in "Lost Spring," the grandmother and daughter-in-law, in Firozabad, were portrayed as victims of poverty and destiny, which they accept indifferently. The daughter in My Mother at Sixty-Six is torn between the duty towards her old and ageing mother and her personal commitments.

These portrayals of women offer valuable insights into the experiences of women in our society -from victimisation to resilience in the face of poverty - and offer us important lessons about strength, vulnerability, and the need for empathy and respect.

Unsolved long-answer type questions:

1. 'Aunt Jennifer's Tigers' and 'A Thing of Beauty' can be read together to show the permanence and everlasting impacts of art and beauty. Comment.
2. Imagine that Aunt Jennifer read the poem that Adrienne Rich wrote about her. After much contemplation, she decided to write a letter to her husband expressing her feelings and thoughts. Write a letter as Aunt Jennifer.
3. Compare Aunt Jennifer's silent endurance of patriarchy with the dilemma faced by Hana in The Enemy. How do both women experience and respond to moral and emotional conflict within a male dominated setting?
4. Examine Aunt Jennifer's character with feminist perspective. How does her story reflect the struggles faced by many women across generations.

VISTAS

The Third Level

By Jack Finney

1. Title: The third level represents a psychological escape from the stress of modern life. It highlights the human desire to retreat into the past in search of comfort and security.

2. Author: Jack Finney (1911-1995) was an American author widely recognized for his captivating works in science fiction and thrillers, often blending elements of time travel, psychological suspense, and nostalgic reflections on the past.

3. Setting: The story is set in two different time periods and locations: Golden past of 19th century and Modern Era - 20th Century) Post World War

4. Genre: A blend of science fiction and psychological fiction with elements of fantasy.

Science Fiction/Fantasy: The story explores the concept of time travel, as the protagonist seemingly stumbles into the year 1894 through a mysterious third level of Grand Central Station.

Psychological Fiction: The narrative delves into themes of escapism and mental state, as Charley's experience may be a product of his own subconscious desire to escape the pressures of modern life.

Jack Finney is well known for blending reality with elements of time travel and nostalgia, which is a key characteristic of this story.

5. Characters:

1. Charley – The protagonist, a 31-year-old man who discovers the mysterious third level at Grand Central Station. He is an ordinary man struggling with the pressures of modern life and longs for a simpler past. His belief in time travel and obsession with the third level raise questions about whether his experience is real or a psychological escape.

2. Louisa – Charley's wife, who is concerned about his obsession with the third level. She is a loving and supportive partner but remains sceptical about his claims.

3. Sam Weiner – Charley's psychiatrist and friend, who initially dismisses Charley's experience as a psychological issue caused by stress. However, in a surprising twist, Sam himself seemingly disappears into the past, suggesting that the third level might actually exist.

6. Plot construction. Exposition – Charley, a 31-year-old man, believes in a mysterious third level at Grand Central Station. His psychiatrist, Sam Weiner, dismisses it as an escape from modern stress.

2. Rising Action – One evening, Charley accidentally discovers the third level, a portal to the year 1894. He sees gaslights, old-style newspapers, and people dressed in 19th-century fashion. Excited, he decides to move there with his wife, Louisa.

3. Conflict – Charley tries to buy train tickets to Galesburg, Illinois, but his modern currency raises suspicion. He panics and leaves, later struggling to find the third level again.

4. Climax – Following Sam's mysterious letter, Charley resumes his search for the Third Level so that he and his wife Louisa, can also escape to the peaceful world of 1894.

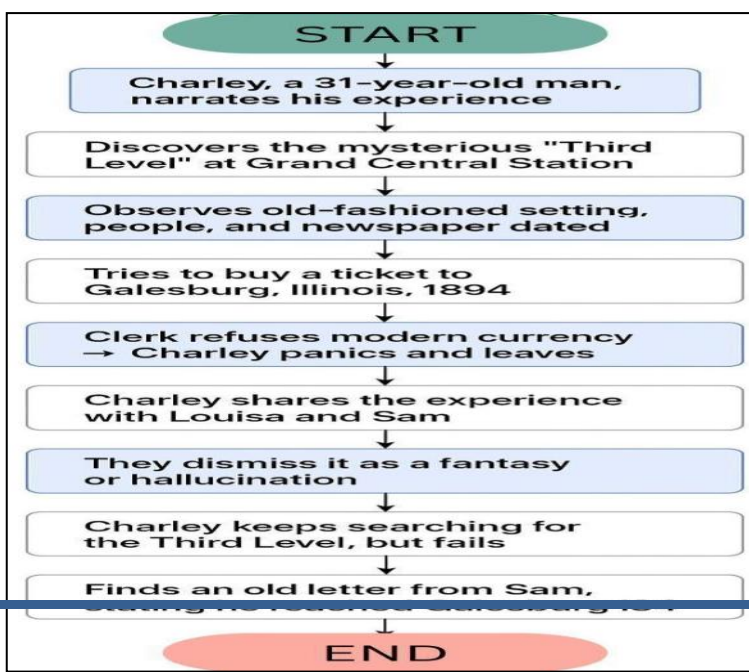
7. Mood and Tone

Mood: Nostalgic, mysterious, and anxious

Tone: Matter-of-fact, light-hearted, yet melancholic, Realism with humour

8. Themes

- Escapism from Reality
- Time Travel and Fantasy vs. Reality
- Nostalgia
- Psychological Perspective on Stress



9. Mind Map

10. Summary:

- Charley, a 31-year-old man, narrates his experience of discovering a mysterious

"third level" at Grand Central Station. He describes it as a place that transports people to the past, specifically the year 1894.

- Charley's Discovery: One evening, he accidentally finds himself on the third level. Notices old-fashioned surroundings—dim lights, people in 1890s attire, and a newspaper dated June 11, 1894.
- Tries to buy a ticket to Galesburg, Illinois (1894) but is denied as his currency is modern.
- Scepticism and Search: Charley shares his experience with his wife Louisa and friend Sam Weiner, a psychiatrist. Sam explains that Charley is experiencing hallucinations due to stress. Charley, determined to return, starts collecting old currency but never finds the third level again.
- The Twist: Charley unexpectedly finds a letter from Sam, dated 1894, stating that Sam has successfully reached Galesburg. This leaves Charley and the reader questioning whether the third level truly exists.
- Themes: Escapism – Charley's longing for a simpler, peaceful past. Reality vs. Imagination – Uncertainty about whether the third level is real or an illusion.
- Modern Anxiety – The pressures of contemporary life drive Charley to seek comfort in nostalgia.
- Conclusion: The story ends ambiguously, leaving it up to interpretation whether the third level was a real portal or a psychological escape.

11. Critical analysis:

Jack Finney's *The Third Level* masterfully blends fantasy and psychological realism, exploring themes of escapism, nostalgia, and modern anxiety. Charley, the protagonist, stumbles upon a mysterious third level at Grand Central Station, seemingly leading to 1894, symbolising his desire to escape the pressures of contemporary life. The story questions the nature of reality, leaving readers uncertain whether the third level is real or a product of Charley's imagination. The unexpected letter from Sam adds a layer of mystery. Finney's narrative highlights the human tendency to romanticise the past, making the story a thought-provoking psychological exploration.

12. Literary Devices

- Vivid descriptions of Grand Central Station's third level create a sense of nostalgia and mystery (e.g., dim lights, brass spittoons, old newspapers)-**Imagery**
- The third level represents escapism, a desire to flee modern stress and find peace in the past-**Symbolism**
- Sam, a psychiatrist who dismisses Charley's claims, ends up disappearing into the past himself-**Irony**
- The open-ended conclusion leaves readers questioning the reality of time travel- **Ambiguity**
- Grand Central is growing like a tree- **Simile**

Style of Writing

- Simple and Conversational Tone – The story is written in first-person narration, making it engaging and relatable. Charley's casual storytelling adds realism to the narrative.
- Blend of Fantasy and Reality – Finney seamlessly mixes realistic settings with fantasy elements, leaving readers questioning what is real.

Solved extract-based questions

Read the extracts and answer the questions that follow:

I. Sometimes I think Grand Central is growing like a tree, pushing out new corridors and staircases like roots. There's probably a long tunnel that nobody knows about, feeling its way under the city right now, on its way to Times Square, and maybe another to Central Park. And maybe—because for so many people through the years Grand Central has been an exit, a way of escape—maybe that's how the tunnel I got into... But I never told my psychiatrist friend about that idea.

1. From the extract, it can be inferred that Charley was a/an _____ person.

- A) Philosophical B) Imaginative C) Witty D) Compassionate

Ans. (B) Imaginative

2. Infer why Grand Central was an exit and escape for many people through the years. Choose an option.

- A) Because people leave and return to the city through this train station
B) Because people enter New York through Grand Central
C) Because travel by itself is a way to escape the grind of life
D) Because of the beauty and grandeur of the Grand Central Station

Ans: (C) Because travel by itself is a way to escape the grind of life

3. What can be inferred by the 'tunnel' from this extract?

Ans: (A) A gateway into the past

4. **Assertion (A):** Sometimes, Charley thought that Grand Central was expanding fast, just like a tree, pushing out new corridors and staircases like roots.

Reason (R): Charley had a realisation of his wish to visit Galesburg, Illinois, a peaceful world.

- a) Both A and R are true, and R is the correct explanation of A.
- b) Both A and R are true, but R is not the correct explanation of A.
- c) A is true but R is false
- d) A is false, but R is true.

Answer: b) Both A and R are true, but R is not the correct explanation of A. (Charley's belief about Grand Central expanding was more about his hallucination, not just his desire to visit Galesburg.)

II. The clerk figured the fare-- he glanced at my fancy hatband but he figured the fare-- and I had enough for two coach tickets, one way. But when I counted out the money and looked up, the clerk was staring at me. He nodded at the bills. "That ain't money mister", he said, "and if you're trying to skin me, you won't get very far", and he glanced at the cash drawer beside him. Of course, the money was old-style bills, half again as big as the money we use nowadays and different looking.

- 1. Why did Charley ask for two tickets?
- 2. Complete the sentence by choosing the correct options.

When Charley offered money to the booking clerk, the latter stared at Charley because he _____

- A. Thought it wasn't money.
 - B. Did not trust Charley.
 - C. Thought Charley was trying to tease him.
 - D. Thought that Charley had given him less money.
3. Select the option that best describes Charley in this extract. He is
- a. A cheat b. gullible c. an opportunist d. an escapist
4. If you're trying to skin me suggests

Ans: i. Charley asked for two tickets because he wanted to go to Galesburg in 1894 with his wife, Louisa.

- ii. (a) thought it wasn't money
- iii. d. an escapist
- iv. That the clerk thought that Charley was trying cheat him.

III. 941 Willard Street

Galesburg, Illinois

18th July, 1894

Charley I got to wishing that you were right. Then I got to believing you were right. And, Charley, it's true; I found the third level! I've been there two weeks, and right now, down the street at the Daly's, someone is playing a piano, and they're all out on the front porch singing 'Seeing Nelly Home' and I'm invited over for lemonade. Come on back, Charley and Louisa. Keep looking till you find the third level! It's worth it, believe me!

The note is signed by Sam

- 1. What was Sam's feeling conveyed in the letter? Choose the appropriate option in the context of the extract.
- a. Surprise b. Doubt c. Excitement d. Anger

Answer: i. c. Excitement

- 2. What was Sam Weiner's reaction when Charley told him about the third level?

Answer: Sam Weiner's reaction was disbelief and professional skepticism thinking that the Third Level was just Charley's mind trying to find refuge in a simpler, safer past.

- 3. The phrase 'Charley, it's true' in the context of the extract implies which of the given option

- I. Sam approves of Charley's finding II. Charley had migrated with Louisa.
- III, The existence of the third level IV. Sam had met Charley's grandfather
- a. I and II b. II and IV c. I and III d. IV and only

Answer: c. I and III

- 4. Complete the given sentence appropriately.

Sam wrote the letter to Charley in order to

Answer: inform Charley of the existence of the third level and urge him to keep looking for it.

Unsolved extract-based questions:

I. To make sure. I walked over to the newsboy and glanced at the stack of papers at his feet. It was *The World and The World* hasn't been published for years. The lead story said something about President Cleveland. I've found that front page since, in the Public library files, and it was printed on 11th June 1894.

I turned toward the ticket windows knowing that here -on the third level at the Grand Central – I could buy tickets that would take Louisa and me anywhere in the United States we wanted to go. In the year 1894. And I wanted tickets to go to Galesburg.

1. The newspaper that covered the lead story about President Cleveland was
 - a. The pioneer
 - b. The New York Times
 - c. The World
 - d. The Times

2. Complete the sentence appropriately.

The narrator wanted to buy tickets to

3. Which of the following in the extract most nearly means the opposite of 'stare'?

- a. glance
 - b. peek
 - c. ignore
 - d. examine

4. Complete the sentence appropriately.

Charley wanted two tickets because he wanted to go with

II. 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.

1. Why did Sam's verdict make Charley's wife 'mad'?

- a. It made it difficult for her to accept that Charley would consult a psychiatrist.
 - b. It seemed to suggest to her that she was the cause of Charley's unhappiness.
 - c. It made her aware of Charley's delicate state of mind.
 - d. It offered her that Charley and Sam collectively accused her.

2. Complete the sentence appropriately. Sam's explanation to the reaction of Charley's wife was in nature.

3. Select the option that signifies the condition of people of the 'modern world' mentioned in the extract.

1. Unsure
 2. Lazy
 3. Offensive
 4. Anxious
 5. Afraid

4. Why didn't Charley's grandfather need refuge from reality?

Solved short answer questions:

1. How does the narrator describe the first two levels of the Grand Central?

Answer: The narrator went down the steps of the Grand Central from Vanderbilt Avenue to the first level. From there, one can take trains like the Twentieth Century. Then he walked down another flight to the second level. From there, the suburban trains leave for various destinations.

2. What does the narrator think of Grand Central? What does it symbolise?

Answer: The narrator thinks that Grand Central is growing like a tree. It pushes out new corridors and staircases like roots. There are long tunnels under the city on their way to Times Square and to Central Park.

The Grand Central symbolises the labyrinth that this world is, with its intricate and tangled pathways. It has always been an exit, a way to escape.

3. How did the man on the third level appear to the narrator?

Answer: The narrator saw a man pulling a gold watch from his vest pocket. He snapped open the cover, glanced at his watch and frowned. He wore a derby hat, a black four-button suit with tiny lapels and had a big, black handlebar moustache.

4. What did the narrator do to make sure that he was actually at the third level of Grand Central?

Answer: The narrator walked over to a newsboy. He glanced at the stack of newspapers. It was *The World and The World* has not been published for years. The lead story was about President Cleveland. Later on, he confirmed from the public library files that the newspaper was dated 11th June 1894.

5. Why did the narrator turn towards the ticket Windows? Why did he run back from there?

Answer: The narrator turned towards the ticket window to buy tickets to go to Galesburg, Illinois, in the year 1894. When Charley produced money to pay for the two tickets, the Clerk stared at him as the currency did not match with

the currency of that time. He accused him of trying to cheat him and threatened to hand him over to the police. The narrator turned away, thinking that there was nothing nice about jail even in 1894.

6. How does the narrator describe Galesburg, Illinois?

Answer: The narrator states that Galesburg, Illinois is a wonderful town with big old frame houses, huge lawns and big trees. Summer evenings were twice as long. People set out on the lawns. The men are smoking cigarettes and talking quietly, the women waving Palm leaf fans. It means the people had lived in peace and harmony and had a lot of leisure time

Unsolved short answer questions:

- 1 What do you know about the first-day cover?
- 2 Why did Charley feel the need to consult a psychiatrist after his experience at the Third Level?
- 3 What did the narrator find about Sam Weiner when he went to the stamp and coin Store?
4. Why does Charley say that Sam cannot continue his old profession in Galesburg in 1894?
- 5 Why was Charlie sure that his psychiatrist friend had gone back to the year 1894 in Galesburg?
6. Louisa behaves like a perfect wife. Give evidence from 'The Third Level' in support of the above statement.

Solved long-answer questions:

1. The modern consumerist world is full of fear, insecurities, stress and wars. What are the ways in which we try to combat them? Answer with reference to 'The Third Level'.

Ans. Emotions like stress, pressure, fear, and insecurity are commonplace in the modern world. The post-World War world Charley lived in was filled with the anxiety and instability that caused him a great deal of distress. Engaging in productive hobbies like creating art, reading, travelling to new places can provide much relief from the said stress. Charley engaged himself in philately, which provided him with a much-needed source of escape from his worries, a hobby his psychiatrist friend Sam called a "temporary refuge". He also often wondered and dreamt of living in a time when the world was simpler and free from the anxieties of the modern world. Sam attributed his discovery of the Third Level as a means of his escape to a seemingly better world, the countryside of Galesburg of 1894. He called it his "waking-dream wish fulfilment".

II. Both Charley in The Third Level and Dr Sadao in The Enemy are faced with difficult choices in their lives. Compare how these characters deal with their internal conflicts and what their decisions reveal about human nature.

Answer: Charley in The Third Level experiences a psychological conflict between the stressful present and his longing for the peaceful past. He imagines the third level at Grand Central Station as an escape to 1894 - a time he associates with security and simplicity. His choice to believe in the Third Level shows how humans seek comfort in illusion when reality becomes overwhelming.

On the other hand, Dr Sadao in The Enemy faces a moral and patriotic dilemma when he finds an American prisoner of war. Despite the risk to his family and position, he chooses to save the wounded soldier, showing courage and humanity over nationalism. His decision reflects a strong moral compass and the ethical complexities individuals face during war.

Both characters reflect human tendencies — Charley's need to escape and Sadao's need to uphold moral duty. While one chooses illusion to cope, the other takes real action despite fear.

Unsolved long-answer questions:

I. Louisa, the protagonist's wife in 'The Third Level' is amazed at Sam's suggestions that her husband is unhappy. In her state of anger, she expresses her feelings by writing in her diary. As Louisa, Charley's wife, writes this diary entry. Support your response with reference to the story. You may begin this way: "I have been married to Charley for a few years now and I have always known him to be an intelligent man with an imaginative mind. However, his recent obsession with finding the Third Level has"

II. In the story 'The Third Level', Charley wanted to go to Galesburg, Illinois in the year 1894. If you had any opportunity to go to another time and place, where would you like to go? Why? How would Sam analyse your choice of alternate time and place?

III. How do 'The Third Level' and 'Journey to the End of the Earth' explore the theme of time, one through a psychological journey and the other through a geographical one?

IV. Describe Charley's transition from the material world to the abstract realm as depicted in the lesson "The Third Level."

The Tiger King **By Kalki**

1. Title

"The Tiger King" by Kalki is a satirical short story that exposes the absurdity of blind superstition and the misuse of power by those in authority. The story follows the Maharaja of Pratibandapuram, who is told at birth by astrologers that he will be killed by a tiger. Determined to defy fate, the king embarks on a mission to kill one hundred tigers, believing it will prevent his death.

2. Author

The author is Kalki Krishnamurthy, also known by his pen name Kalki. He was a prominent Indian writer, journalist, poet, critic, and Indian independence activist, primarily known for his work in Tamil literature.

3. Setting – When and Where

The story "The Tiger King" is primarily set in the fictional kingdom of Pratibandapuram in pre-independent India. The story revolves around the Maharaja of Pratibandapuram, known as the Tiger King, and his obsession with killing tigers to challenge a prophecy uttered by astrologers. The setting shifts between the royal palace and the forests where the tigers live.

4. Genre

"The Tiger King" is primarily a satire with elements of humour. It satirizes the absolute power and vanity of rulers, particularly their disregard for their subjects and the consequences of unchecked authority. The author uses irony and exaggeration to highlight absurd behaviour of the Maharaja and the final fulfilment of the prophecy. As the lesson revolves mainly around the king and his actions, it can be called a political satire.

5. Characters

➤ **The Maharaja, Sir Jilani Jung Jung Bahadur (The Tiger King)**

He is the central protagonist and the ruler of Pratibandapuram. He is a proud, autocratic, and somewhat eccentric king who is obsessed with the prophecy that a tiger will cause his death. This obsession drives him to hunt and kill 99 tigers, neglecting his kingly duties and the well-being of his people. He is ultimately a figure of irony and tragicomic character. Finally, he dies because of a wooden tiger.

➤ **The Chief Astrologer**

He is the one who makes the initial prophecy about the Maharaja's death by a tiger. He is confident in his prediction, even offering to cut off his tuft and burn his books if he's wrong. His prophecy sets the entire plot in motion and creates the Maharaja's driving obsession.

➤ **The Dewan**

He is the Maharaja's chief administrative officer and a loyal and blindly follows the orders of the Tiger King. He tries to manage the Maharaja's eccentricities and often comes up with solutions to his demands, such as finding a suitable bride for him or arranging for a tiger to be brought for the 100th kill.

➤ **The British Officer (High-ranking British Officer)**

While not physically present for long, his desire to hunt a tiger in Pratibandapuram and have a photograph with its carcass highlights the power dynamics of the British Raj and the Maharaja's determination to maintain his sovereignty (and his tigers) at all costs. His interaction with the Maharaja demonstrates the king's stubborn nature.

6. Plot Construction

The story introduces the Maharaja of Pratibandapuram, called "The Tiger King," and his birth. The astrologers predict his death will be caused by a tiger.

The rising action of the plot is indicated by the Maharaja, driven by the prophecy, is determined to kill hundred tigers to disprove it. He faces challenges in finding tigers, including a ban on tiger hunting by the British officer. He resorts to various tactics, including marrying a princess from a kingdom with a large tiger population.

The climax of the plot is shown by the action of the tiger king celebrating the killing of the 100th tiger, which was actually killed by the hunters, not by him.

The falling action begins with the Maharaja buying a wooden tiger as a gift for his son's third birthday. A sliver from the wooden tiger pierces the Maharaja's hand, leading to infection and his death. The story concludes with the ironic fulfilment of the prophecy, highlighting the futility of trying to control fate.

7. Mood and Tone

The mood is humorous and light-hearted as the story is filled with humorous incidents and absurd situations. The tone is satirical and sarcastic as the story revolves around the king's selfish and reckless actions, coupled with witty remarks.

8. Themes

- a. Futility of challenging fate and the dangers of unchecked power. The story highlights the Maharaja's obsession with killing 100 tigers to satirize the arrogance of those in power, finally portraying that even the most powerful cannot escape their destiny.
- b. Blind obedience and the absurdity of power. The king's ministers and hunters exhibit blind loyalty to him. They faithfully follow the king's orders even if they are foolish.

- c. Cruelty to animals. The king mercilessly kills the tigers in order to safeguard himself.

9. Mind Map

I. Key Characters

- a. The Maharaja of Pratibandapuram (Tiger King) b. The Dewan
c. The British Officer d. The Chief Astrologer

II. The Prophecy and the Vow

- a. Birth of the Prince b. Astrology and the prediction of death by tiger
c. The prince's challenge: "Let the tigers beware!" d. Vow to kill 100 tigers

III. The Tiger Hunt

- a. 70 tigers killed
b. Obstacles

✓ British Officer's desire to hunt tigers

✓ Conflict and Maharaja's refusal

✓ Gift of diamond rings to appease the British officer

✓ Tigers disappearing from Pratibandapuram

✓ Arranged marriage to a princess from a state with a large tiger population

✓ Ninety-nine tigers killed

IV. The Irony of Death

- a. The dewan and his wife helped the king to kill the 100th tiger b. The Tiger wasn't killed – it only fainted
c. Hunters shot the tiger dead d. Celebration of the 100th Tiger

V. The Wooden Tiger

- a. Gift for son's birthday b. Poor craftsmanship c. Slivers pierced the king's arm
d. Infection and operation e. Death of the Maharaja

VI. Themes

- a. Blind obedience and the absurdity of power. b. Futility of challenging fate and the dangers of unchecked power.

10. Summary

- The Maharaja of Pratibandapuram is called the Tiger King.
- Astrologers predict his death by a tiger.
- The chief astrologer confirms that death will come to the king by a tiger.
- At the age of twenty, he hunts tigers to defy the prediction by the astrologers.
- Within ten years, he kills 70 tigers in Pratibandapuram, and there are no more tigers found there.
- In order to kill the remaining 30 tigers, he marries a princess from a kingdom which has a large number of tigers.
- When his killings reach ninety-nine, he desperately seeks to kill the hundredth tiger.
- He needs to be very careful with the hundredth tiger as predicted by the chief astrologer.
- There are no more tigers found in his father-in-law's kingdom.
- The king is determined to kill the hundredth tiger.
- Fearing the king's anger, the dewan brings an old tiger to the forest for the king to kill.
- The king fires at it, but the tiger escapes the bullet.
- But the hunters secretly kill the tiger and the king celebrates killing it.
- The king is happy that he has escaped from death and now celebrates his son's third birthday.
- He buys a wooden toy tiger as a gift for his son.
- While both the king and his son play with the wooden tiger, one of the slivers from the wooden tiger pierces the Maharaja's right hand.
- The wound becomes infectious and spreads through his arm.
- Three famous surgeons come from Madras and operate on him.
- The operation is successful, but the king dies.
- In this way, the hundredth tiger takes its final revenge upon the Tiger King.

11. Critical Analysis

"The Tiger King" is a political satire on blind ambition, the abuse of power, and the unpredictability of destiny. The story uses humour and irony to expose the follies of a selfish and arrogant king who wants to escape from death by a tiger. In his determination to protect himself and to challenge the prophecy uttered by the astrologers, he kills tigers without mercy. But finally, the king dies because of the piercing of the slivers from the wooden tiger that he buys for his son's third birthday. Finally, the hundredth tiger takes revenge upon him. Thus, this story is not a humorous one narrating the absurd actions of the king, but a powerful criticism of the misuse of power by those who are in power.

12. Literary Devices

- a. The Maharaja gave a loud crack of laughter. – Onomatopoeia

- b. "The operation was successful. The Maharaja is dead." – Irony
- c. "The Tiger King has reached that final abode of all living creatures." - Euphemism
- d. "The child will grow up to become the warrior of warriors, hero of heroes, champion of champions." – Hyperbole

13. Extract-Based Questions (Solved)

1. "Crown Prince Jung Jung Bahadur grew taller and stronger day by day. No other miracle marked his childhood days apart from the event already described. The boy drank the milk of an English cow, was brought up by an English nanny, tutored in English by an Englishman, saw nothing but English films — exactly as the crown princes of all the other Indian states did."

i) Crown Prince Jung Jung Bahadur's childhood was full of miracles. (True/False)

Answer: False

ii) What was the primary influence on Crown Prince Jung Jung Bahadur's upbringing?

Answer: The boy drank the milk of an English cow, was brought up by an English nanny, tutored in English by an Englishman.

iii) How does the author compare the upbringing of the Crown Prince Jung Jung Bahadur with that of the other Indian crown princes?

- A) It was unique and tailored to his personality
- B) It was identical to theirs
- C) It included more Indian influences
- D) It was less structured

Answer: B) It was identical to theirs

iv) How does the author criticise the rulers of Indian princely states?

- A) By praising their dedication to their subjects' welfare.
- B) By mocking their adoption of foreign customs, implying a neglect of their own people.
- C) By emphasising their miraculous childhoods as signs of divine leadership.
- D) By showcasing their efforts to blend Indian and English traditions.

Answer: B) By mocking their adoption of foreign customs, implying a neglect of their own people.

2. "The next day, infection flared in the Maharaja's right hand. In four days, it developed into a suppurating sore which spread all over the arm. Three famous surgeons were brought in from Madras. After holding a consultation, they decided to operate. The operation took place. The three surgeons who performed it came out of the theatre and announced, "The operation was successful. The Maharaja is dead." In this manner, the hundredth tiger took its final revenge upon the Tiger King."

i) What caused the initial health issue faced by the Maharaja in the passage?

Answer: An infection in his right hand caused by the slivers

ii) What was the outcome of the surgical operation performed on the Maharaja?

- A) The Maharaja fully recovered from the infection.
- B) The operation was successful, but the Maharaja died.
- C) The operation failed, and the infection worsened
- D) The surgeons refused to operate due to the severity of the sore.

Answer: B) The operation was successful, but the Maharaja died.

iii) What does the phrase "the hundredth tiger took its final revenge" suggest about the Maharaja's death?

- A) The Maharaja was directly killed by a tiger during a hunt.
- B) The Maharaja's obsession with killing tigers symbolically led to his demise.
- C) The hundredth tiger was responsible for infecting the Maharaja's hand.
- D) The surgeons conspired against the Maharaja to avenge the tigers.

Answer: B) The Maharaja's obsession with killing tigers symbolically led to his demise.

iv) What figure of speech used in the statement "the operation was successful but the Maharaja is dead"?

Answer: Irony.

14. Short Answer Questions (40-50 words) – Solved

i) What was the prophecy about the king?

Answer: The prophecy was that the Maharaja of Pratibandapuram would be killed by a tiger. Declared at his birth, it predicted his death would come from the hundredth tiger, driving his obsessive quest to mercilessly hunt tigers.

ii) How did the astrologer demonstrate his confidence in the prophecy about the Maharaja's death?

Answer: The astrologer demonstrated his confidence by firmly stating that even if the Maharaja killed ninety-nine tigers, the hundredth would surely kill him. He vowed to shave his tuft, burn his astrology books, and become an insurance agent if the prophecy failed.

iii) What does the story reveal about the Maharaja's character?

Answer: The Maharaja is portrayed as arrogant, superstitious, and irresponsible. His obsession with hunting tigers to

defy a prophecy shows his vanity and neglect of governance, prioritizing personal glory over his kingdom's needs and environmental balance.

iv) What measures did the Maharaja take to stop his subjects from hunting tigers?

Answer: The Maharaja banned tiger hunting by his subjects in Pratibandapuram, reserving the right exclusively for himself. He enforced strict laws, ensuring that no one else could kill tigers, as he aimed to personally hunt a hundred tigers to defy the prophecy.

v) What humorous reasons does Kalki suggest for the declining tiger population in the story?

Answer: The author humorously speculates that the dwindling tiger population in Pratibandapuram might be due to tigers practicing family planning, or committing Hara-kiri or voluntarily disappearing to save themselves from the Maharaja's obsessive hunt.

vi) Why did the disappearance of domestic animals in a certain village spark hope among the people?

Answer: The disappearance of domestic animals in a village gave hope because it suggested tigers were still present, possibly preying on livestock. This fuelled the Maharaja's optimism, as he needed one more tiger to reach his goal of killing 100.

vii) Why did the British officer approach the King?

Answer: The British officer approached the Maharaja to request permission to hunt tigers in Pratibandapuram. As a high-ranking official, he sought the Maharaja's approval, unaware of the king's exclusive ban on tiger hunting to fulfil his prophecy-defying quest.

viii) How did the Maharaja avoid the British officer's anger and protect his kingdom?

Answer: The Maharaja obtained fifty expensive diamond rings from a famous British company of jewellers in Calcutta and sent them to the British officer's wife. This gesture satisfied the officer, preventing his displeasure and safeguarding the kingdom.

15. Short Answer Questions (40-50 words) – Unsolved

i) What steps did the Maharaja of Pratibandapuram take in order to continue his tiger-hunting campaign after tigers became extinct in his kingdom?

ii) How did the Maharaja's obsession with killing a hundred tigers reflect his determination to defy the astrologers' prophecy?

iii) What did the Maharaja's tiger-hunting campaigns ultimately highlight?

iv) What qualities did the king demonstrate as a ruler during the years he spent hunting tigers?

v) How did the king's subjects and courtiers perceive him? Provide reasons to support your answer.

16. Long Answer Questions (120-150 words) - Solved

i) How does "The Tiger King" explore the theme of human conceit and its consequences?

Answer: "The Tiger King" by Kalki explores the flaw of human conceit through the character of the Maharaja, who believes that he can control his destiny. Warned by astrologers that he will die due to a tiger, the king becomes arrogant and sets out to kill a hundred tigers, thinking this will nullify the prophecy. His excessive pride blinds him to reason, leading him to misuse power and manipulate others for his selfish goal. He sees himself as invincible, refusing to believe that death can touch him if he takes control.

However, the ironic ending—where a simple wooden toy tiger causes his death—brilliantly exposes the limits of human pride. Kalki's satirical tone emphasizes how conceit can cloud judgment and lead to one's downfall. The story serves as a powerful reminder that no amount of power or ego can alter fate, and humility is essential.

ii) In what ways is irony used in "The Tiger King" and how does it enhance the impact of the story?

Answer: Irony is a central literary device in "The Tiger King" and plays a vital role in shaping its humour, satire, and message. The most striking irony lies in the king's attempt to escape death by ruthlessly killing tigers, only to be killed by a toy tiger—the least threatening form of the animal. This unexpected twist highlights the futility of his efforts and mocks his false sense of control.

Another layer of irony is seen in how the king, meant to protect his kingdom, focuses entirely on his personal survival, even exploiting others and ignoring his duties. The flattery by the ministers, the manipulated marriage alliance, and the staged killing of the hundredth tiger—all add layers of situational and dramatic irony. These ironic elements not only entertain the reader but also sharply criticise the flaws of blind belief, ego, and misuse of power. Irony adds wit and depth, making the story engaging and thought-provoking.

17. Long Answer Type Questions (120-150 words) - Unsolved

i) How does the king's psychological obsession with tigers influence his actions, particularly in choosing a toy tiger for his son?

ii) As the Maharaja of Pratibandapuram, write an apology letter to the tigers you killed, reflecting on your regret for your hunting campaign and its consequences.

- iii) The story "The Tiger King" can be interpreted as a commentary on man's relationship with nature. Discuss how the Maharaja's relentless pursuit of tigers reflects the human tendency to dominate and exploit the natural world, and what consequences are depicted as a result of this attitude.
- iv) How did the hundredth tiger avenge the death of all the tigers? Elucidate.

Journey to the End of the Earth **By Tishani Doshi**

1. Title: 'Journey to the End of the Earth' is a travelogue written by Tishani Doshi. It offers a vivid, reflective account of the author's journey to Antarctica, the coldest, driest, and windiest continent on Earth. The narrative is not just about travel, but also about climate change, geological history, and human impact on the environment. The text blends scientific insight with personal observation, making it both educational and thought-provoking. It raises important questions about sustainability and the urgency of environmental conservation, encouraging students to think globally and act responsibly.

2. Author: Tishani Doshi is an Indian poet, journalist and dancer based in Chennai. Doshi works as a freelance writer and journalist.

3. Setting: Antarctica

4. Genre: The lesson is a travelogue based on real life experience. It can also be called a piece of environmental literature as it raises awareness about climate change and the interconnectedness of life on earth.

5. Characters

Tishani Doshi (Narrator)

The writer and narrator of the piece.

A reflective and observant traveller.

She shares her first-hand experience of Antarctica and explores deeper environmental concerns.

Geoff Green

Canadian educator and expedition leader.

Founder of the Students on Ice programme.

Plays a crucial role in connecting young minds with environmental issues through Antarctic expeditions.

Students on Ice Participants

A group of high school students from different countries.

Represent the future generation—learning about climate change, biodiversity, and the need for sustainable living.

6. Plot Construction

The Physical Journey:-

The narrator describes the long, exhausting travel from Madras (Chennai) to Antarctica.

She highlights the vast distance—both geographical and symbolic—between her daily life and this extreme landscape.

Description of Antarctica:-

The author vividly portrays the barren, icy, and surreal landscape of Antarctica.

She focuses on its geological significance, tracing it back to Gondwana, the supercontinent.

This section emphasizes Antarctica's value in understanding Earth's past, present, and future.

Environmental Concerns (Climax of Reflection) :-

The author introduces climate change, ozone depletion, and global warming.

She uses Antarctica as a metaphor and mirror for the environmental damage caused by human activity.

This forms the central message of the lesson.

The Students on Ice Programme:-

She describes the importance of the student expedition, led by Geoff Green.

Young students witnessing the stark effects of climate change are portrayed as hope for a better future.

Personal Reflection (Ending):-

The narrator ends with a quiet, spiritual moment—watching a seal dozing on the ice.

It reflects the stillness and purity of nature that must be preserved.

The journey becomes both a literal and metaphorical experience.

7. Mood and Tone

Mood: The mood is reflective, reverent, cautionary, and subtly hopeful, guiding the reader from admiration of nature to serious environmental awareness and the need for action.

Tone: Tone of the speaker is highly reflective. The writer thoughtfully considers humanity's past, present, and future in relation to the planet.

8. Themes

Climate Change & Environmental Awareness - the text focuses on the urgency of understanding and addressing climate change.

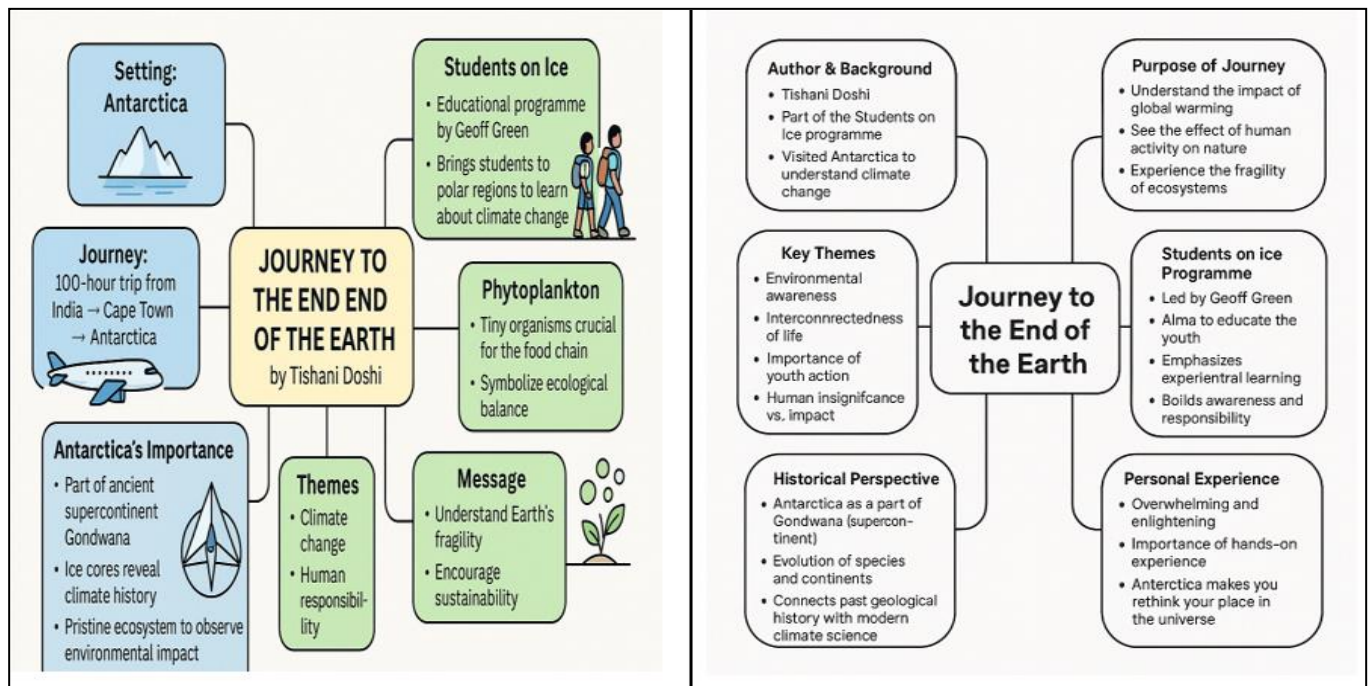
Human Impact on Nature - it shows how human actions affect even the remotest corners of the Earth.

Interconnectedness of Ecosystems - Antarctica serves as a laboratory to study how all living and non-living things are interconnected.

Educational Value of Travel - the Students on Ice program demonstrates how real-world experience can be a powerful teacher.

Reflection and Realization - the journey inspires introspection and a deeper appreciation for the planet.

9. Mind Map



10. SUMMARY: The writer visited Antarctica, the coldest, driest and windiest continent in the world, aboard the Russian research vessel, Akademik Shokalskiy.

- The journey, beginning at Chennai, passed through many areas, geographical, local, ecological and temporal.
- The writer's first reaction to the continent was of relief, followed by wonder at its vastness, seclusion and geological history.
- Part of History
- Before human evolution, Antarctica was part of a huge tropical landmass called the Gondwana land, which flourished 500 million years ago.
- Biological, geological and geographical changes occurred and Antarctica separated and moved away, evolving into what it is today.
- A visit to Antarctica gave the writer a deeper understanding of mountains, the earth's history, ecology and environment.
- The long summers, the silence broken occasionally by cracking ice sheets and avalanches, the blue whales and icebergs, all contribute to an ecological implication that the future for humans isn't good.
- Human Impact
- Humans, who are known to have existed for a mere 12,000 years, have caused tremendous impact and played havoc with nature.
- Population explosion, putting a strain on available resources, carbon emissions, fossil fuels and global warming have all resulted in climatic and ecological imbalances that have also affected Antarctica.
- Antarctica, though unpopulated, has been affected and there are concerns for its half a million-year-old carbon records trapped under its ice sheets.
- The "Students on Ice" programme, an initiative of Canadian adventure educator, Geoff Green takes students on Expeditions to Antarctica, to create awareness in them, the future policy makers.
- The stark proof of global warming and environmental threats helps students attain an understanding of ecosystems and biodiversity of our planet.
- An amazing display of food chain of the Southern Ocean helps in the understanding that further depletion of the ozone layer will set off a chain reaction that will affect the global carbon cycle.
- The simple truth is- take care of the small things and the bigger ones will automatically be taken care of.
- Walk on the Ocean
- Before their return, the writer got an opportunity to walk on the ocean at 65.55 degrees south, which made her realise that she was walking on 180 meters of ocean water, a rich kaleidoscope of life.

- Reaching home, she wondered whether Antarctica would ever be warm again, how much difference a million years can make and, that each day makes a difference.

11. Critical Analysis

Tishani Doshi recounts her journey to Antarctica as part of the Students on Ice programme, which educates young people about the Earth's environment and the importance of sustainability. She highlights how the continent's stark, icy landscape makes one realise the fragility of our planet.

The narrative begins with the author describing the long journey from India to Antarctica. She emphasises the immense geographical distance and dramatic change in scenery, from the hustle of urban life to the icy silence of the southernmost continent.

Doshi reflects on Antarctica's geological past — it was once part of the supercontinent Gondwana, and over millions of years, it drifted southwards. This highlights Earth's dynamic history and the impact of plate tectonics. The harsh, untouched environment of Antarctica helps students understand climate change, ozone depletion, and global warming in a direct, powerful way.

The author also reflects on the delicate balance of nature — how small changes in one part of the Earth can have ripple effects across the globe. A particularly memorable moment is watching microscopic phytoplankton, which, though tiny, play a crucial role in sustaining life. This conveys the message that even the smallest elements of nature matter.

12. Literary Devices

'For 500 million years Gondwana thrived.' – Personification

'It's like walking into a giant ping-pong ball devoid of any human markers.' - Simile

'the occasional avalanche or calving ice sheet, consecrates the place.' – Alliteration

'Antarctica, because of her simple ecosystem....' – Personification

In the periphery, Crabeater seals were stretching and sunning themselves on ice floes, much like stray dogs will do under the shade of a banyan tree. – Simile

the microscopic to the mighty: midges and mite. – Alliteration

Underneath our feet was a metre-thick ice pack, and underneath that, 180 metres of living, breathing, salt water. In the periphery, Crabeater seals were stretching and sunning themselves

On ice floes... - Imagery

13. Extract-Based Questions (Solved)

1. "Students on Ice," the programme I was working with on the Shokalskiy, aims to do exactly this by taking high school students to the ends of the world and providing them with inspiring educational opportunities which will help them foster a new understanding and respect for our planet. It's been in operation for six years now, headed by Canadian Geoff Green, who got tired of carting celebrities and retired, rich, curiosity-seekers who could only 'give' back in a limited way. With Students on Ice, he offers the future generation of policy-makers a life-changing experience at an age when they're ready to absorb, learn, and most importantly, act."

i) What is the main purpose of 'Students on Ice' programme?

- A) To develop in high school students a new perception and respect for the Earth.
- B) To provoke the youth to think about their future earnestly.
- C) To give a chance to the celebrities to explore Antarctica.
- D) To provide travel opportunities to unfortunate students.

Answer: A) To develop in high school students a new perception and respect for the Earth.

ii) Why did Canadian Geoff Green get tired of bringing celebrities and rich people to Antarctica?

Canadian Geoff Green got tired of bringing celebrities and rich people to Antarctica because they can contribute only in a limited way. They will not be interested in taking efforts to protect the Earth.

iii) Who are the future policy makers mentioned in the passage?

- A) Celebrities
- B) High school students
- C) Rich people
- D) Curiosity seekers

Answer: B) High school students

iv) According to the author, the high school students have the ability to _____

Answer: absorb, learn, and most importantly, act

2. "Human civilisations have been around for a paltry 12,000 years - barely a few seconds on the geological clock. In that short amount of time, we've managed to create quite a ruckus, etching our dominance over Nature with our villages, towns, cities, megacities. The rapid increase of human populations has left us battling with other species for limited resources, and the unmitigated burning of fossil fuels has now created a blanket of carbon dioxide around the world, which is slowly but surely increasing the average global temperature."

i) Why does the author call 12,000 years as paltry?

Answer: The author calls 12,000 years as paltry because 12,000 years is only a few seconds on the geological clock which means there is a vast difference in time scales between human history and the origin of the earth.

ii) Say whether the following statement is true or false according to the passage.

Human beings have protected the earth by developing villages, towns, cities and megacities.

Answer: False

iii) The author says that there is a blanket of carbon dioxide around the world because of _____.
A) Global temperature B) increase of population C) limited resources D) burning of fossil fuels

Answer: D) burning of fossil fuels

iv) 'Battling with other species for limited resources' means _____

- A) destroying the other species B) consuming the available resources
C) competing for the limited resources with other species D) increasing the resources for other species

Answer: C. competing for the limited resources with other species

3. My Antarctic experience was full of such epiphanies, but the best occurred just short of the Antarctic Circle at 65.55 degrees south. The Shokalskiy had managed to wedge herself into a thick white stretch of ice between the peninsula and Tadpole Island, which was preventing us from going any further. The Captain decided we were going to turn around and head back north, but before we did, we were all instructed to climb down the gangplank and walk on the ocean. So there we were, all 52 of us, kitted out in Gore-Tex and glares, walking on a stark whiteness that seemed to spread out forever. Underneath our feet was a metre-thick ice pack, In the periphery, Crabeater seals were stretching and sunning themselves.... much like stray dogs. It was nothing short of a revelation.

i) Complete the following suitably.

The passage suggests that the author's Antarctic experience was _____.

Answer: a revelation/an educational experience

ii) Choose the correct option:

The Shokalskiy was wedged in a thick stretch of ice. As a result, the captain _____.

- A) felt frustrated by the obstacles B) decided to surge ahead
C) remained there till the ice melted D) decided to turn around

Answer: D) decided to turn around

iii) What did the Captain instruct the team to do?

Answer: to climb down the gangplank

iv) Why does the writer describe what happens as an epiphany?

Answer: The experience provided her an insight into the significance of Antarctica/our environment

14. Extract Based Questions (Unsolved)

1. Antarctica, because of her simple ecosystem and lack of biodiversity, is the perfect place to study how little changes in the environment can have big repercussions. Take the microscopic phytoplankton — those grasses of the sea that nourish and sustain the entire Southern Ocean's food chain. These single-celled plants use the sun's energy to assimilate carbon and synthesise organic compounds in that wondrous and most important of processes called photosynthesis.

i) Why is Antarctica the perfect place to study how little environmental changes can have big repercussions?

ii) What is referred to as 'grasses of the sea' in the passage?

- A) organic compounds B) phytoplankton C) Southern Ocean's food chain D) the single-celled micro-organisms

iii) Photosynthesis is referred as a very important process because.....

iv) Which of the following sentences best conveys the meaning of 'assimilate'?

- A) It will take time to incorporate all these ideas. B) I can easily answer your questions.
C) He did not notice the movement of the people. D) It is difficult to change one's opinion.

2. The reason the programme has been so successful is because it's impossible to go anywhere near the South Pole and not be affected by it. It's easy to be blasé about polar ice-caps melting while sitting in the comfort zone of our respective latitude and longitude, but when you can visibly see glaciers retreating and ice shelves collapsing, you begin to realise that the threat of global warming is very real.

i) Which programme is referred to here in the passage?

ii) According to the passage, the programme has been very successful because of _____

- A) the exposure to reality B) the impossibility of going to the South Pole
C) the sights and sounds of Nature D) watching polar ice caps from comfort zone

iii) When do you begin to realise that the threat of global warming is very real?

iv) Which of the following conveys the meaning of 'blasé'?

- A) Indifferent B) Interested C) Impossible D) Instant

15. Short Answer Questions (40-50 words each) - Solved

i) How does the author's journey to Antarctica change her perception of the world and its environmental issues?

Answer: The author feels humbled and gains a deeper understanding of Earth's fragility. The stark landscape and signs of climate change make her realise the urgent need for sustainable living and environmental responsibility.

ii) Why does Tishani Doshi describe Antarctica as the perfect place to understand climate change?

Answer: Antarctica's untouched environment, ice cores, and visible effects of melting ice offer clear evidence of global warming, making it an ideal natural laboratory to study the impact of human activity on climate.

iii) What are Geoff Green's reasons for including high school students in the Students on Ice expedition?

Answer: Geoff Green used to take celebrities to Antarctica but he realised that these celebrities could not contribute much to his aim of saving the environment. He started taking students because they are the future policy makers and can contribute better for saving the environment.

iv) How does the depletion of tiny organisms like phytoplankton affect the larger ecosystem?

Answer: Phytoplanktons are single-cell organisms that live in the ocean. They absorb carbon and produce organic compounds and help to maintain the food chain of the whole ocean. If phytoplanktons are destroyed, the life of other creatures of the ocean will be affected adversely.

V. Why is it said that you lose all sense of perspective and time once you enter Antarctica?

Answer: In Antarctica, wherever you look, you see ice. There are no human-made landmarks or trees to identify a place from another. Days and nights are also not marked by sunrise and sunset. It is 24 hours sunlight.

vi) What was Akademik Shokalskiy? Where was it heading and why?

Answer: The Akademik Shokalskiy was a Russian research ship. The students participating in the 'Students on Ice Programme' travelled on this ship in Antarctica. They got the opportunity to learn many facts about Antarctica and realised the importance of Antarctica.

16. Short Answer Questions (40-50 words each) - Unsolved

i) Why does Tishani Doshi describe her two weeks' stay in Antarctica 'a chilling prospect'?

ii) Explain the parable of the phytoplankton.

iii) 'And for humans, the prognosis isn't good.' What is the significance of the statement?

iv) 'The world's geological history is trapped in Antarctica.' Support this statement with examples from the text.

v) What is the significance of the title 'Journey to the End of the Earth'?

17. Long Answer Questions (120-150 words each) Solved

i) On returning home, Tishani Doshi writes her thoughts reflecting on how her decision to enroll for the Students on Ice programme has been the single most important decision of her life that has completely transformed her. As Tishani, write these thoughts and feelings in the form of a diary entry.

Answer:

Wednesday, 25th June 20XX

10:00 p.m.

Dear Diary,

Today, as I sit back home, I realise that enrolling in the 'Students on Ice' programme was the most life-changing decision I have ever made. Visiting Antarctica was like stepping into another world — endless stretches of white snow, giant icebergs and a silence so deep that it touched my soul.

What moved me most was seeing the harsh reality of climate change with my own eyes. The melting glaciers and fragile ecosystem made me understand how human activities are affecting even the remotest corners of the Earth. I felt both humbled and responsible.

The journey transformed my outlook towards life and nature. I have returned with a deeper respect for our planet and a strong determination to spread awareness about environmental conservation. Antarctica was not just a trip; it was an unforgettable lesson for life.

Tishani

ii) '... a lot can happen in a million years, but what a difference a day makes!'. Explain.

Answer: This line from 'Journey to the End of the Earth' by Tishani Doshi reflects on the contrast between geological time and human time during her expedition to Antarctica. 'A lot can happen in a million years' refers to the vast changes that Earth has undergone over millions of years — such as continental drift, evolution, and climate shifts. It highlights the slow, natural process of change on a planetary scale. "But what a difference a day makes!" emphasises how, in contrast, human impact on the environment — even in a single day — can be drastic and damaging. It points to the rapid pace of modern change, especially due to pollution, global warming, and industrialisation. The line contrasts the gradual changes of nature with the sudden, powerful changes caused by humans, urging readers to reflect on how quickly we are altering the Earth, and how urgently we need to act to protect it.

iii) 'Take care of the small things and the big things will take care of themselves.' What is the relevance of this statement in the context of the Antarctic environment?

This statement has great relevance in the context of the Antarctic environment. A small change in the environment can give rise to drastic developments. It highlights the importance of preserving even the tiniest elements of the natural world, especially in a fragile ecosystem like Antarctica. In the lesson, the author refers to phytoplankton, microscopic organisms that play a vital role in maintaining the Earth's carbon cycle and marine food chain. Despite their small size, their survival impacts the entire planet's climate stability. If such basic life forms are disturbed, it could lead to larger environmental imbalances. Therefore, the quote underscores that protecting the smallest components of the ecosystem is essential for the well-being of the planet as a whole.

18. Long Answer Questions (120-150 words each) Unsolved

- i) Even the tiniest of life forms can have a huge impact on Earth's ecosystem.' How does the lesson convey this message? What values can students derive from this idea in terms of their role in environmental protection?
- ii) Tishani Doshi's journey to Antarctica is not just a physical expedition but also an emotional and intellectual experience. Discuss how the author's observations during the trip help us understand the impact of human activities on the planet.
- iii) Why is Antarctica the place to go to, to understand the earth's present, past and future?
- iv) As one of the Students on Ice programme, prepare a speech to be delivered in the school morning assembly on the kinds of educational opportunities and how they are going to help you foster a new understanding of the world and the current issues that threaten our existence
- v) Describe the significance of the 'Students on Ice' programme as presented in the lesson. How does it contribute to the understanding of climate change and ecological responsibility among the youth?

The Enemy By Pearl S Buck

1. Title: The title of the short story "The Enemy" is thought-provoking and deeply symbolic. It compels the reader to question whether our enemies are defined by political boundaries or by our own prejudices. Thus, the title reflects the central conflict of the story — between duty and conscience, hatred and humanity.

2. Author: Pearl S Buck was an American writer who grew up and lived predominantly in China. In many of her works, including her Pulitzer Prize-winning novel *The Good Earth* (1932) she explores the lives and trials of Chinese peasantry. In 1938, she became the first American woman to win the Nobel Prize in Literature, "for the notable works which pave the way to a human sympathy passing over widely separated racial boundaries"

3. Setting: World War-II, Japan

4. Genre: historical fiction

5. Characters

- a. *Dr Sadao Hoki*, an accomplished Japanese doctor and surgeon who had completed his studies in the US. He was torn between duty towards his nation and his duty as a doctor when faced with having to deal with the American soldier. Ultimately, he chooses to overcome his prejudices and do the humane thing.
- b. *Hana*- Dr Sadao's wife. She supports her husband and even shows compassion towards the soldier. She is a person of resilience and pride, as shown in the manner in which she deals with the servants when they choose to leave.
- c. *Dr Sadao's father*- A nationalistic, traditional Japanese who did not even permit foreign items to be kept in his house. He wanted Sadao to have the best education and then come back to serve Japan.
- d. *Tom(POW)*-An American soldier washed ashore near Sadao's house. His stay at Sadao's house makes him look at the Japanese with less prejudice.
- e. *General Takima*-The General of the Japanese army who is very sick and depends on Sadao. His sickness has also made him indifferent towards his responsibilities. He is also very cruel and known to abuse his wife.
- f. *Yumi*- a servant at Sadao's house who takes care of their children. She loves the children. She is fearful of the consequences of Sadao and Hana's decision to save the American's life. This fear is accompanied by hatred and prejudice for Americans.
- g. *Gardener and Cook*-Old servants at Sadao's house who have been there since Sadao's father's time. They are prejudiced and deeply critical of Sadao's decision to help the soldier.

6. Plot Structure

The story follows a five-part structure.

a. Exposition or Introduction:

- Dr Sadao, his wife Hana and his father are introduced.
- Wartime Japan and the context of Japanese nationalism is defined.

b. Rising Action:

- A wounded American soldier, Tom, washes up on the shore near Sadao's home.
- Sadao is torn between his duty to report the enemy soldier and his oath as a doctor to save a life.
- Hana and Sadao bring the man into their home, secretly treat him, and face opposition from their servants, who disapprove of their actions.

c. Climax

- The tension peaks when the servants decide to leave the household.
- This is followed by the arrival of a messenger from the General.
- The two incidents force Sadao to confess to the General, who is too ill to act and instead tells Sadao he will send assassins to ‘take care’ of the prisoner.
- Sadao waits anxiously night after night, but no one comes.

d. Falling Action

- Sadao realises that the General won’t act and decides to take matters into his own hands.
- He helps Tom escape, providing him with a boat, basic supplies, and safety directions.

e. Resolution

- The American soldier escapes successfully.
- Sadao resumes his normal life. The General expresses his gratitude and promises a reward for not exposing his inaction.
- The story ends with Sadao reflecting on his action and how he overcame national and racial prejudices through the human capacity for compassion.

7. Mood and Tone (Keeps changing through the story)

Mood- Serious and thoughtful, ponderous, unsettling, tense,

Tone- Compassionate, contemplative, sympathetic/empathetic, criticising, patriotic and prejudiced

8. Themes

a. Humanity vs. Nationalism

b. Moral and Ethical Dilemma

c. Prejudice and Racial Hatred

d. Courage in the face of isolation

10. Summary

- The story is written by Pearl S. Buck and is set during the Second World War in Japan.
- Dr Sadao Hoki, a famous Japanese surgeon and scientist, lives in a house built by his father on the Japanese coast.
- Dr Sadao had studied medicine in America, where he met Hana, whom he later married.
- Though Sadao respected many Americans personally, he disliked them as enemies of Japan during the war.
- One evening, Sadao and Hana notice a man lying unconscious near the shore outside their house.
- They discover that he is a wounded American prisoner of war who has escaped from a prison camp.
- The man has a deep bullet wound on his side and is in critical condition.
- Sadao faces a moral conflict — if he shelters the enemy soldier, he may be punished as a traitor; if he leaves him, the man may die.
- Being a doctor, Sadao believes that saving a life is his first duty. He decides to operate on the soldier.
- Hana assists Sadao during the operation despite her fear and nervousness.
- The operation is successful, and the American slowly begins to recover.
- The servants in Sadao’s house feel angry and uncomfortable because their master is helping an enemy.
- They believe that enemies should not be treated with kindness during wartime.
- Unable to accept Sadao’s actions, the servants leave the house.
- Sadao worries constantly about the safety of his family and the consequences of hiding the prisoner.
- Finally, he informs an old Japanese General about the presence of the American soldier.
- The General values Sadao because he is an excellent surgeon who may be needed for future medical treatment.

9. Mind Map



1. OVERVIEW

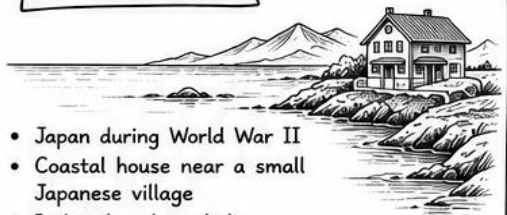
A powerful short story by Pearl S Buck that highlights the conflict between duty and humanity during World War II. It shows how compassion and empathy can overcome prejudice and enmity.



"Hatred cannot drive out hatred; only love can do that."

2. SETTING

- Japan during World War II
- Coastal house near a small Japanese village
- Isolated and symbolic
- Post-Pearl Harbor tension between Japan and America



3. THEMES



Conflict between duty and nationalism



Humanity vs. prejudice



Moral dilemmas in war



Courage and empathy



Isolation—both physical and emotional

The Enemy by Pearl S Buck

A STORY OF HUMANITY
BEYOND HATRED

4. TONE & MOOD



TOPE

- Contemplative – reflects on ethics and personal conflict
- Sympathetic – humanizes both Japanese and American characters
- Critical – questions blind nationalism, racial bias, and effects of war
- Thoughtful – encourages moral introspection and emotional depth

MOOD

- Serious and thoughtful
- Tense and unsettling due to constant danger
- Redemptive and hopeful in the end
- Evokes empathy and reflection in the reader

5. MAIN CHARACTERS

DR. SADA0 HOKI



- Accomplished Japanese surgeon
- Trained in the US; faced racial prejudice
- Loyal to his nation, yet deeply ethical
- Treats an American POW despite personal risk
- Grows morally; overcomes prejudice through compassion
- Torn between national duty and medical oath

HANA



- Sadao's wife; met him in the US
- Educated, loyal, and emotionally strong
- Initially hesitant but shows compassion
- Supports Sadao; maintains dignity with servants
- Symbol of moral strength and quiet courage

TOM



- Injured American POW washed ashore
- Represents "the enemy"
- Vulnerable, humanized through his pain and youth
- His gratitude changes his view of Japanese people
- Powerful but ailing American military leader

YUMI



- Domestic servant; children's caretaker
- Loving but fearful of consequences
- Refuses to help American due to prejudice
- Reflects societal norms and fear of authority

SADAO'S FATHER



- Traditional, nationalistic Japanese man
- Strict about Japanese values
- Symbol of rigid ideology and discipline
- Wanted Sadao to serve Japan after U.S. education

6. PEARL S BUCK



- First American woman to win the Nobel Prize in Literature (1938)
- American author who lived in China
- Advocated racial equality and cultural understanding



7. GENERAL ANALYSIS

- The story portrays how compassion can triumph over hatred.
- Depends on Sadao's skill for survival.
- Indifferent to others' lives, focused on self-preservation.
- Hypocritical and morally weak.



8. FLOW OF THE STORY



An injured American POW (Tom) is washed ashore during the war.



Dr. Sadao Hoki and his wife Hana secretly treat him in their coastal home.



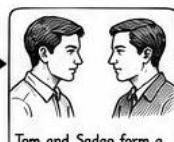
Tom recovers slowly with their care and kindness.



Yumi, their servant, refuses to help due to prejudice and fear.



Sadao's father disapproves, representing strict nationalist values.



Tom and Sadao form a bond through gratitude, respect and shared humanity.



Tom escapes secretly in one of the Korean fishing boats and returns to his forces.



The story moves from fear and prejudice to empathy and understanding, showing that humanity rises above enmity.

9. KEY MESSAGE

Compassion, empathy and moral courage can heal the deepest divides. In times of conflict, seeing the "enemy" as a fellow human is the first step toward peace.



10. Summary continued..

- Instead of reporting the matter officially, the General secretly promises to send assassins to kill the American prisoner.
- However, the General forgets about his promise because of his own illness and weak memory.
- Days pass, and the American regains his strength while Sadao becomes increasingly anxious.
- Realising the danger, Sadao decides to help the American escape rather than wait for the assassins.
- He arranges food, clothes, money and a flashlight for the soldier.
- Sadao gives him a boat and instructs him to row to a nearby island and wait for a Korean fishing boat to rescue him.
- The American follows Sadao's instructions and escapes safely.
- After seeing no signal from the island, Sadao understands that the man has escaped successfully and feels relieved.
- The story highlights themes such as humanity above nationalism, kindness, compassion, medical ethics and the conflict between patriotism and human values.

11. Critical Analysis:

In this story, Pearl S. Buck critiques nationalism, war, and racial prejudice through the moral dilemmas faced by Sadao and Hana. Even as the socio-political conditions around the war have heightened prejudices and dehumanized people, the writer highlights the power of compassion and empathy. Buck presents a spectrum of responses through contrasting characters: the servants embody rigid, unthinking prejudice, unable to see the enemy as human; the General, though intellectually capable of understanding Sadao's actions, remains emotionally indifferent and morally passive. Sadao and Hana, too, are not free of bias—their initial disgust toward the American soldier reflects internalized fear and prejudice. However, that does not stop them from acting with compassion. The presentation of these characters sensitizes the readers to seeing prejudice not as absolute but as something that can be overcome through compassion and empathy.

12. Literary Devices and Style of Writing

Pearl S. Buck's employs a third-person omniscient narrative, giving an insight into the thoughts of Sadao and Hana. The deeper moral questions are presented through the thoughts and actions of the characters rather than any commentary. As a result, the reader is able to understand their dilemmas intimately. The fact that Sadao and Hana are shown to be very real characters grappling with their own prejudices even as they try to do the humane thing makes them very relatable and contributes to the empathetic tone of the narration.

Some of the literary devices used by the writer to enhance the emotional and thematic depth of the story include:

Symbolism: The wounded American soldier symbolises the “enemy” not just in war but in the minds of people conditioned by nationalism and prejudice. His transformation from a threat to a helpless human being mirrors the shift in Sadao and Hana's perception.

Irony: There's dramatic irony in the fact that a Japanese doctor, bound by duty to his country, ends up saving the life of an American soldier. It is also ironic that the General—an emblem of power—relies entirely on Sadao and ultimately fails to act. The American soldier being healed in the Sadao's father's bedroom is another example of irony.

Imagery: Buck uses vivid natural imagery—the sea, the rocks—to set the tone and reflect emotional undercurrents. For example, the starkness of the setting in which the soldier is found by Sadao and Hana represents the attitude of Japanese society towards an enemy.

Contrast: Sharp contrasts between characters—especially between Sadao/Hana and the servants or the General—help highlight the spectrum of moral choices and prejudices. This is highlighted with the description of the cook's killing of the fowl, even as they speak about Sadao's saving the soldier.

13. Solved extract-based questions

I. “If I am able, are you?” Sadao asked. “No,” Hana said, “But if you can do it alone...” Sadao hesitated again. “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...”

1. What is the “strange thing” Sadao refers to?

- | | |
|-------------------------------|--|
| a. Hana's fear of the enemy | b. His inability to turn in an injured soldier |
| c. The soldier's foolish face | d. His deep concern for an American |

2. Complete the sentence appropriately.

Sadao's claim that "he is my enemy" but also expressing hesitation to hand him over, reflects an inner conflict between _____ and _____.

3. How does the wounded condition of the American soldier affect Sadao's perception of him?

4. With reference to Sadao's declaration, "All Americans are my enemies", read the statements given below and choose the option that correctly evaluates Sadao's belief:

Statement 1: Sadao's declaration reflects the nationalistic conditioning prevalent during wartime.

Statement 2: Sadao genuinely hates all Americans and shows no empathy throughout the story.

Choose the correct option:

a) Statement 1 is true but Statement 2 is false. b) Statement 1 is false but Statement 2 is true.

c) Both Statement 1 and Statement 2 are true. d) Both Statement 1 and Statement 2 are false.

Answers:

1. b. His inability to turn in an injured soldier. 2. duty/conscience

3. Although Sadao initially views the soldier as the enemy, the man's vulnerable, wounded state evokes a moral conflict. His humanity overcomes his prejudice, compelling Sadao to question his own values and responsibilities.

4. a Statement 1 is true but Statement 2 is false

II. "...He had met Hana in America, but he had waited to fall in love with her until he was sure she was Japanese. His father would never have received her unless she had been pure in her race. He wondered often whom he would have married if he had not met Hana, and by what luck he had found her in the most casual way, by chance literally, at an American professor's house. The professor and his wife had been kind people anxious to do something for their few foreign students, and the students, though bored, had accepted this kindness. Sadao had often told Hana how nearly he had not gone to Professor Harley's house that night — the rooms were so small, the food so bad, the professor's wife so voluble. But he had gone and there he had found Hana..."

1. With reference to the above, how will you describe Dr Sadao as a son?

(A) indifferent (B) obedient (C) defiant (D) practical

2. Complete the sentence:

The phrase "by chance literally" in the context of Sadao meeting Hana suggests that their meeting was entirely _____ and not something he had _____.

3. The writing style in this extract can be described as _____ because it not only recounts personal memories but also subtly highlights cultural expectations and internal conflict.

4. From the extract, what can you infer about Dr Sadao and Hana's relationship?

Answers

1.. (B) Obedient 2. Accidental, planned 3. Reflective

4. Their relationship is built on mutual affection, understanding, warmth and emotional intimacy. Theirs is a deep and organic bond shaped by shared values and respect.

III. Then Hana led the way quickly and softly to the kitchen. The two servants were frightened at what their master had just told them. The old gardener, who was also a house servant, pulled the few hairs on his upper lip. "The master ought not to heal the wound of this white man," he said bluntly to Hana. "The white man ought to die. First, he was shot. Then the sea caught him and wounded him with her rocks. If the master heals what the gun did and what the sea did, they will take revenge on us." "I will tell him what you say," Hana replied courteously. But she herself was also frightened, although she was not superstitious as the old man was. Could it ever be well to help an enemy? Nevertheless, she told Yumi to fetch the hot water and bring it to the room where the white man was.

1. What reasons does the old gardener give for not healing the white man?

a. Superstition and fear of divine retribution b. Nationalistic loyalty and belief in natural justice
c. Fear of the enemy and religious obligation d. Love for the country and personal hatred of the enemy

2. Hana's decision to help, despite her own fear and the gardener's superstitions, suggests that she is guided more by _____ than _____.

3. How does this passage illustrate the tension between traditional beliefs and moral responsibility?

4. Which figure of speech is used in the phrase "the sea caught him and wounded him with her rocks"?

a. Simile b. Hyperbole c. Personification d. Metaphor

Answers:

1. b. Nationalistic loyalty and belief in natural justice
2. Compassion / reason OR fear / cultural belief
3. The gardener's fear is rooted in traditional, superstitious thinking, believing nature itself has punished the white man. Hana, though frightened, chooses to act on moral grounds, highlighting a conflict between inherited cultural beliefs and evolving ethical choices during times of crisis.
4. c. Personification

14. Unsolved extract-based questions

I. *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. "It will be better for her to empty her stomach," he thought. He had forgotten that of course she had never seen an operation. But her distress and his inability to go to her at once made him impatient and irritable with this man who lay like dead under his knife.*

1. Complete the sentence:

The phrase "the man who lay like dead under his knife" means that the soldier was _____ and _____.

2. Fill in the blanks to complete the analysis of Sadao's internal conflict:

Sadao's response to Hana's distress reveals his _____ between his duty as a _____ and his _____ for his wife. He feels _____ because he is unable to leave the soldier and comfort Hana, leading to his impatience with the man under his care.

a) conflict; surgeon; concern; frustrated b) dilemma; healer; tension; angered

c) ambivalence; physician; worry; irritated d) conflict; doctor; affection; detached

3. How does Hana's physical reaction heighten the story's emotional tension and illuminate Sadao's character?

4. Which literary device is at work in the description "her face the colour of sulphur"?

a "The world is a stage." b. "He is like a lion." c. "The wind whispered through the trees."

d. "The thunder roared as the sky cracked open."

II. *"I care nothing for the man, Excellency," Sadao said, "but having operated on him with such success..."*

"Yes, yes" the General said. "It only makes me feel you more indispensable to me. Evidently you can save anyone — you are so skilled. You say you think I can stand one more such attack as I have had today?"

"Not more than one," Sadao said.

"Then certainly I can allow nothing to happen to you," the General said with anxiety. His long pale Japanese face became expressionless, which meant that he was in deep thought. "You cannot be arrested," the General said, closing his eyes. "Suppose you were condemned to death and the next day I had to have my operation?"

- i. Why does the General insist that Sadao cannot be arrested or punished?

a) Because Sadao is a national hero b) Because the General admires the prisoner's bravery

c) Because Sadao is indispensable to his own health d) Because Sadao has powerful political connections

- ii. The General's concern for Sadao arises not from moral considerations but from _____ motives, indicating his _____ approach to loyalty and justice.

- iii. What does the General's statement "Suppose you were condemned to death and the next day I had to have my operation?" reveal about his priorities?

- iv. What does the conversation between Sadao and the General reflect about the nature of power and authority?

a) Power is used to ensure justice for all. b) Authority is dictated by fairness and law.

c) Those in power often act based on personal needs, not ethics.

d) Military leaders always act with honour and discipline.

15. Solved Short Answer Questions

1. Dr Sadao exemplifies the belief that true doctors transcend boundaries of race, religion, or nationality.

Substantiate with evidence from the story.

Answer: Despite being a Japanese citizen during the war, Sadao saves an American POW's life. His actions reflect a doctor's universal duty to preserve life, highlighting moral integrity above political and racial divides.

2. In what way does the line, “I must get rid of this man for your sake,” reflect Sadao’s role as a husband?
Answer: The statement reveals Sadao’s deep concern for Hana’s safety and emotional well-being upon the departure of the servants. It shows his protective instincts and willingness to compromise his ethics for his family’s security.
3. “I will have nothing to do with it,” Yumi said, “I am a poor person and it is not my business.”
What does Yumi’s refusal to assist in the soldier’s care reveal about her character?
Answer: Yumi’s words reveal her fear, pragmatism, and strict loyalty to national norms. Her detachment reflects societal pressure and fear of retribution, rather than cruelty or apathy.
4. How does the racial prejudice Sadao and Hana faced in America continue to affect their worldview?
Answer: The prejudice they experienced left lingering resentment and disillusionment. It shapes their cautious, even bitter, view of Americans further complicating Sadao’s decision to help the POW.
5. “In the conviction of her own superiority she bent impulsively and untied the knotted rags.” What made Hana feel superior to Yumi?
Answer: Yumi refuses to wash the American soldier. Though Hana was initially reluctant to bathe him herself, she eventually does it. Hana’s education and exposure to progressive values make her feel morally and intellectually superior to Yumi, who reacts out of fear and superstition rather than compassion.
6. What is Hana’s reaction to the scars on the soldier’s neck? Why?
Answer: Hana is visibly disturbed by the scars, which evoke both pity and horror. The physical evidence of suffering humanizes the enemy for her, deepening her internal conflict. It also forces her to confront the reality of war and torture of soldiers.

16. Unsolved Short Answer Questions

1. Why does the soldier tell Hana his name even when forbidden by Sadao?
2. Hana is a woman of strong convictions and pride. Justify with textual evidence.
3. What makes Sadao decide to help the prisoner escape?
4. Why was Tom reluctant to leave Sadao’s house?
5. “He suddenly comprehended that the General was in the palm of his hand and that as a consequence he himself was perfectly safe.” What made Sadao arrive at this conclusion?
6. Tom says, “I guess if all the Japs were like you, there wouldn’t have been a war.” What is the significance of this statement?

17. Solved Long Answer Questions

1. “Why is it we cannot see clearly what we ought to do?” she asked him. “Even the servants see more clearly than we do. Why are we different from other Japanese?” Hana’s question reflects a moral dilemma. In light of this, critically evaluate the ethical difference in the choices made by Sadao and Hana compared to their servants. What does this reveal about the nature of moral courage?

Answer: Sadao and Hana act differently from their servants because their decisions are guided by moral reasoning, professional ethics, and a deeper sense of humanity. While the servants respond with fear, superstition, and blind nationalism, the couple grapples with the ethical implications of letting a wounded enemy die. Their education, exposure to the world, and roles as a doctor and caregiver compel them to uphold the sanctity of life over national hatred. Hana’s reflection shows her internal conflict and awareness that morality is not always clear-cut. Their ability to question societal expectations and choose compassion despite personal risk highlights the strength of their convictions. This contrast underlines the theme of moral courage and the capacity to act humanely in times of war.

2. In both “The Enemy” and the autobiographical extracts of Bama and Zitkala-Sa, the protagonists confront deeply ingrained societal prejudices — whether rooted in race, nationality, or caste. Compare how Dr Sadao and either Bama or Zitkala-Sa respond to the injustice they witness or experience. What does their response reveal about resistance, conscience, and the power of individual action against discrimination?

Answer: In both “The Enemy” and the autobiographical works of Bama or Zitkala-Sa, the protagonists experience and respond to societal prejudices, yet their approaches highlight the complexities of human conscience and moral courage.

Dr Sadao in *The Enemy* is torn between his patriotism and his duty as a doctor. He decides to help an American soldier, despite the societal pressure to regard the soldier as the enemy. His decision represents the triumph of humanity over nationalism and prejudice, and his actions reflect his resistance to the dehumanizing forces of war.

Similarly, Bama experiences caste-based discrimination in her society. Despite the oppressive environment, Bama responds to the injustice with resilience. Rather than accept her marginalization, she chooses to educate herself and stand up against the oppressive caste system.

Zitkala-Sa, too, confronts the discrimination imposed by the American government and society toward Native Americans. Her narrative emphasizes the conflict between her native culture and the forced assimilation into the white man's world.

18. Unsolved Long Answer Questions

1. 'The Enemy' explores the idea that empathy can transcend enmity. Discuss this theme with reference to the relationship between Sadao, Hana, and the American prisoner. Analyse how empathy shapes their actions and discuss how Buck uses their moral dilemma to comment on the larger socio-political tensions of the time.
2. Hana in *The Enemy* and Louisa in *The Third Level* are faced with the difficult choice of supporting their husbands even when they disagree with them. Even in the middle of opposition from friends, family and society they stand by their husbands. What does this reveal about their relationship?
3. Both *The Enemy* by Pearl S. Buck and *On the Face of It* by Susan Hill explore the theme of prejudice through the portrayal of characters who are perceived as 'the other'. How do Dr Sadao's treatment of the enemy soldier and Mr Lamb's response to Derry's distrust reflect a deeper understanding of human dignity? How do both stories challenge societal biases and encourage empathy and acceptance?
4. 'The Enemy' is a powerful critique of blind nationalism and racial prejudice. Do you agree? Support your answer with textual evidence and critical interpretation. Reflect on the irony of Sadao's experiences in America and how these influence his perception of the enemy.

References

<https://encyclopedia.ushmm.org/content/en/article/world-war-ii-in-the-pacific>

Pearl S. Buck's Short Stories: A Survey. **Paul A. Doyle**. The English Journal. Vol. 55, No. 1 (Jan., 1966), pp. 62-68 (7 pages). Published By: National Council of Teachers of English.

On The Face Of It

By Susan Hill

1. Title: The title "On the Face of It" is a reflection of the central theme of the play, which deals with the idea of appearance versus reality. It suggests that judging someone by their outward appearance can be misleading. Derry's physical scars lead people to judge him harshly, while Mr Lamb's disfigurement doesn't define his optimistic outlook on life.

2. Author: Susan Hill is a renowned English author born in 1942. She has written novels, plays, and children's books. Her works often delve into themes of human emotions, relationships, and societal issues. In "On the Face of It," Hill explores the complexities of human interactions and the impact of physical appearance on self-perception and relationships.

3. Setting: Mr Lamb's garden, Derry's house

4. Genre: Drama-realistic and issue-based

5. Characters:

Mr Lamb: Mr Lamb is an old man with a tin leg, injured in the war. Despite his disability, he is cheerful and optimistic, and he enjoys nature. He welcomes everyone and believes in looking beyond physical appearance.

Derry: Derry is a 14-year-old boy with a burnt face, caused by acid. He is shy, withdrawn, and bitter due to people's judgmental behaviour. Derry feels unwanted and hides from society. His meeting with Mr Lamb transforms his attitude. Derry's mother: She is a minor but significant character. She is overprotective and discourages Derry from visiting Mr Lamb, fearing strangers. Her attitude reflects society's prejudice toward disabled individuals.

6. Plot Construction: It is a one-act play that revolves around an unexpected conversation between Derry, a shy, withdrawn teenager with a burnt face, and Mr Lamb, an old man with a tin leg. Derry is self-conscious and feels that people judge him by his appearance, while Mr Lamb is optimistic and embraces life despite his disability. Their conversation touches on themes like prejudice, loneliness, and the power of acceptance. Mr Lamb encourages Derry to face life confidently. Initially reluctant, Derry is moved by Mr Lamb's outlook and decides to return to him, only to find that Mr Lamb has tragically died.

7. Mood:

- The mood of the play shifts throughout:
- Initially sombre and melancholic – reflecting Derry's feelings of rejection, loneliness, and self-pity.
- Gradually hopeful and uplifting – as Mr Lamb's positive outlook begins to influence Derry.
- Ends with a tragic tone – due to Mr Lamb's accidental death, creating a sense of loss and reflection.

Tone:

- **Empathetic and thoughtful** – the author presents both characters with sensitivity, inviting the reader to reflect on issues of disability, isolation, and human connection.

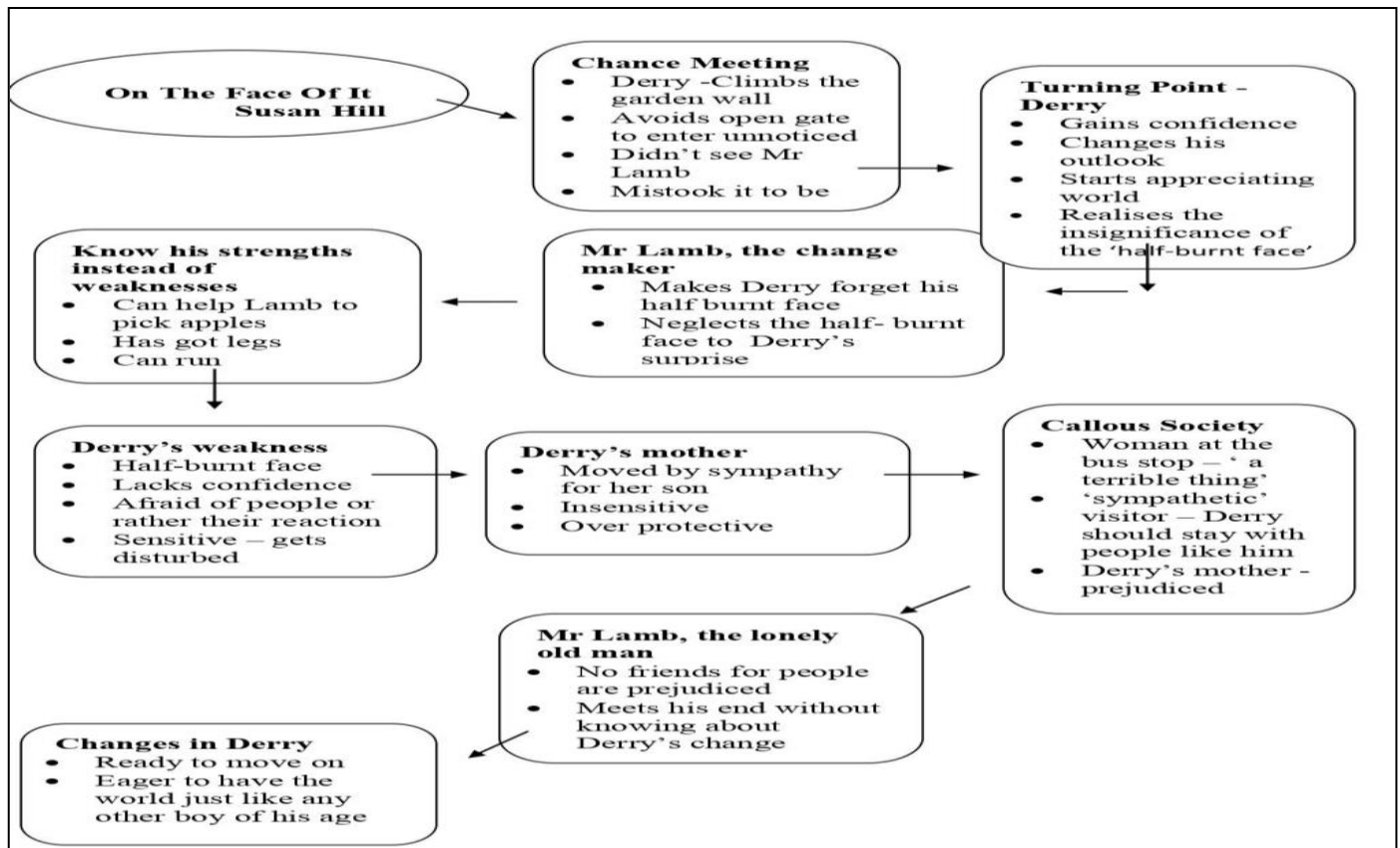
- **Didactic** (teaching tone) – it carries a moral message about not judging by appearances and embracing life.

8. Themes:

- **Self-Perception and Acceptance:** The play highlights how individuals' perception of themselves can be influenced by their physical appearance and how self-acceptance is crucial for personal growth.
- **Loneliness and Isolation:** Both Derry and Mr Lamb experience loneliness due to their physical impairments, leading to a sense of alienation.
- **Overcoming Prejudices:** The narrative emphasises the importance of looking beyond physical appearances to understand a person's true essence.

The Power of Conversation: Through their dialogue, Derry and Mr Lamb learn to see the world differently, showcasing the transformative power of meaningful conversations.

9. Mind Map:



10. Summary:

- **Derry's Isolation:** The play introduces Derry, a teenage boy with a face disfigured by acid. He is deeply insecure, withdrawn, and believes people are repulsed by his appearance, leading him to isolate himself.
- **Meeting Mr Lamb:** Derry trespasses into Mr Lamb's garden, thinking it's empty. Mr Lamb, an old man with a tin leg lost in a war, catches him but welcomes him kindly.
- **Initial Misconceptions:** Derry is initially suspicious and expects Mr Lamb to be repelled by his face. However, Mr Lamb shows no such reaction and treats him with genuine warmth and acceptance.
- **Mr Lamb's Philosophy:** Mr Lamb, despite his own disability and the taunts he endures ("Lamey-Lamb"), has a positive outlook on life. He encourages Derry to see beauty in everything, embrace life, and not let his disability define him.
- **Challenging Perceptions:** Mr Lamb teaches Derry to look beyond superficial appearances. He uses examples like "weeds" and "flowers" to show how perspective shapes reality. He emphasizes that true ugliness lies in negativity and isolation, not in physical deformities.
- **Derry's Transformation:** Through their conversations, Derry begins to shed his bitterness and self-pity. He starts to understand the value of self-acceptance and the importance of engaging with the world.
- **Conflict with Mother:** Derry returns home, wanting to go back to Mr Lamb's garden. His mother, protective and overly concerned about his appearance, tries to stop him, fearing he'll be hurt or ridiculed again.
- **Derry's Choice:** Defying his mother, Derry insists on returning to Mr Lamb, realising that if he doesn't, he will forever remain trapped by his fears and insecurities.

- **Tragic Ending:** Derry rushes back to the garden to find Mr Lamb has fallen from a ladder while picking apples and is dead. Derry is heartbroken but his journey of transformation, initiated by Mr Lamb, has begun.

11. Critical Analysis:

Susan Hill's "On the Face of It" highlights how society unfairly judges people based on appearance. Through the characters of Derry, a boy with a burnt face, and Mr Lamb, a man with a disability, the play explores loneliness, self-acceptance, and the power of positive thinking. Mr Lamb's encouraging attitude helps Derry see life differently. The play teaches that real beauty lies within, and we should not let physical flaws define us. The tragic ending reinforces the message to value people and moments before it's too late.

12. Literary Devices

- **Metaphor:** Mr Lamb refers to weeds as "life... growing," symbolising that all forms of life have value.
- **Irony:** Derry perceives himself as different due to his appearance, yet Mr Lamb, despite his physical impairment, leads a fulfilling life.
- **Allusion:** The reference to "Handsome is as handsome does" and "Beauty AndThe Beast" alludes to the idea that true beauty is reflected in one's actions.

13. Solved extract-based questions

Read the following extracts and answer the questions.

I.

DERRY: What do you do all day?

MR LAMB: Sit in the sun. Read books. Ah, you thought it was an empty house, but inside, it's full. Books and other things. Full.

DERRY: But there aren't any curtains at the windows.

MR LAMB: I'm not fond of curtains. Shutting things out, shutting things in. I like the light and the darkness, and the windows open, to hear the wind.

DERRY: Yes. I like that. When it's raining, I like to hear it on the roof.

MR LAMB: So you're not lost, are you? Not altogether? You do hear things. You listen.

DERRY: They talk about me. Downstairs, when I'm not there.

1. List any two emotions Derry experiences as he talks to Mr Lamb.

Answer: anxiety, loneliness or any relevant answer

2. According to Mr Lamb, what does the idea of being 'lost' signify?

- A. He who does not hear what other people say is lost. B. He who does not appreciate man and nature is lost.
C. He who pauses to reflect on wind and rain is lost. D. He who is closed off to nature and its wonders is lost.

Answer: He who is closed off to nature and its wonders is lost.

3. Not being fond of curtains brings out the fact that MrLamb _____. Fill in the blank with a suitable answer.

Answer: doesn't want to remain isolated or any other relevant answer.

4. Give an instance to say that Derry is gradually opening up to MrLamb.

Answer: curious to know about Mr Lamb.

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

1. Why does Derry not want to be called 'poor'?

- a) for he was rich b) for he was well off c) for he had ample resources to earn d) none of these

Answer: none of these

2. According to Derry, why is everyone afraid of him?

Answer: burnt face

3. What is Derry's state of mind in the above lines?

- a) Happy, excited b) Irritated, complaining c) eager, curious d) sympathetic, kind

Answer: Irritated, complaining

4. Derry is able to rightly judge other people's attitude towards his appearance. (True/False)

Answer: True

III. MR LAMB: Some call them weeds. If you like, then. a weed garden. There's fruit and there are flowers, and trees and herbs. All sorts. But over there weeds. I grow weeds there. Why is one green, growing plant called a weed and another 'flower'? Where's the difference. It's all life.... growing. Same as you and me.

1. Weeds are _____.

Answer: Unwanted plants

2. What is the difference between weeds and flowers according to Mr Lamb?

Answer: they are same

3. The word weed is used in this extract as a metaphor. (True/False)

Answer: True

4. The tone of Mr Lamb's speech is _____

- A. Arrogant B. Suggestive C. Instructive D. Sarcastic

Answer: instructive

14. Unsolved extract-based questions

I. Mr Lamb: When I go down the streets, the kids shout 'Lamey Lamb'. But they will 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.

Derry: Did you get your leg blown off in the war?

Mr Lamb: Certainly

Derry: How will you climb on a ladder and get the crab apples down, then?

Mr Lamb: Oh, there's a lot of things I've learned to do and plenty of time for it. Years. I take it steady.

1. Complete the following suitably :

'Years. I take it steady'. The above line speaks of the speaker's _____

2. Derry, how will you climb on a ladder? What does Derry hint at in the above query?

3. 'When I go down the streets, the kids shout Lamey Lamb.' The attitude of the speaker expressed in the above line is

- A. his habit of finding fault. B. he is timid and faint hearted.
C. his acceptance of reality and positive attitude. D. his indifferent and careless attitude.

4. Fill in the blank suitably:

Mr Lamb's handicap has not _____ his attitude towards life.

II. Derry : Not in a fire, I got acid all down that side of my face and it burned it all away. It ate my face up. It ate me up. And now its like this and it won't ever be any different.

MrLamb : No

Derry: Aren't you interested?

Mr Lamb: You are a boy who came into the garden. Plenty do. I am interested in anybody, anything. There is nothing God made that doesn't interest me. Look over there..... over beside the far wall. What can you see?

1. Complete the sentence appropriately, with reference to the extract. Derry refers to acid eating him up because _____.

2. What are the things that interest Mr Lamb as per the extract?

- A. 3. Select the option that best describes Derry and Mr Lamb in the extract. Derry :bitter ;MrLamb : positive
B. Derry :friendly ;MrLamb : talkative
C. Derry :scared ;MrLamb : authoritative

Derry :mature ;MrLamb : calm4. Which of the following is an apt title for the extract?

- A. Acid and Fire B. Boy who came to the garden C. God and his Presence D. Different Interests

15. Solved Short Answer Questions:

1. If MrLamb's garden could speak, what would it say about the kind of person he is?

Answer: If MrLamb's garden could speak, it would describe him as a person who is patient, accepting, and open-minded. The garden represents his acceptance of all living things, much like Mr Lamb's attitude toward people and life. It would talk about his desire to nurture growth and his ability to see beauty in imperfection.

2. How might Derry's story have been different if he had met someone like Mr Lamb earlier in life?

Answer: Had Derry met someone like Mr Lamb earlier, his life might have been less filled with bitterness and self-pity. Mr Lamb's positive attitude and acceptance would have helped Derry build confidence and self-worth earlier on. Derry might have learned to embrace his appearance and not be affected by others' judgments, leading to a healthier self-esteem and better social interactions.

3. What does Mr Lamb's habit of keeping his garden gate open say about his attitude toward life and people?

Answer:Mr Lamb's habit of keeping his garden gate open signifies his openness to the world and to new people. It reflects his welcoming nature, showing that he doesn't shut himself off from others or from life. His garden gate is a symbol of his belief in connection and growth, both personal and social, and his desire to allow others the opportunity to experience life's beauty and possibilities.

4. Derry initially sees his scar as a curse. How does this perception begin to shift by the end of the play?

Answer: By the end of the play, Derry's perception of his scar begins to change from a curse to something that doesn't define him. Through Mr Lamb's guidance, Derry begins to see that his physical appearance doesn't determine his worth. He learns to look beyond his external scars and focus on his internal strength and potential, realising that he can live a fulfilling life despite his appearance.

5. Compare Derry and Mr Lamb in terms of how they deal with their physical differences. What lesson can be learned?

Answer:Derry and Mr Lamb deal with their physical differences in contrasting ways. While Derry feels alienated

and self-conscious about his burn, Mr Lamb, despite having a tin leg, lives life fearlessly and with an open heart. The lesson here is that physical differences are not something to be ashamed of. Instead, how one chooses to view and respond to those differences determines the quality of life they lead. Confidence and acceptance are key to overcoming obstacles.

6. If you could rename the play, what would you call it and why?

Answer: If I could rename the play, I would call it "Beyond the Face" because the story emphasizes looking beyond physical appearances to understand and connect with others. It speaks to the idea that one's true self is not defined by outward appearances, but by inner strength, resilience, and acceptance. The title captures the play's theme of overcoming superficial judgments and embracing one's whole being.

16. Unsolved Short Answer Questions:

1. Why does Derry choose to keep to himself instead of interacting with others?
2. In what way does Mr Lamb influence Derry's outlook on life?
3. What does the setting of MrLamb's garden represent in the play?
4. What compels Derry to return to Mr Lamb after their first meeting?
5. How is Mr Lamb used as a medium to convey the central theme of the play?
6. How does Derry react to the way people look at him, and what does it reveal about his mindset?

17. Solved Long Answer Questions:

1. How do the themes of identity, self-worth, and perception connect the play "On the Face of It" with the stories "The Third Level" and "The Tiger King"?

Answer: The themes of identity, self-worth, and perception are crucial in "On the Face of It", "The Third Level", and "The Tiger King". In all three texts, the characters' struggles with their self-image and how they perceive themselves shape their journeys. In "On the Face of It", Derry, disfigured by acid, initially feels defined by his physical appearance and others' pity. Meeting Mr Lamb, who despite his disability, embraces life, helps Derry see that his worth is not tied to his appearance. The play highlights how self-acceptance leads to emotional growth. Similarly, in "The Third Level", Charley yearns for escape from the pressures of modern life, seeking solace in an idealised past. His desire to escape represents a disconnect from his present identity, much like Derry's initial rejection of his reality. Charley's transformation is psychological—learning to accept his reality rather than escape it. In "The Tiger King", the Maharaja's obsession with power and his ego and stubbornness to prove the astrologers wrong leads to his downfall. Unlike Derry, the Tiger King's identity is built on external validation and ego, ultimately leading to destruction. In all three stories, the characters' evolving perceptions of themselves teach us that true self-worth comes from acceptance and understanding rather than from external appearances or validation.

Question 2. Compare Mr Lamb and Derry in terms of self-acceptance.

Answer:Mr Lamb and Derry present contrasting approaches to self-acceptance. Mr Lamb, despite his physical disability (a tin leg), fully embraces life, showing no bitterness. He accepts himself as he is, encouraging Derry to do the same. He is an advocate of inner beauty and believes in looking beyond physical flaws. In contrast, Derry initially struggles with his disfigured face, feeling it defines him. His self-consciousness leads to isolation. However, through his interaction with Mr Lamb, Derry begins to understand that self-worth is not dependent on physical appearance. Mr Lamb's attitude helps Derry accept his own imperfections, teaching him that confidence comes from within, not from external validation. By the end of the play, Derry, like Mr Lamb, embraces life with a newfound understanding of self-worth.

18. Unsolved long-answer questions:

1. How does Derry's perception of himself change throughout "On the Face of It"?
2. How do the characters in "On the Face of It" and "The Third Level" deal with their struggles with identity?
3. How does the theme of isolation in "On the Face of It" connect with Charley's sense of disconnection in "The Third Level"?
4. What does the play "On the Face of It" teach us about judging people based on appearances?
5. What role does the setting of MrLamb's garden play in the development of the theme in "On the Face of It"?

Memories of Childhood The Cutting of My Long Hair By Zitkala-Ša

1. Title: Highlights the forced assimilation and loss of cultural identity experienced by Indigenous children in boarding schools through the incident of cutting of the hair of an indigenous Indian-American (the author).

2. Author: Zitkala-Sa was a Yankton Dakota writer, editor, translator, musician, educator and political activist. Her works chronicle her struggles with cultural identity and the pull between the culture imposed and the Dakota culture into which she was born and raised.

3. Setting: The story takes place at the Carlisle Indian School, a boarding school for Native American children established in 1879. The school aimed to assimilate Native American children into white American culture, which Zitkala-Sa experienced as a loss of her identity and culture

4. Genre: Autobiographical account, memoir/autobiography,

5. Characters :

ZitkalaSa, the author

- A native American who was a victim of racism in the Carlisle Indian School at a young age. She faces indignity, discrimination and exploitation at school.
- She is caught in dogma because of the strict regulations imposed on her. She is quite determined to fight against the pale-faced women.
- She is forced to get her hair shingled, against which she protested to the best of her capacity, though she did not succeed.
- She is symbolic of all the native American women who were exploited at the hands of their masters. She suffered extreme indignities and felt humiliated.
- She is very sensitive because at last, she comments that she is now one among the many animals driven by the herders.
- The author experiences the harsh realities of cultural assimilation at a boarding school.
- She is deeply affected by the forced cutting of her hair, a symbol of her cultural identity being stripped away.

6. Plot Construction

In Zitkala-Sa's "The Cutting of My Long Hair," the plot centres on her traumatic experience as a Native American child forced to attend a boarding school where she is stripped of her cultural identity, symbolised by the forced haircut, and experiences the emotional and psychological impact of this cultural oppression.

In the rising action, the initial stages of the story focus on the harsh and alienating environment of the boarding school, where she faces cultural clashes and is stripped of her native identity.

The pivotal moment is the forced haircut, a symbolic act of cultural erasure that deeply humbles and traumatises Zitkala-Sa.

After the haircut, Zitkala-Sa grapples with the emotional and psychological impact of the experience, feeling humiliated, helpless, and emotionally devastated.

The story ends with Zitkala-Sa's reflections on the loss of her cultural identity and the broader social issues of colonisation and forced assimilation, highlighting the resilience of her spirit despite the harsh conditions.

7. Mood and Tone

Mood : The melancholic strain of discrimination and suppressed emotions reverberates throughout the story. Anger and protest against oppressors

Tone: Challenge, emotional distress and pain run through the lines of the narrative.

8. Theme

The memoir explores the theme of Cultural oppression and its impact on personal suffering. The experience of having her hair cut, a deeply personal and cultural symbol, was a traumatic event for Zitkala-Sa, marking a significant loss of her identity.

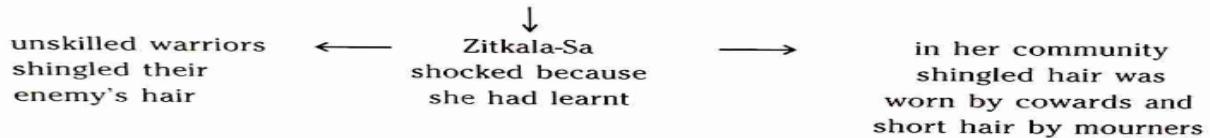
9. Mind Map

ZITKALA-SA'S FIRST DAY AT SCHOOL

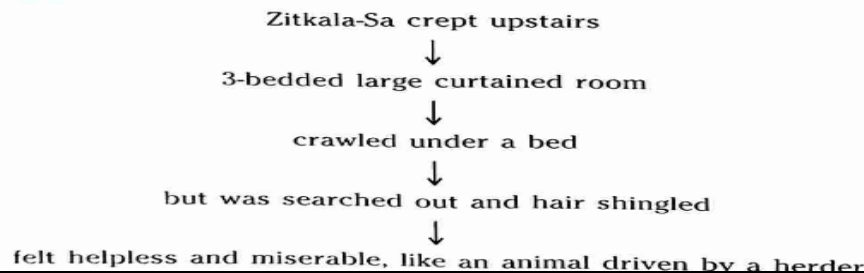
- ❖ cold, snowfall
 - ❖ students wore stiff shoes and tightly fitting clothes
 - ❖ small girls wore sleeved aprons and shingled hair
 - ❖ meals eaten by procedure/formula
- 1st bell – chairs drawn from under the table
2nd bell – all sat
3rd bell – began eating

A WARNING

- ❖ friend had heard of cutting their long heavy hair



A STRUGGLE IN VAIN



10. Summary

First Day at Boarding School: Zitkala-Ša arrives at a boarding school in a cold, unfamiliar environment, referred to as the 'land of apples.'

Cultural Shock: She is introduced to strict routines and unfamiliar customs, including formal table manners, which make her feel out of place.

Hair Cutting Tradition: Her friend, Judewin, informs her that the authorities plan to cut their long hair, a practice that deeply disturbs Zitkala-Ša

Cultural Significance of Hair: In her Native American culture, long hair symbolises strength and bravery; cutting it is associated with cowardice and mourning.

Attempted Resistance: Zitkala-Ša hides under a bed to avoid the haircut, but is eventually found and restrained.

Hair Cut: Despite her resistance, her long hair is cut, leaving her feeling humiliated and disconnected from her cultural identity.

Emotional Impact: She compares herself to a small animal driven by a herder, symbolising her loss of autonomy and the imposition of foreign values.

Reflection: The experience marks a painful moment of cultural suppression and the beginning of forced assimilation into a foreign system.

11. A Critical Analysis

Zitkala Sa had to deal with racial discrimination. The harsh culture treated her in a harsh manner in her childhood. She was young but not so young that she was naïve about the mainstream culture's evil scheme. She became rebellious due to her bitter childhood experience. The customs of the place were new and strange to her.

The narrative illustrates the prejudice that the Native American Indians experienced in the west, at the hands of the English. It highlights the evil of racial discrimination. The school officials made the writer wear western clothing and cut her hair. The story revolves around the anguish of a girl who was a part of the minority group at the hands of the powerful management. Her community believed that cowards got their hair cut. She opposed getting her long hair cut but the mighty took over. The author tells her story in a poignant way that makes the readers experience her anguish.

12. Literary Devices

"The first day in the land of apples was a bitter-cold one; for the snow still covered the ground, and the trees were bare. A large bell rang for breakfast, its loud metallic voice crashing through the belfry overhead and into our sensitive ears." – Imagery

"I had been tossed about in the air like a wooden puppet". – Simile

"Clatter of shoes" – Onomatopoeia

"I was only one of many little animals driven by a herder." – Metaphor

13. Extract-based Questions (Solved)

1. "The first day in the land of apples was a bitter-cold one; for the snow still covered the ground, and the trees were bare. A large bell rang for breakfast, its loud metallic voice crashing through the belfry overhead and into our sensitive ears. The annoying clatter of shoes on bare floors gave us no peace. The constant clash of harsh noises, with an undercurrent of many voices murmuring an unknown tongue, made a bedlam within which I was securely tied. And though my spirit tore itself in struggling for its lost freedom, all was useless."

i) Which of the following best describes the atmosphere of the land of apples on the first day?

- A) A peaceful and serene environment
- B) A lively and festive scene
- C) A cold and harsh setting
- D) A warm and welcoming place

Answer: C) A cold and harsh setting

ii) The term "bedlam" in the context of the passage most nearly means:

Answer: Disorder and confusion

iii) Which phrase from the extract brings out the internal conflict of the narrator?

Answer: my spirit tore itself in struggling

iv) On reading the passage you conclude that the speaker is likely to experience.....

Answer: Despair and helplessness/ any relevant answer

2. "A paleface woman, with white hair, came up after us. We were placed in a line of girls who were marching into the dining room. These were Indian girls, in stiff shoes and closely clinging dresses. The small girls wore sleeved aprons and shingled hair. As I walked noiselessly in my soft moccasins, I felt like sinking to the floor, for my blanket had been stripped from my shoulders. I looked hard at the Indian girls, who seemed not to care that they were even more immodestly dressed than I, in their tightly fitting clothes."

i) Which of the following conclusions can be logically drawn about the cultural contrast experienced by the narrator?

- A) She is more accustomed to her clothing and do not feel discomfort from it.
- B) She feels more comfortable in her traditional clothing than in the imposed attire.
- C) She shares an understanding with the school authorities
- D) She is confused about her identity

Answer:

B) She feels more comfortable in her traditional clothing than in the imposed attire.

ii) In the passage, the narrator contrasts her own attire and discomfort with that of the Indian girls. (True/False)

Answer: True

iii) Arrange the following steps in the correct order to reflect the sequence of events in the passage.

Steps:

- A) The narrator looks at the Indian girls, who seem unconcerned about their attire.
- B) The narrator walks in her soft moccasins and feels discomfort.
- C) The narrator and the other girls are placed in a line to march into the dining room.
- D) The narrator's blanket is stripped from her shoulders.
- E) The Indian girls wear stiff shoes and tightly fitting dresses.

Answer:

The correct order is: C → D → B → E → A

iv). Complete the following analogy

Moccasin: walk silently:: _____: look immodest

Answer: closely clinging dresses

3. "While we marched in, the boys entered at an opposite door. I watched for the three young braves who came to our party. I spied them in the rear ranks, looking as uncomfortable as I felt. I saw that I was the only one seated, and all the rest at our table remained standing. Just as I began to rise, looking shyly around to see how chairs were to be used, a second bell was sounded. All were seated at last, and I had to crawl back into my chair again. I heard a man's voice at one end of the hall, and I looked around to see him. But all the others hung their heads over their plates."

i) What is the primary emotion the narrator experiences during the dining scene described in the passage?

- A) Anger
- B) Confusion and discomfort
- C) Confidence
- D) Excitement

Answer: B) Confusion and discomfort

ii) The reaction of the other individuals at the table (hanging their heads over their plates) can be interpreted as:

- A) A sign of respect or submission
- B) A sign of indifference to the situation
- C) An attempt to avoid social interaction
- D) A demonstration of rebellion

Answer: A) A sign of respect or submission

iii) Boys looked uncomfortable perhaps they bravely opposed something and the girls looked shy because _

Answer: she was new to the routine and was unfamiliar with the instructions

iv) The passage appears to be a prelude to something that the narrator is afraid of. What do you think is likely to happen?

Answer: The passage seems to set the stage for an unwarranted event like cutting / shingling of Zitkala Sa's long hair.

14. Extract-based Questions (Unsolved)

1. "I knew that even Judewin was searching for me, I did not open my mouth to answer. Then the steps were quickened and the voices became excited. The sounds came nearer and nearer. Women and girls entered the room. I held my breath and watched them open closet doors and peep behind large trunks. Someone threw up the curtains, and the room was filled with sudden light. What caused them to stoop and look under the bed I do not know? I remember being dragged out, though I resisted by kicking and scratching wildly. In spite of myself, I was carried downstairs and tied fast in a chair."

1. What does the narrator's reaction to being dragged out of hiding suggest about their emotional state?

- A) They are calm and resigned
B) They are fearful and desperate to escape
C) They are curious and eager to see what happens next
D) They are indifferent to their situation
- ii) "What does the narrator's resistance to being caught symbolise in the context of cultural or personal identity?"
iii) Being dragged out from hiding is to being trapped as _____ is to being free.
A) Flying out of a cage
B) Sailing on the open sea
C) Locked in a room
D) Tied to a chair
- iv) How does the author use sensory details to enhance the sense of tension and fear in the passage?

2. "We discussed our fate for some moments, and when Judewin said, "We have to submit, because they are strong," I rebelled. "No, I will not submit! I will struggle first!" I answered. I watched my chance, and when no one noticed, I disappeared. I crept up the stairs as quietly as I could in my squeaking shoes, — my moccasins had been exchanged for shoes. Along the hall I passed, without knowing whither I was going. Turning aside to an open door, I found a large room with three white beds in it. The windows were covered with dark green curtains, which made the room very dim. Thankful that no one was there, I directed my steps towards the corner farthest from the door. On my hands and knees I crawled under the bed, and huddled myself in the dark corner."

i) What does the narrator's decision to "struggle first" reveal about her character?

- A) She is afraid and passive
B) She is willing to fight for their freedom
C) She is confused and uncertain
D) She is resigned to her fate
- ii) What does the narrator's refusal to submit suggest about her views on personal agency and autonomy?
- iii) The narrator's act of crawling under the bed is to hiding as _____ is to standing firm.
A) Running from a storm
B) Climbing a mountain
C) Holding one's ground
D) Shouting for help
- iv) How does the author create a sense of suspense and tension in this passage?

15. Short Answer Questions (40-50 words each) -Solved

i) Explain how the author uses sensory details to convey the feeling of discomfort and confinement in the opening of the story.

Answer: The author uses sensory details, such as the "bitter-cold" snow, the "loud metallic voice" of the bell, and the "annoying clatter of shoes on bare floors," to evoke a sense of discomfort and unease. The harsh sounds and cold environment contribute to the feeling of confinement, as the narrator's struggle for freedom is emphasized by the sensory overload and chaos described. This creates an atmosphere of frustration and helplessness for the narrator.

ii) How does the author use contrast to highlight the narrator's sense of loss and discomfort in this passage?

Answer: The author uses contrast between the narrator and the Indian girls to highlight the narrator's sense of loss and discomfort. The narrator, walking in "soft moccasins" and feeling the absence of her blanket, contrasts with the Indian girls in "stiff shoes" and "closely clinging dresses," which symbolise their conformity to a foreign way of life. This difference emphasizes the narrator's discomfort in her new surroundings and the loss of her cultural identity, as she is stripped of her traditional clothing and feels a sense of alienation.

iii) How does the author use the imagery of clothing and appearance to convey the narrator's feelings of alienation and vulnerability?

Answer: The author uses the imagery of clothing and appearance to highlight the narrator's sense of alienation and vulnerability. The narrator contrasts her soft moccasins and the blanket that has been stripped from her with the Indian girls' "stiff shoes" and "closely clinging dresses," which symbolise a loss of personal identity and comfort. The narrator's feeling of wanting to "sink to the floor" underscores her emotional distress, as the clothing represents both a physical and cultural separation. The Indian girls' apparent indifference to their own attire further emphasises the narrator's discomfort and heightened awareness of her difference in this new, unfamiliar environment.

iv) How does the author use the narrator's actions and reactions to emphasise her sense of confusion and isolation in this passage?

Answer: The author uses the narrator's actions and reactions, such as sitting down before the others and feeling "shyly around to see how chairs were to be used," to emphasise her confusion and sense of isolation. Her mistake of sitting down too soon highlights her unfamiliarity with the situation, making her feel out of place. When she sees that everyone else is standing, she feels embarrassed and has to awkwardly "crawl back into my chair." This moment of

social misunderstanding deepens her sense of alienation, as she notices the others "hung their heads over their plates," further reinforcing her isolation and the lack of connection she feels in this unfamiliar environment.

v) How does the author use imagery and metaphor to convey the narrator's deep emotional pain and sense of dehumanisation?

Answer: The author uses powerful imagery and metaphor to convey the narrator's emotional pain and dehumanisation. Phrases like "I had been tossed about in the air like a wooden puppet" and "now I was only one of many little animals driven by a herder" illustrate how the narrator feels powerless and stripped of her individuality. The comparison of herself to a "wooden puppet" and "little animals" emphasises her sense of being controlled and treated as less than human. Additionally, the loss of her long hair, described as "shingled like a coward's," symbolises the loss of her cultural identity and personal dignity. These metaphors highlight her anguish, feeling abandoned without comfort, and the profound emotional toll of being forcibly separated from her mother and heritage.

15. Short Answer Questions (40-50 words each) -Unsolved

i) Phrases like "without knowing whither I was going" and "thankful that no one was there" convey a sense of uncertainty and solitude. In what context does the author use such descriptions?

ii) "But this eating by formula was not the hardest trial in that first day", says Zitkala-Sa. What instructions did she observe in this 'eating by formula'?

iii) Judewin knew the system, hence warned Zitkala-Sa. Did she succumb to it or did she rebel against it?

iv) There were many other native American students, yet Zitkala Sa was different from the others. Justify?

v) How did Zitkala-Sa respond when Judewin told her that her hair would be cut short?

16. Long Answer Questions (120-150 words each) - Solved

i) How does Zitkala-Sa's experience with the loss of her long hair symbolise her struggle with cultural assimilation?

Answer: Zitkala-Sa's experience with the cutting of her long hair is a powerful symbol of her internal conflict between her Native American heritage and the pressures to assimilate into white society. In her culture, long hair represented strength, dignity, and connection to one's roots. The act of having her hair cut short was a traumatic experience for her, as it symbolised the loss of her identity and forced conformity to the values and expectations of the white man's world. Her terror at the thought of losing her hair highlights the deep psychological and emotional impact of being forced to abandon one's cultural traditions. The cutting of her hair reflects the broader struggle of indigenous people during this time, where they were often subjected to policies designed to strip away their cultural identities and replace them with Western ideals.

ii) What role does the power dynamic between the white authority figures and Zitkala-Sa play in her emotional reaction to having her hair cut?

Answer: The power dynamic between the white authority figures, such as the school staff, and Zitkala-Sa is crucial to understanding her emotional reaction. The white authorities hold the power in the boarding school, and their authority is unquestioned. Zitkala-Sa, a young Native American girl, has no choice but to follow their orders. The decision to cut her hair is an expression of this power imbalance; it is a forced act of submission that strips her of her autonomy and her cultural identity. Zitkala-Sa's emotional reaction—fear, humiliation, and resistance—reflects her awareness of being powerless in the face of this authority. Her inner turmoil arises from being compelled to give up a key aspect of herself to comply with the demands of those in power. The event serves as a vivid illustration of the broader systemic oppression experienced by Native Americans during this period.

iii) Zitkala Sa and Dr Sadao are characters who experience cultural conflict and internal struggle. However, their reactions to these challenges and their mindsets differ in some significant ways when it comes to cultural identity and heritage. How could you justify your statement?

Answer: Zitkala-Sa and Dr Sadao are characters who experience cultural conflict and internal struggle. However, their reactions to these challenges and their mindsets differ in some significant ways. Zitkala-Sa's is deeply rooted in her Native American heritage. She feels a strong emotional connection to her culture and traditions, which is symbolised by her long hair. Thus, she feels cutting it as stripping away her identity and cultural roots.

Dr Sadao, on the other hand, is a Japanese doctor living in a time of war, who also grapples with the conflict between his personal beliefs and his duties to his country. He is a man torn between his duty as a doctor, which compels him to save a life and his loyalty to Japan during a time of war. His identity is shaped by his cultural background and his sense of duty, but he is committed to the ethics of his profession. While he respects his Japanese heritage, his compassion for human life transcends nationalistic feelings.

16. Long Answer Questions (120-150 words each) - Unsolved

i) In what ways does Zitkala-Ša express the internal conflict between her Native American upbringing and the Western values imposed upon her?

ii) How does Zitkala-Ša's emotional reaction to having her hair cut reveal her sense of cultural rootedness?

- iii) What role does the institutional setting (the boarding school) play in Zitkala-Ša's experience, and how does it shape her view of authority and power?
- iv) Zitkala-Ša from 'The cutting of my long hair' and Derry from "On the Face of It" are characters that serve as vehicles to explore themes of personal struggle, growth, and resilience. Though their circumstances differ, both characters face significant challenges in their lives. How would you compare and contrast their attitude towards their own challenges?

Memories of Childhood
We Too are Human Beings
By Bama

1. Title

The title, "We Too are Human Beings" is a bold assertion of equality and self-esteem. It captures the narrator's realization of caste-based discrimination and resistance against it. The title is both a declaration and a protest—an insistence that Dalits, too, deserve respect, dignity, and equal treatment. It reflects the central message of the text: the struggle for human rights, self-assertion, and the rejection of social oppression.

2. About the Author

Bama Faustina Soosairaj is a Tamil Dalit Christian writer, teacher, and social activist. Born in 1958 in Tamil Nadu, she grew up experiencing the realities of caste and gender discrimination. Her first and most acclaimed work, *Karukku* (1992), is an autobiographical novel written in Tamil. Through her writings, Bama gives voice to the struggles of the Dalit community, especially Dalit women, and fights against the injustices practised in society.

3. Setting – When and Where

The story is set in a small, village in Tamil Nadu.

4. Genre :Autobiographical narrative

5. Characters

Bama (Narrator and Protagonist)

- A young Dalit girl who is lively, observant, and full of curiosity. Through her eyes, readers are shown the cruelty and absurdity of caste-based discrimination.
- She is a small innocent school girl of South India and is a victim of caste discrimination and untouchability.
- She is very observant of all the fun and entertaining events happening around her.
- She is surprised to see the discrimination based on caste existing in the society.
- When her brother (Annan) tells her about it, she is unable to accept the reality.
- She becomes angry and provoked at the ill-treatment of the elderly man by the landlord.
- She listens to Annan's advice and studies hard and gets first position in the class.
- Her gradual awakening—sparked by a conversation with her brother—leads her to use education as a form of resistance. She represents resilience, hope, and the spirit of rebellion.

Annan (Bama's Elder Brother)

- A thoughtful and wise figure who plays a crucial role in Bama's transformation.
- He explains to her the realities of caste discrimination and advises her to study hard as a means of rising above it.
- He becomes a mentor-like figure who channels her anger and confusion into a constructive goal.

6. Plot Construction

- The story starts with Bama describing her everyday life as a school-going child in a Tamil village, including her walk home from school, enjoying the sights and sounds of village life—street performances, fun vendors, games, and people, highlighting the curiosity and playfulness of a child.
- The rising action begins with Bama noticing something unusual and amusing: a man carrying a food packet by the string without touching it. She rushes home to share the comical sight with her brother, expecting to make him laugh. Instead, her brother responds seriously and explains that the man, who was a Dalit, was not allowed to touch the food because the upper-caste people believed it would become impure.
- The story reaches the climax when she realises that what she finds funny is actually an act of humiliation caused by the caste system. She is infuriated by the injustice of it all.
- The falling action begins with her brother telling her that education is the only way for them to earn dignity and break free from such oppression. Bama is deeply moved by her brother's words and becomes determined to change her circumstances.
- The story ends on a note of resolve and empowerment. Bama decides to study hard and prove that Dalits too have the ability, intelligence, and worth equal to anyone else.

7. Mood and Tone

Mood: varies—curious and light-hearted in the beginning, but gradually becomes serious, thought-provoking, and empowering as the story unfolds. The mood of story is reflective and thought-provoking as the reader is drawn to reflect on the cruelty of caste discrimination through the innocent eyes of a child.

Tone: shifts from playful and amused (as she describes street scenes) to shocked, indignant, and reflective after the realisation of caste-based humiliation. There is a clear tone of anger and criticism towards the caste system and the way it dehumanizes people. Bama's tone reveals her frustration with the unjust practices that were normalised in society.

8. Themes

- **Caste Discrimination and Social Injustice:** This is the central theme of the narrative. The story highlights how Dalits are subjected to humiliation and inhuman treatment, such as not being allowed to touch food intended for upper-caste people.
- **Identity and Self-Respect:** As Bama becomes aware of the discriminatory practices around her, she begins to question them. The story emphasises the importance of self-awareness and self-respect in resisting oppression.
- **Education as a Tool for Empowerment:** The narrative portrays education not just as academic achievement, but as a form of protest, self-empowerment, and social mobility for marginalised communities.
- **Resistance and Resilience:** The story celebrates the inner strength and determination of the oppressed to fight back. Bama's resolve to succeed through education symbolises the spirit of resistance.

9. Mind Map



10. Summary

- Bama recalls her childhood days when she was in the third standard and was unaware of the practice of untouchability.
- She used to enjoy walking home from school, observing fun activities, street scenes, and vendors. Her walk home from school took longer than necessary because she loved observing the vibrant street life—monkeys, gypsies, street plays, food stalls, and other entertainments.
- One day, she saw an elder from her Dalit community carrying a food packet by the string, without touching it, and presenting it reverently to a landlord sitting on a ledge.
- Bama found it funny and narrated it to her elder brother Annan, laughing at the way the man behaved.
- Her brother explained that the elder had to carry the food like that to avoid polluting it, as upper-caste people believed Dalits should not touch anything meant for them.
- Bama was shocked, saddened, and angered by this injustice and the way her community had to bow down and perform humiliating tasks.

- Annan further shared that people judge others by the street they live on to determine their caste and treat Dalits as inferior.
- He encouraged Bama to study hard and gain respect through education, which he believed was the only way to overcome social discrimination.
- Deeply affected, Bama took her brother's advice seriously, worked with determination, and eventually stood first in her class, which earned her respect and friendships across social divisions.
- The story highlights Dalit oppression, the invisible rules of caste, and the role of education as a tool of empowerment and resistance.

11. Critical Analysis

"We Too Are Human Beings" is a powerful autobiographical narrative by Bama that exposes the harsh realities of caste-based discrimination in rural Tamil Nadu. Told through the eyes of a child, the story captures the gradual shift from innocence to painful awareness of untouchability and injustice. The turning point—when Bama realizes that the man she laughed at was following humiliating caste norms—sparks a determination to challenge oppression through education. The title *Karukku*—meaning the double-edged Palmyra leaf—symbolises both pain and healing. It also evokes 'karu', meaning seed or embryo, suggesting new beginnings. In this sense, Bama's work is a sharp critique of caste.

12. Literary Devices

- "The performing monkey; the snake which the snake charmer kept in its box and displayed from time to time; the cyclist who had not got off his bike for three days, and who kept pedalling as hard as he could from break of day; the rupee notes that were pinned on to his shirt to spur him on; the spinning wheels..." – Imagery
- "...seated on a piece of sacking spread over a stone ledge." – Alliteration
- ".....at the sight of such a big man carrying a small packet in that fashion." – Alliteration
- Bama finds humour in something that is in fact, a painful social reality-Irony
- "How was it that these fellows thought so much of themselves? Because they had scraped four coins together, did that mean they must lose all human feelings?" – Rhetorical Questions

13. Extract-Based Questions (Solved)

1. "I was walking home from school one day, an old bag hanging from my shoulder. It was actually possible to walk the distance in ten minutes. But usually it would take me thirty minutes at the very least to reach home. It would take me from half an hour to an hour to dawdle along, watching all the fun and games that were going on, all the entertaining novelties and oddities in the streets, the shops and the bazaar..."

i) What tone does the narrator use while describing her walk home?

- | | |
|--------------------------|--------------------------|
| A) Curious and observant | B) Angry and resentful |
| C) Anxious and scared | D) Rushed and distracted |

Answer: A) Curious and observant

ii) Bama's walk from school to home is marked by _____ and a sense of _____ with her surroundings.

Answer: fascination; engagement

iii) Why does it take Bama a long time to reach home from school?

Answer: She is captivated by the vibrant life and diverse spectacles along the way, showing her childlike wonder.

iv) Complete the following with a word from the passage.

Innovations: novelties :: Peculiarities : _____

Answer: Oddities

2. "Because we are born into this community, we are never given any honour or dignity or respect; we are stripped of all that. But if we study and make progress, we can throw away these indignities. So study with care, learn all you can. If you are always ahead in your lessons, people will come to you of their own accord and attach themselves to you. Work hard and learn."

i) Match the cause with effect

- | Statement (Cause) | Effect |
|-----------------------------------|---|
| 1. Born into a marginalised caste | A. Denial of respect and human dignity |
| 2. Academic progress | B. Means to challenge systemic oppression |
| 3. Staying ahead in lessons | C. Earn respect from peers and society |
| A) 1A, 2B, 3C | B) 1B, 2C, 3A |
| | C) 1C, 2A, 3B |
| | D) 1C, 2B, 3A |

Answer: A) 1A, 2B, 3C

ii) The theme that is most emphasized in this extract is _____.

- | | |
|---------------------------------------|-----------------------------------|
| A) Education as a tool of empowerment | B) Community and social gathering |
| C) Dignity of labour | D) Human progress |

Answer: A) Education as a tool of empowerment

iii) What is the significance of Bama's brother's advice in shaping her life choices?

Answer : Role of guidance in shaping personality; importance of education

iv) The tone of the speaker is _____

- A) Sad and angry B) Sarcastic and negative C) Serious and positive D) Playful and fun

Answer: C) Serious and positive

3. "I felt so provoked and angry that I wanted to touch those wretched vadais myself straightaway... Such an important elder of ours goes meekly to the shops to fetch snacks and hands them over reverently, bowing and shrinking, to this fellow who just sits there and stuffs them into his mouth."

i) Choose the correct option based on the given Assertion and Reason.

Assertion (A): Bama is disturbed by the elder's submissive behaviour.

Reason (R): The elder is fulfilling his caste duty with pride.

A) Both A and R are true, and R is the correct explanation of A.

B) Both A and R are true, but R is not the correct explanation of A.

C) A is true, but R is false.

D) A is false, but R is true

Answer: C) A is true, but R is false.

ii) Which emotion is most strongly conveyed by Bama in this moment?

A) Grief

B) Curiosity

C) Fury

D) Embarrassment

Answer: C) Fury

iii) What does the phrase "those wretched vadais" reveal about Bama's internal conflict?

Answer: The phrase shows Bama's anger and resentment toward the caste-based humiliation her community endures.

iv) Bama's tone reflected in this passage is _____

Answer: Anger

14. Extract Based Questions (Unsolved)

1. "How was it that these fellows thought so much of themselves? Because they had scraped four coins together, did that mean they must lose all human feelings? But we too are human beings. Our people should never run these petty errands for these fellows. We should work in their fields, take home our wages, and leave it at that."

i) Choose the correct option based on the given Assertion and Reason.

Assertion (A): Bama questions the arrogance of the upper castes.

Reason (R): She believes that economic status should not determine human worth.

A) Both A and R are true, and R is the correct explanation of A.

B) Both A and R are true, but R is not the correct explanation of A.

C) A is true, but R is false.

D) A is false, but R is true.

ii) What does Bama imply by saying "we too are human beings"?

A) Her community should stop working altogether.

B) They deserve equal dignity and respect.

C) They should rise above others.

D) Her people are physically stronger.

iii) What does this extract tell us about Bama's understanding of caste and human dignity?

iv) Bama's rejection of caste-based servitude is rooted in her belief in _____ and _____.

2. "My elder brother, who was studying at a university, had come home for the holidays. He would often go to the library in our neighbouring village in order to borrow books. He was on his way home one day, walking along the banks of the irrigation tank. One of the landlord's men came up behind him. He thought my Annan looked unfamiliar, and so he asked, "Who are you, appa, what's your name?" Annan told him his name. Immediately, the other man asked, "Thambi, on which street do you live?" The point of this was that if he knew on which street we lived, he would know our caste too."

i) Choose the correct option based on the given Assertion and Reason.

Assertion (A): The landlord's man asked about the street to determine the brother's caste.

Reason (R): Caste identity was often linked to residential segregation.

A) Both A and R are true, and R is the correct explanation of A.

B) Both A and R are true, but R is not the correct explanation of A.

C) A is true, but R is false.

D) A is false, but R is true.

ii) What deeper issue does this conversation reveal?

A) Importance of higher education

B) Curiosity about strangers

C) Systemic caste surveillance

D) Urban-rural divide

iii) What does this incident tell us about the subtle ways caste is enforced in everyday interactions?

iv) The man's question about the street implies that in this society, _____ is a key indicator of one's social position, and is used as a tool for _____.

15. Short Answer Questions (40-50 words each) - Solved

i) Compare Bama's reaction to caste discrimination with that of the elder who carries the food parcel. What does this contrast reveal?

Answer: While the elder accepts discrimination silently, Bama feels angry and refuses to normalize it. This contrast reveals a generational shift in awareness and resistance.

ii) Describe the sights and scenes that Bama watched when she was coming from the school.

Answer: She watched all the fun and games that were going on, all the entertaining novelties and oddities in the streets. She saw the performing monkey, the snake which the snake-charmer kept in its box and displayed from time to time. She also watched the cyclist who had not got off his bike for three days.

iii) Why did Bama laugh when she saw the elder carrying the packet of vadai?

Answer: Bama initially found it amusing to see the elder carrying the packet by its string to avoid touching it and polluting it. She saw the elder holding out the packet by its string, without touching it. She thought to herself that if he held it like that, the vadais would fall out from the package. This made her laugh.

iv) How does Bama's playful observation of everyday life contrast with the harsh reality of caste discrimination she later uncovers?

Answer: Bama's initial childlike curiosity and joy reflect innocence and vitality. This sharply contrasts with her painful realization of being discriminated against, marking her loss of innocence and the beginning of critical awareness.

v) What does Bama's reaction to the vadai incident tell us about her sense of justice and self-respect?

Answer: Her anger and desire to challenge the act reveal a growing sense of justice and self-respect. It shows she refuses to accept indignity and feels empowered to confront wrongs.

vi) In what ways does "We Too Are Human Beings" emphasize the transformative power of awareness and education?

Answer: The story shows how awareness of discrimination can lead to a desire for change. Through her brother's advice and her own determination, Bama demonstrates that education can be a tool for liberation.

vii) What does the narrator learn about untouchability through observation, even before understanding the term?

Answer: She witnesses discriminatory practices, such as the elder carrying food without touching it, which conveys untouchability's humiliating social reality long before she knows the word itself.

viii) Why does the narrator feel provoked after seeing the manner in which the elder hands over the vadais?

Answer: She feels insulted and angry that her people must demean themselves before the upper castes, even while doing something as simple as delivering food.

15. Short Answer Questions (40-50 words each) - Unsolved

i) How can we say that the vadai packet incident reveals that the writer lacked the cognitive and emotional maturity required to understand the implications of untouchability?

ii) What values does Bama's brother promote, and how do they align with the ideals of social justice?

iii) How does the story highlight the impact of internalised oppression within marginalised communities?

iv) If you were in Bama's place, how would you respond to the same situation today?

v) What is the relevance of the bazaar scene in the story?

vi) Bama's innocence was lost when she came face-to-face with the ugly truth of racial discrimination. Do you think children who have a difficult childhood become even more resolute than children who have a comfortable one?

16. Long Answer Questions (120-150 words each) - Solved

i) Comment on the narrative technique used by Bama in the story. How do anecdotal storytelling and vivid imagery contribute to the overall impact of the story?

Answer: Bama employs a first-person, anecdotal narrative style that is intimate and emotional. Her storytelling is rich with vivid imagery—from the bustling village streets with snake charmers and snack stalls to the body language of the elder carrying vadais. This visual detail lets readers into her childhood world, capturing the innocence and sensory engagement of a young girl discovering life's contradictions. She says that each sight would pull her to a stand-still and not allow her to go any further. By making her critique of caste oppression personal, Bama is able to draw the empathy of the readers. Her tone shifts—from playful curiosity to confusion, then to anger and resolve—drawing the reader into her emotional journey. The use of vernacular expressions and simple, direct language also enhances authenticity, making the story both relatable and powerful.

ii) Evaluate the title "Memories of Childhood" in the light of how Zitkala-Sa and Bama use personal memories in their narratives. How do their recollections serve as a critique of discrimination and a reclaiming of identity?

Answer: The title "Memories of Childhood" highlights how both Zitkala-Sa and Bama use childhood recollections to shed light on cultural and social injustices. In Zitkala-Sa's narrative, memories of her forced assimilation into a Euro-American school encapsulate the painful loss of her Native identity. These memories serve not only as a personal account but as a critique of colonial education and its dehumanising effects on indigenous cultures. Similarly, Bama's recollection of a village elder's servile actions towards an upper-caste landlord in "We Too Are Human Beings" illustrates the prevalent nature of caste discrimination. Through this

memory, Bama reflects on the absurdity of untouchability and the internalised oppression within her community. Both writers use their childhood memories to expose societal wrongs, making their personal experiences universal. These memories evoke empathy, challenge systemic injustice, and assert the importance of dignity and equality, enriching the emotional and moral core of their narratives.

17. Long Answer Questions (120-150 words each) – Unsolved

- Examine the significance of the incident with the elder carrying the snack packet. What does it reveal about the caste system and internalised oppression?
- How does Bama use a child's perspective to present the harsh realities of caste discrimination? What is the effect of this narrative choice on the reader?
- Discuss the role of education in the narrator's journey from awareness to empowerment. How does her brother influence this transformation?
- Compare the guidance and support received by Bama from her brother with that received by Derry from Mr Lamb.

Poetic Devices

1. Simile
Definition: A comparison using "like" or "as."

Examples: *"as a late winter's moon", "her face ashen like that of a corpse"*

2. Metaphor

Definition: An implicit comparison without using "like" or "as."

Examples:

- green wars, men gathering salt*
- A bower quiet for us, an endless fountain of immortal drink, flowery band*

3. Personification

Definition: Giving human qualities to non-human things.

Examples:

- young trees sprinting, the Earth can teach us, silence might interrupt sadness*
- clear rills that for themselves a cooling covert make*
- A roadside stand that too pathetically pled*
- The sadness that lurks near the open window there*

4. Alliteration

Definition: Repetition of initial consonant sounds in nearby words.

- Examples:** *see you soon*
- sudden strangeness, hurt hands, clean clothes*
- cooling covert, noble natures*
- fingers fluttering through her wool*

pathetically pled, party in power, greedy good-doers, beneficent beasts of prey

5. Repetition
Definition: Repeating words or phrases for emphasis.

Examples: *smile and smile and smile*

- The little old house was out with a little new shed*
- Of signs that with N turned wrong and S turned wrong*

6. Imagery
Definition: Descriptive language that appeals to the senses.

Examples:

- her face ashen like that of a corpse, young trees sprinting, the merry children spilling*
- fishermen in the cold sea, clean clothes*
- the shady boon, green world, clear rills*
- bright topaz denizens of a world of green*
- massive weight of Uncle's wedding band*

7. Transferred Epithet

Definition: Transferred Epithet is a figure of speech in which an epithet (an adjective or descriptive phrase) is transferred from the noun it logically or grammatically belongs to, to another noun in the same sentence.

Examples: *polished traffic, selfish cars*

8. Oxymoron

Definition: A figure of speech in which two contradictory terms appear together.

Examples: *greedy good-doers, beneficent beasts of prey*

9. Pun

Definition: A play on words in which a word or phrase suggests more than one meaning.

Example: *and not move our **arms** so much*

10. Anaphora

Definition: Repetition of a word or phrase at the beginning of successive lines.

Example:

let's not speak in any language,

let's stop for one second

11. Irony

Definition: A contrast between expectation and reality.

Examples: *greedy good-doers, beneficent beasts of prey*

12. Symbolism

- **Definition:** The use of symbols to represent deeper ideas, qualities, or concepts. **Examples:** *late winter's moon, merry children, sprinting trees*
- *men gathering salt, clean clothes*
- *fountain of immortal drink*
- *tigers, wedding band*

Links:

1. Solved and Unsolved Question Papers

<https://drive.google.com/file/d/12qkKNqYmPabQEjGExpGwkrsvabSoOyyL/view?usp=sharing>

2. CBSE Curriculum for the Academic Year 2026-27

https://cbseacademic.nic.in/web_material/CurriculumMain27/SecPart2/English_core_SecP2_2026-27.pdf

3. Competency-Based Questions (CBQs) – Question Bank

https://docs.google.com/document/d/1WRMvm9MkEWVhrZ2Jz4Utua_htlR6irF/edit?usp=sharing&ouid=109888860443849176715&rtpof=true&sd=true

4. Answer Key for Competency-Based Questions (CBQs)

<https://docs.google.com/document/d/1jhX0qdOsvvKHceNZEgJS1IrrngFcKkN0/edit?usp=sharing&ouid=109888860443849176715&rtpof=true&sd=true>

5. Extract-Based Questions

https://docs.google.com/document/d/1sJcaLvBpfNWJnzY451nfUgeoQvMyj_Yp/edit?usp=sharing&ouid=109888860443849176715&rtpof=true&sd=true

6. Answer Key for Extract-Based Questions

<https://docs.google.com/document/d/1nlRKZj7os2buLevVFxoGcjfeaz8ndChe/edit?usp=sharing&ouid=109888860443849176715&rtpof=true&sd=true>

7. Reading Comprehension (Unseen Passages) – Practice Material

<https://docs.google.com/document/d/1cJpKPcy3qemdgU3j-kCr9RgcYjY9Meb/edit?usp=sharing&ouid=109888860443849176715&rtpof=true&sd=true>

CBSE Previous Years' Question Papers (2025), Subject-English Core (301)	Marking Scheme For Examination -2025 Subject-English Core (301)
https://www.cbse.gov.in/cbsenew/question-paper/2025/XII/ENGLISH_CORE.zip	https://www.cbse.gov.in/cbsenew/Marking-Scheme/2025/XII/English.zip
CBSE Sample Question Paper for Exam 2025-26 Subject-English Core (301)	CBSE Marking Scheme for Exam 2025-26 Subject-English Core (301)
https://cbseacademic.nic.in/web_material/SQP/ClassXII_2025_26/EnglishCore-SQP.pdf	https://cbseacademic.nic.in/web_material/SQP/ClassXII_2025_26/EnglishCore-MS.pdf