

KENDRIYA VIDYALAYA SANGATHAN, JAIPUR REGION
ENGLISH CORE
CLASS XII
ACADEMIC SESSION 2020-21
Question Paper Design (simplified form)

Parts	Typology of Questions	Objective Type	Subjective Type			Total
		(1mark)	(2marks)	(3marks)	(5marks)	
(Part A) Reading (Total 700-750words)	Q.1.Factual, Descriptive or Literary Passage (10 out of 11)	10 Q	-	-	-	20m
	Q.2. Case-based Factual Passage (10 out of 11)	10Q	-	-	-	
(Part A) Literature	Q.3.A. Flamingo prose extract B. Vistas prose extract (with one choice extract)	4Q + 4Q	-	-	-	20m
	Q.4. Flamingo poetry extract (with one choice extract)	4Q	-	-	-	
	Q.5.Flamingo & Vistas mixed Literature MCQ's (with 2 choice Question extra)	8Q	-	-	-	
(Part B) Writing	Q.6. Notice/Advertisement (with choice)	-	-	1Q	-	16m
	Q.7. Formal/Informal invitation and reply (with choice)	-	-	1Q	-	
	Q.8. Letter to the editor / Application for a job (with choice)	-	-	-	1Q	
	Q.9. Article/ Report writing (with choice)	-	-	-	1Q	
(Part B) Literature	Q.10. Flamingo-Short Answer Question (with 1 choice question extra)	-	5Q	-	-	24m
	Q.11.Vistas-Short Answer Question (with 1 choice question extra)	-	2Q	-	-	
	Q.12.Flamingo-Long Answer Question (with 1 choice question extra)	-	-	-	1Q	
	Q.13.Vistas-Long Answer Question (with 1 choice question extra)	-	-	-	1Q	
	Total	40Q(40m)	7Q(14m)	2Q(6m)	4Q(20m)	80m

SYLLABUS

FLAMINGO (PROSE)	FLAMINGO (POEM)	VISTAS	DELETED LESSONS
01. The Last Lesson	01. My Mother at Sixty Six	01. The Third Level	FLAMINGO (PROSE) 01. Poet and Pancakes 02. Interview 03. Going Places
02. Lost Spring	02. An Elementary School classroom in a Slum	02. The Enemy	FLAMINGO (POEM) 01. Road Side Stand
03. Deep Water	03. Keeping Quiet	03. Should Wizard Hit Mommy	VISTAS 01. The Tiger King 02. Journey to the End of The World 03. Memories of Childhood
04. Rattrap	04. A Thing of Beauty	04. On the Face of It	
05. Indigo	05. Aunt Jennifer's Tigers	05. Evans Tries an O Level	

Reading Section

READING COMPREHENSION

The following steps will lead to better comprehension of a given passage

1. To get a general idea, read the passage quickly.
2. A second reading should be slow to grasp the meaning.
3. While scanning the passage you may come across some difficult or unfamiliar words. Try to relate these words to the preceding and succeeding sentence. While giving only a little attention to them look for the main ideas.
4. It is always useful to go through the question asked before reading the passage.
5. While reading the passage, keep the questions in mind. Location of answers would be easier.
6. Underline the key sentences and words
7. The answer is guaranteed in the given option.
8. Guessing can also fetch you marks.

As per CBSE CURRICULUM DOC. For 2020-21

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

CASE-BASED FACTUAL PASSAGE

What is a case -based factual passage?

A project, campaign, organisation or company identifies a situation



Collects data / or employs others to collect data-through surveys etc



Analyses this data



Creates a report -recommended solutions, implementation actions, and identification of certain factors that contributed to failure or success

Type of MCQs

- Explaining and giving reasons
- Comparing and contrasting
- Making suggestions and recommendations
- Supporting your ideas with information from sources

As per CBSE CURRICULUM DOC. For 2020-21

II. Multiple Choice questions based on one unsee case-based factual passage with verbal/visual inputs like statistical data, charts, newspaper report etc

The passage will be factual as it puts across data collected factually. It would have verbal like a table of data or a newspaper report or a visual like a chart

Questions to be done (10x1=10Marks)

Ten out of Eleven questions to be done

Try the following passages:

Read the passage given below:

1. It is now being increasingly realised that sports contribute to the physical, psychological and emotional well-being of an individual. Sports play a significant role in healthy social development and interaction. It helps people learn how to set and achieve goals through discipline and hard work. It nurtures the development of decision-making and leadership abilities , while teaching people to manage both success and failure.
2. Sports today, face the pressures of modern society and new challenges. When sports events like Olympic Games, Commonwealth Games, Asian Games or those related to cricket, football, volleyball, tennis, hockey or badminton take place, millions of spectators, viewers on television, the internet or listeners on radio become intensely engaged, even though only a select few participate. Along with emotions, a large amount of money too rides on the performance of sportspersons.
3. Perhaps that is why, in this highly competitive sports environment, we quite often hear about unethical behaviour, which includes doping, abuse of food additives, physical and verbal violence, harassment, sexual abuse and trafficking of young sports persons, discrimination, exploitation, unequal opportunities, unethical sports practices, unfair means, excessive commercialisation and corruption. In this context, ethics occupy a critical place.
4. Ethics, morals and values are used interchangeably in everyday language, though these terms are not synonymous. The concept of ethics is technically understood as a branch of philosophy that defines what is good for the individual and society and establishes the nature of obligations, or duties, that people owe themselves and one another. But without going into the complexities of this concept, it is relevant to understand ethics as the practice of making principled choices between right and wrong: a code of conduct that guides human behaviour, norms or laws by which attitudes and actions are determined to be either “right or wrong”.
5. The fundamental problem of ethics is determining what constitutes proper conduct. It is important to figure out an answer because it defines how individuals, professionals in different fields, organisations, associations, federations, and corporations choose to interact with one another.

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

1x10=10

- i. Spending of a large amount of money on the performances of the sportspersons is intended to:
 - a. Pressurize the player to perform better
 - b. compensate the player for his abilities
 - c. boost the morale of the player
 - d. help the player earn more money
- ii. “listeners on radio become intensely engaged.....”Pick the option in which the meaning of ‘engaged’ is NOT the same as it is in the passage.
 - a. He was pretty engaged in reading books in the free time.
 - b. Soniya is getting engaged this week.
 - c. The mother is engaged in her new born baby these days.
 - d. The school engages the students in various activities during summer.
- iii. Based on your understanding of the passage, choose the option that lists the correct sequence of the following descriptions:
 1. Determination of the fundamental problem of ethics
 2. The reality of pressures of modern society and new challenges that sports faces today.
 3. The interchangeable usage of ethics, morals and values in everyday language
 4. Realisation of the contribution of sports to the physical, psychological and emotional well-being of an individual.
 - a. 4, 2,3,1
 - b. 1, 2,3,4
 - c. 3,1,2,4
 - d. 1,2,4,3

iv. We quite often hear about unethical behaviour in sports. NOT BEING unethical means, being

- a. Verbally violent
- b. Physically violent
- c. Morally correct
- d. Abusive

v. Which option represents ‘unethical behaviour’ by a sportsperson?



1

2

3

4

- a. Pic 1 of a player hitting one another
- b. Pic 2 of a player shaking hands with another player
- c. Pic 3 of a player winning
- d. Pic 4 of a player playing

vi. Why does ethics occupy a critical place in sports?

- a. It increases competition amongst players
- b. It increases brotherhood amongst players
- c. It curbs unfair game practices
- d. It hypes up the game

vii .According to the passage, the fact that the sportspersons are using methods like harassing and limiting other candidates’ opportunities, shows that they are

- a. Ethical
- b. Moral
- c. Unethical
- d. Righteous

viii. Pick the option showing the CORRECT use of the word ‘dope’

- a. The singer was bad at the start of the show but the way he ended it was dope.
- b. His father recently got to know about his habit of doping.
- c. Yesterday, she went to the dope party in the town.
- d. The counsellor was giving the listeners the dope advices.

ix. Pick the option that correctly states what DOES NOT happen if the sportsperson is morally correct.

- a. He stops any sort of violence.
- b. He stops playing on bets.
- c. He gets others into sexual harassment
- d. He gives opportunities to young people.

x. The unethical behaviour in sports leads to

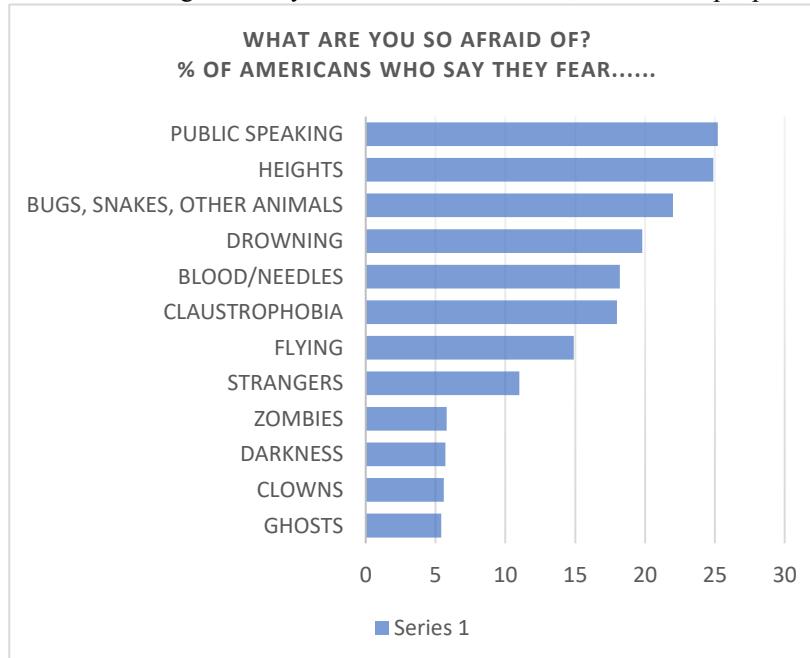
- a. Promotion of sportspersons in the team
- b. Success of sportsperson in the field
- c. Contentment of sportsperson’
- d. Destruction of sportsperson’s moral values

xi. Pick the option that correctly lists the factors which sports do not contribute to

1. physical	2. Psychological
3. emotional	4. environmental
5. mental	6. personal
a. 4 and 5	b. 1 and 6
c. 3 and 2	d. only 4

Passage no.2

1. Dealing with nervousness can sometimes be a difficult thing to do. When you feel nervous, you tend to lose control to some extent. You can start to shake and tremble a bit or you can start to sweat and even get a bit dizzy. It may seem like a bad thing but this feeling that you experience is your body's way of telling you something. Nervousness is a signal to your mind that you need to get ready. It can sometimes be mixed with the feeling of excitement as well.
2. There are many situations that can cause a person to feel nervous. It can be a situation where you are about to make a speech, appear for an interview or take an exam. All of these things can bring out that feeling of anxiety. It can cause you to stumble on your words. It can cause you to turn around and go back the way you came from.
3. However, there are ways and means by which you can learn to control nervousness and use it to your advantage. The first thing you need to do is understand the reason for your nervousness. Most of the times when you get anxious, it means that you aren't prepared and feeling excited because you're anxious to show what you can do.
4. We often get nervous because we are afraid of what others might think of us. You don't have to worry about that because more often than not, people are too concerned with their own selves to focus on your faults. According to a study connected on Americans, most of the people are afraid of 'public speaking' .



5. The problem is that we are our own worst critics. American psychologist William James believes, "Human beings by changing the inner attitudes of their minds, can change the outer aspects of their lives." Visualise yourself doing a great job. Visualise yourself getting the results you want. Visualise receiving praise and appreciation. Visualisation and affirmations have the power of bringing about a positive change in your thought patterns. Nervousness is something that can be dealt with through practice as well as realizing that life is too short to spend too much time worrying. If you want to do a good job, be prepared, think positive and practice as much as you can.

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

$$1 \times 10 = 10$$

i. According to the passage, one of the reasons for feeling nervous is the:

- Situation of taking an exam
- Lack of physical strength in a person
- Problem of mood swings
- Lack of mental strength

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

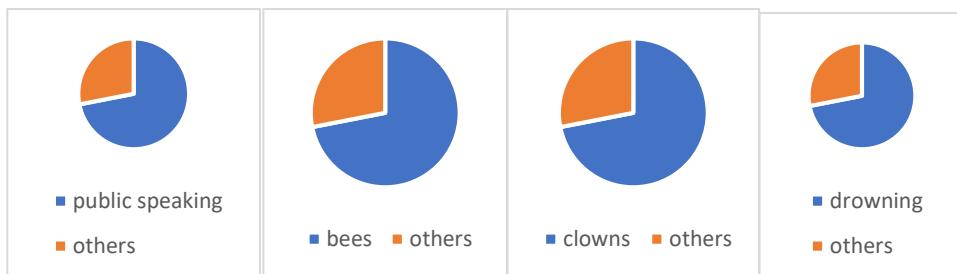
- There is only a single situation that can cause a person to feel nervous.
- The problem that makes us nervous is the fact that we are our own worst critics.
- Most of the people are afraid of 'height' according to a study conducted on Americans.
- Nervousness is normal and it can happen while any important activity.

- 1 and 2
- 2 and 4
- 1 and 3
- 3 and 4

iii. The word 'stumble', as used in paragraph (2), means the same as:

- Fall
- Stammer
- Skip
- Misspell

iv. Based on the graphical chart in the passage, choose the option that correctly states the depiction of the most feared thing amongst the Americans.



- Option 1
- Option 2
- Option 3
- Option 4

v. "the problem is that we are our own worst critics...." the idea of being own worst critics, is mainly a reference to

- Self-criticism
- Self-analyses
- Self confidence
- Self-interrogation

vi. Based on the given graphical representation of data in the passage, choose the option that lists the statements that are TRUE with respect to the fears of the Americans.

- Heights are the second most feared things for Americans.
- Claustrophobia is the only phobia that makes it to the list of top fears.
- 20% of the Americans are afraid of flying.

4. Same percent of the Americans fear ghosts and drowning.

- 1 and 4
- 1 and 2
- 3 and 4
- 2 and 4

vii. Based on the graphical chart, pick the option that lists the people with the fifth highest percentage.

- They are not afraid of bees.
- They are most scared of strangers.
- None of them is afraid of darkness.
- Majority of them are afraid of clowns.

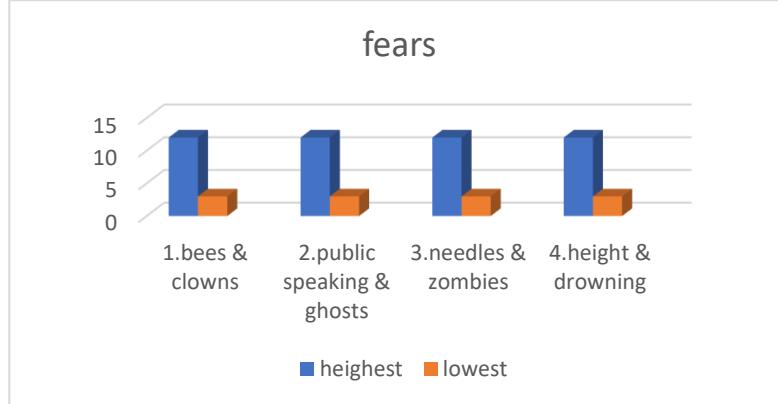
viii. In the chart, the people's reaction towards fears depicts that they often get _____

- Excited
- Nervous
- Ecstatic
- Melancholic

ix. Which of the following statements is NOT substantiated by the information given for American psychologist William James belief?

- Human beings cannot change the outer aspects of their lives by changing the inner attitudes of their minds.
- Human beings can change the outer aspects of their lives by changing the inner attitudes of their minds.
- Human beings can change the outer aspects of their lives by being positive about themselves.
- Human beings need to change the inner thoughts of their mind.

x. According to the survey, which option depicts the highest and lowest feared things in Americans?



a. Option 1

b. Option 2

c. Option 3

d. Option 4

xi. Arrange the given fears from being least frightening to the most frightening as per the given data, from the following:

- Drowning
- Clowns
- Blood
- Snakes

- 1,2,3,4
- 2,4,3,1
- 1,4,2,3
- 2,3,1,4

WRITING SECTION

Notice writing TEMPLATE

TOTAL MARKS – 03
FORMAT – 01
CONTENT – 01
EXPRESSION - 01

NAME OF THE SCHOOL/ ORGANIZATION NOTICE

DATE

TITLE/ HEADING

All the students are hereby informed that the ----- (event) is going to be organized in our school. The details are given below:

Date: -----

Time: -----

Venue: -----

Chief Guest/ Speaker/ Fees: -----

Interested students may give their names to the undersigned latest by ----(date) (For Competitions). For further details please contact the undersigned.

Sd/-

Name

Designation

Q: You are Rahul /Rashmi. As President of the Literary Club of ST. THOMAS PUBLIC SCHOOL, LUCKNOW ; you have decided an inter-school debate competition on the occasion of the Silver Jubilee celebrations of your school. Write a notice in about 50 words, informing the students of your school about the competition.

ST. THOMAS PUBLIC SCHOOL, LUCKNOW Literary Club

December 5, 20XX

NOTICE

INTER- SCHOOL DEBATE COMPETITION

All the students of XI- XII are hereby informed that the Literary Club is organising an Inter-School Debate competition on the occasion of the Silver Jubilee celebrations as per details given below:

Date: 18 Dec. 20XX

Time: 11 a.m. onwards

Venue: Saraswati Auditorium

Topic: “Nuclear Armament is India’s best defence against cross-border terrorism”

Last date for receipt of names: 10 December up to 4.30 p.m. in the Activities Room.

Rahul/Rashmi

President

ADVERTISEMENT TEMPLATE

TOTAL MARKS – 03
FORMAT – 01
CONTENT – 01
EXPRESSION - 01

TUITION/COACHING AVAILABLE

Tuition / Coaching for -----(Subject) along with training / notes is available for students of class -----. Not more than two students will be taught at a time, five days a week, between 4 PM to 5 PM . Assurance of good results. Those interested may contact: ----- (address and phone number)

ACCOMMODATION WANTED

----- (Name of the Company) is looking for semi – furnished / furnished high-end Bungalows in various posh location in ----(city) on company lease / rent as guest houses/ office/ residence . Uninterrupted water and electricity supply is a must. Market nearby and other facilities will be preferred. Owners please contact: ----- (Contact info./ phone number)

SITUATION VACANT

Wanted a ----- (Name of the post) to work at ----- (Company/firm/school) in ---- (Name of the city). The candidate should have required qualification with two years of experience, good knowledge of local language and latest technical skills in the field. Salary negotiable. Apply with complete biodata within 10 days to the ----- (Manager/ Principal and address)

SITUATION WANTED

Available a well-qualified ----- (name of the post) with ----- (years) of experience to work in ----- (type/name of company) in ----- (Name of city). The candidate has good knowledge of local language and technical skills in the field. Salary expected Rs. ----- /month. Interested firm/ company may contact ----- (Name) on mobile 9999xxxxxx/ mail id xyz@-----

TO LET/ FOR SALE

Newly constructed, semi furnished, marble floored 2/3 BHK flat/ house on ground floor/ double storey is available on rent/ for sale at ----- (address). 24 hours water and electricity supply, power back up, attached lat-bath, car parking, near shopping complex. Rent -----/ price ----- . Contact: ----- (Name, 9999xxxxxx)

FOR PURCHASE

Wanted/ Required (Newly constructed, semi furnished, marble floored 2/3 BHK flat/ house on ground floor/ double storey) (Model, make and year of vehicle/ household goods , specification for accommodation/ vehicle/ goods----- (address). Expected price.....Contact: ----- (Name, 9999xxxxxx)

INVITATIONS AND REPLIES

01. FORMAL INVITATION- LETTER FORM

Sender's address

Date

Receiver's address

Sub:_____

Sir/Madam

Name of host/organisation has the pleasure of inviting **name of guest** in the **name of event** as chief guest/ judge/ resource person/Speaker on **date** at **time** at **venue**.

A word of confirmation will be appreciated.

Regards

Name

02. FORMAL INVITATION- CARD FORM

Mrs. and Mr.
cordially invite your gracious presence
on the occasion of
Marriage /birthday/housewarming party/function
on(Date) at:(Time) at(Venue)

RSVP
NAME
PHONE NO.

With best compliments
Friends and relatives

03. INFORMAL INVITATION

Sender's address

Date

Dear ---- (Name of the receiver)

It gives me great pleasure to inform you that I have arranged a small party on the occasion of ----- (Name of the occasion) on..... (date) at (time) at (Venue). Please do come to join the function and make it a memorable event for us.

Yours affectionately
Name of the sender

04. FORMAL REPLY- REFUSAL (LETTER)

Sender's address

Date

Dear ---- (Name of the receiver)

Thank you so much for your kind invitation to the ----- (Name of the occasion) on..... (date) at (time) at (Venue) but he/she regrets to inform you that he/ she would not be able to attend it due to a prior engagement.

Best wishes!

Sincerely

Name of the sender

05. FORMAL REPLY- ACCEPTANCE (LETTER)

Sender's address

Date

Dear ---- (Name of the receiver)

Thank you so much for your kind invitation to the ----- (Name of the occasion) on..... (date) at (time) at (Venue) and he/ she is very pleased to accept it.

Best wishes!

Sincerely

Name of the sender

06. FORMAL REPLY – ACCEPTANCE (NOTE – FORM)

Mr./ Mrs. ----- (Name of invitee) thanks ----- (name of host) for inviting him/her on the occasion of ----- (Name of the occasion) on ----- (Date) at ----- (time) at ----- (Venue) and has great pleasure in accepting it.

07. FORMAL REPLY – REFUSAL (NOTE- FORM)

Mr./ Mrs. ----- (Name of invitee) thanks ----- (name of host) for inviting him/her on the occasion of ----- (Name of the occasion) on ----- (Date) at ----- (time) at ----- (Venue) but regrets his /her inability to attend it due to prior engagement. He/She wishes-----

08. INFORMAL REPLY (ACCEPTANCE)

Sender's address

Date

Dear ---- (Name of the receiver)

I am really glad to know that ----- (reason of party/celebration). Thank you so much for inviting me on the occasion of ----- (Name of the occasion) on..... (date) at (time) at (Venue). I would love to be a part of it and join you on this occasion.

Yours affectionately
Name of the sender

09. INFORMAL REPLY (REFUSAL)

Sender's address

Date

Dear ---- (Name of the receiver)

I am really glad to know that ----- (reason of party/celebration). Thank you so much for inviting me on the occasion of ----- (Name of the occasion) on..... (date) at (time) at (Venue). I would have really loved to be a part of it but ----- (Reason for not attending). I regret I shall not be able to join you on this occasion. I wish -----

Yours affectionately
Name of the sender

FORMAL LETTER WRITING

Tips to attempt the question

01. Ensure that format has formal layout.
02. Content must be relevant.
03. Express ideas logically and sequentially.
04. Letter should be free of grammatical mistakes, language must be formal and polite.
05. In letter to editor, give both sides of the picture, write pros and cons of the situation and give practical solution.

TOTAL MARKS – 05

FORMAT – 01

CONTENT – 02

EXPRESSION - 02

LETTER TO EDITOR

TEMPLATE

Receiver's Address

Date

The Editor

Newspaper's name

City

Sub: Regarding-----

Sir

Through the columns of your esteemed newspaper, I wish to draw the attention of the authorities concerned towards the issue of

Details about the issue ____ (Taking help from the hints)

It is high time that action be taken by the government and media together and awareness be created among the masses and the society mobilized / the issue resolved.

I hope my letter would find a place in your newspaper and the authorities concerned would look into the matter immediately.

Thank you

Yours truly

s/d

Name

Q. You are Lalit/Lalita, residing in Subhadra Apartments, Jaipur. You have observed, with increasing concern, that in our country the common public is not serious about civic sense. Write a letter to the editor of *The Times of India*, Jaipur, in about 120- 150 words, explaining your concern along with measures to develop civic sense.

Flat No. 121 B

Subhadra Apartments

Jaipur

04 December 2020

The Editor

The Times of India

Jaipur

Subject- Lack of civic sense among common public

Sir,

Through the columns of your esteemed newspaper, I would like to draw the kind attention of all concerned on the subject mentioned above.

The common public of our country is not serious about civic sense. They often neglect the basic norms of civic sense. They don't keep their surroundings neat and clean. The garbage is thrown here and there. Similarly, they often let the waste water flow outside in the street. Even the traffic sense of people is very poor. Rash and careless driving is very common. Music is played at a high volume causing problems for others. During marriages and religious processions, people occupy the roads and cause traffic jams. All these instances show that we lack in civic sense. A good civic sense is mandatory for any civilised society.

The government must penalize the people who create problems. Similarly, the responsible people should make efforts to aware and educate common people about it. I request you to kindly publish my article in your newspaper.

Thanking you.

Yours sincerely

s/d

Lalit/ Lalita

APPLICATION FOR JOB TEMPLATE

Sender's address

Date.....

Designation of Receiver

Receiver's address

Sub: Application for the post of.....

Sir

In response to your advertisement in the(newspaper's name) dated for the post of..... , I hereby offer my candidature for the same. I have the required qualification and experience for the above post.

I have pleasant personality. I am young and dynamic. I have good communication skills in English and regional language and have working knowledge of computers. I assure you of the best services, if selected. I am enclosing my bio data for your perusal.

Thank you

Yours sincerely

s/d

(Name)

Enclosures:

1) Biodata

2) Photocopy of educational certificates and experience certificate

BIODATA/RESUME/CURRICULUM VITAE (CV)

1. Name: As you wrote in the letter
2. Father's name: Mr
3. DOB:
4. Address: As you wrote in the letter
5. Email ID:
6. Nationality: Indian
7. Educational qualification:

S.No.	Class	Board/University	Marks
1	X	CBSE	80 %
2	XII	CBSE	70 %
3	Graduation/ Post Graduation	Delhi University	65 %
4	Diploma	Delhi University	89 %

8. Experience: 02 Years in Name of company/ organisation/ school.

9. Hobbies: Photography, listening music

10. Languages known: English, Hindi

11. Expected Salary: Negotiable

12. References: 1. Name

Address:

Contact No.:

2. Name

Address:

Contact No.:

ARTICLE WRITING

FORMAT

Topic -----
Writer -----

CONTENT

1. Para 1: Introduction (research report /data/quote/statement)
2. Para 2: justification/points supporting the evidence/ causes/results/effects
3. Para 3: conclusion/solutions/suggestions

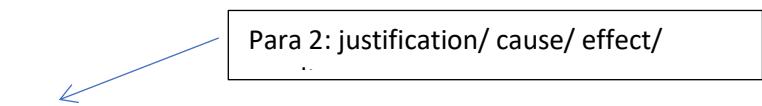
TOTAL MARKS – 05

FORMAT – 01
CONTENT – 02
EXPRESSION - 02

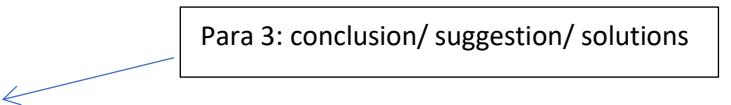
Eg. Owning a car has become a status symbol these days. However, increase in the number of cars has added to various types of pollution and other problems. Write an article in not more than 120 – 150 words highlighting the urgent need for reducing these man-made problems, giving suitable suggestions. You are Vinod/Vidhi.



Delhi has become one of the most polluted cities in the country closely followed by Kolkata, Chennai and Mumbai. This is because of the millions of vehicles that ply on the roads of Delhi. Owning a car has become a status symbol. As a result the number of cars on the roads has become manifold. This has resulted in numerous problems. The primary one is of traffic congestion, traffic snarls and traffic-jams. Driving on the roads of Delhi has become a nightmare and a health hazard.



Vehicles emit fumes and poisonous gases which is a serious health hazard. Delhi has witnessed an increasing number of deaths among young children due to respiratory diseases caused presumably due to pollution. Man-made traffic hazards are creating havoc for the populace. The number of fatal accidents has also increased alarmingly.



The Delhi Government has taken measures to bring down the pollution level such as use of CNG buses and auto rickshaws. The need of the hour is to support the government with public cooperation. Carpools should become the norm rather than the exception. Improved public transport system, use of lead-free fuel and catalytic 1 converter will go a long way in easing the situation and creating a healthy city. Every open space should be covered with green trees to create lungs in the city and help in bringing back its glory.

SUGGESTED TOPICS FOR ARTICLE WRITING-

01. Covid 19 Pandemic and Covid 19 Safety Protocol (Measures)
02. Fit India Movement and its Importance
03. Online Education System vs Offline Education
04. Cyber-crime and online fraud
05. Importance of Physical Exercise and Yoga

REPORT WRITING

Format:

1. Newspaper Report:

Headline
By-line

Name of place, Date:

TOTAL MARKS – 05
FORMAT – 01
CONTENT – 02
EXPRESSION - 02

2. A Magazine Report

Headline
By-line

The opening paragraph (introduction) – It may include the '5 Ws' namely, WHAT, WHY, WHEN, and WHERE along with WHO was invited as the chief guest.

The account of the event in detail- The proper sequence of events that occurred along with their description. It is the main paragraph and can be split into two short paragraphs if required.

Conclusion- This will include a description of how the event ended. It may include quote/ excerpts from the Chief Guest's speech or how did the event wind up.

Example of Newspaper Report

GNPS Rajouri Garden Celebrated World Environment Day **by Ravi Sharma TOI**

New Delhi, 2nd July, 20XX: Students of Guru Nanak Public School, Rajouri Garden participated in a function to celebrate World Environment Day on 5th June at Vigyan Bhavan. It was also the 30th anniversary of National Museum of Natural History. President of India, Pranab Mukherjee was the Chief Guest. The other guests included Narain Meena, Minister of State for Environment, S. Raghupathy, Minister of State (Forests and Wildlife), Meena Gupta, Secretary, Ministry of Environment and Forests and Sudhir Mittal, Joint Secretary, Ministry of Environment and Forests.

The students presented 'Prakriti Vandana' a song and dance. An effective skit 'Kahan gaya wo dharti ka swarg' was also presented, wherein experts from National Museum of Natural History including Dr Naaz Rizvi and school teachers Jyoti Cheema and Rajvindra Kaur directed the students. The song presentation prepared under the able guidance of Bhupinder Kaur, Inderjeet Kaur and S Amritpal Singh forced the audience to introspect.

The School chairman, S Inder Singh and vice chairman, S Singh Ratra were also present. The vote of thanks was proposed by the Director, National Museum of Natural History, Dr Venugopal.

TIPS:

1. Plan before you pen. Just make a list of all your important points on the rough sheet.
2. Make small sentences in past tense form and passive voice structure.
3. Make sure you double-check for grammatical accuracy and spellings. They carry marks.
4. The presentation is very important.

FLAMINGO

Poems (For Multiple Choice Questions and Short Answer Questions)

Poem 1

Title- My Mother at Sixty-Six

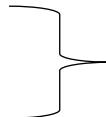
Name of the poet- Kamala Das

Theme- advancing age and the fear of loss and separation associated with it.

Mood- saddened when she sees her mother ageing, and feels the pangs of separation at the thought of losing her.

Poetic Devices

1. face ashen **like a corpse** – **Simile**
(dull face compared to dead body)
wan pale **as a late winter's moon**- **Simile**
(lustreless face compared to hazy winter moon)
2. Young trees **sprinting** – **Personification**
(sprinting movement of the trees rushing past signify youth, life or passage of time.)
3. Merry children **spilling out** of their homes- **Metaphor, Imagery**
(spring of life-contrast to the morbid atmosphere inside the car & the old & weak mother)
4. **smile and smile and smile**- **Repetition**
(a desperate effort to cover up her fear of losing her mother to death)



indicative of imminent death.

Poem 2

Title- An Elementary School Classroom in a Slum

Name of the poet- Stephen Spender

Theme- social injustice and class inequality

Mood- feelings of sympathy and anger, finally hopeful

Stanza wise division- 1st Stanza -Description of Slum Children, 2nd Stanza- Description of Classroom, 3rd Stanza- A bleak future, 4th Stanza- Hope

Poetic Devices

1. **Far, far- Repetition**
2. **like** rootless weeds- **Simile** (slum children compared to weeds or unwanted objects)
3. **weighed down- Imagery**
(refers to the burden of poverty and hopelessness that weighs down the slum children)
4. **paper seeming boy-** **Metaphor** (the boy as thin as paper, indicative of malnutrition)
5. **reciting** his lesson- **Pun**
(the boy is reciting/repeating the lesson & also his father's gnarled disease)
6. **sour** cream – **Pun** (the neglected walls & a dismal place where all dreams turn sour)
7. A narrow **street sealed-** **Alliteration**
8. future's painted with a fog- **Metaphor** (future as unclear as fog)
9. sealed in with a **lead sky-** **Metaphor** (dull, grey sky hopelessness)
10. stars of words- **Metaphor** (bright, beautiful and inspiring words like stars)
11. from fog to endless night- **Metaphor** (a future that can only go from bad to worse)
12. slag heaps- **Metaphor/Symbol** (bodies of slum children compared to industrial waste)
13. wear skins peeped through by bones- **Metaphor** (thin emaciated bodies)
14. **like** bottle bits on stones- **Simile** (stony-eyed expressions/hard faces)
15. **as big as** the doom -**Simile** (slum world is as big as death)
16. **like** catacombs- **Simile** (their lives in slums are confined just as lives in underground cemeteries)
17. Break O break- **Repetition**
18. Sun- **Metaphor/Symbol** (education will provide them tool to rewrite history and their future will be as bright as the Sun, of enlightenment)

Poem 3

Title- Keeping Quiet

Name of the poet- Pablo Neruda

Theme- universal brotherhood and peace with oneself, with each other and nature, introspection

Form- blank verse and has no rhyme scheme

Tone/Mood- Tone is calm and serene to set a tranquil mood

Poem in Nutshell

1. The urgent need for mankind to introspect, buy time to start afresh.
2. To put an end to all destructive activities, be at peace, in universal brotherhood.
3. The need to live in peaceful co-existence with nature, to stop harming animals and avoid annihilation of the human race.

Poetic Devices

1. Count to twelve- **Symbol** (a measure of time, an extended counting for relaxation)
2. language -**Metonymy** (Language here stands in for culture/race which may create barriers)
3. Arms- **Pun** (for limbs of body and also weapons)
4. sudden strangeness- **Alliteration**
5. Fishermen/whale – **Symbol** (of oppressors/ of the oppressed)
6. Man gathering salt – **Symbol** (of the oppressed)
7. hurt hands- **Alliteration**
8. **wars with** gas, **wars with** fire-**Anaphora** (repetition of the same phrase) various kinds of wars against mankind.
9. victory with no survivors- **Paradox** (wars which bring victory at the cost of human lives)
10. clean clothes-**Alliteration/Symbol** (good thoughts for each other)
11. no truck with death- **Euphemism** (inactivity must not be associated with death)
12. the Earth- **Personification** (as teacher who gives us lessons on dormancy)

Poem 4

Title- A Thing of Beauty

Name of the poet- John Keats

Source of poem- Endymion: A Poetic Romance (Endymion is a shepherd wandering at places in search of Moon Goddess-Cynthia)

Theme- highlights the therapeutic quality of beauty i.e., the ability to remove negativity.

Objects of beauty- any object, nature, tales or even noble deeds of our ancestors

Form- written in rhyming couplets and the **rhyme scheme is aa bb.**

List of things of beauty- Sun, moon, trees, sheep, daffodils, rivulets, musk roses, tombs built to honour heroes, legends, tales from classics and scriptures. These things of beauty are like blessings from heaven, they sweeten our bitter lives.

Qualities of a thing of beauty- Gives everlasting joy, ageless, never goes waste, shelters and protects like a bower, relaxes, comforts, invigorates us.

Things that cause pain- Ill health, gloomy days, depression, lack of noble nature.

Poetic Devices

1. A thing of beauty is a joy forever- **Heroic couplets** (a thing of beauty is a joy forever, it transcends time)
2. bower quiet- **Metaphor** (a shady place under the shade of trees, providing protection from the harsh rays of the sun. A thing of beauty is compared to shade in harsh times)
3. wreathing a flowery band- **Metaphor** (connecting to nature just as intertwined like a wreath)
4. band to bind- **Alliteration**
5. noble natures- **Alliteration** (good qualities)
6. gloomy days' & 'unhealthy and o'er darkened ways- **Transferred epithet**
7. pall- **Metaphor** (a covering like a shroud)

8. simple sheep- **Alliteration, Biblical Allusion, Symbol** (refers to mankind, Christ is considered the shepherd who leads human souls out of the dark world of sins)
9. cooling covert- **Alliteration** (the clear stream creates a cooling shelter)
10. grandeur of dooms- **Imagery** (The magnificence that we associate with our ancestors and the beautiful things created by them)
11. mighty dead- **Oxymoron**
12. endless fountain of immortal drink- **Metaphor** (objects of nature & deeds of great men are just like the elixir for life)

Poem 5

Title- Aunt Jennifer's Tigers

Name of the poet- Adrienne Rich

Theme- pathetic condition of married women, male chauvinism, power of the patriarchy controls women's forms but not their minds.

Tone- positive and cheerful when the poet describes the tiger but it becomes sad and dull when describing aunt Jennifer

Poem in Nutshell- The poem depicts-

1. Aunt Jennifer's desires and her dream. 2. The real picture of Aunt Jennifer's life.

Words help us to understand the tiger's attitude

- (i) **pace and prance** suggest strength and energy, and movement in blithe.
- (ii) **bright topaz colour** gives the Tigers the attention to their prominent presence.
- (iii) **denizens** mean occupants. Tigers are grand and fearless in their natural surroundings.
- (iv) **chivalric certainty** represents the power and virtue with confidence and conviction

Contrast in the poem:

Aunt Jennifer who is an oppressed woman dominated by male superiority, victimized, fearful, indecisive, weak, timid, feeble, shivering in fear, stifled and weighed upon by the marriage, creates the tigers which are chivalric, confident, fearless, assertive, strong and energetic.

Poetic devices

1. Bright topaz denizens; the world of green- Visual Imagery
2. fingers fluttering- Alliteration (a sign of nervousness)
3. Massive weight of Uncle's wedding band- Hyperbole
4. terrified hands- Synecdoche and transferred epithet
5. Still ringed with ordeals- Pun ((a) ring in her finger which sits heavily on her and (b) difficulties which will always surround her)
6. Prancing proud- Alliteration

Symbol

1. Aunt Jennifer- a typical victim of male oppression in an unhappy marriage
2. Tigers- symbolize untamed free spirit
3. Uncle- cruel representative of male chauvinism
4. Wedding band- a symbol of oppression in an unhappy marriage
5. Embroidery- a symbol of creative expression, a means of escape

Irony

1. a weak and submissive woman weaving a picture of tigers that are strong and fearless.
2. brutal tigers are depicted chivalric and the cultured man is depicted as an oppressor.
3. Even when the creator dies, her work will continue to exist.

Contrast- between the characteristics of Aunt Jennifer and that of the tiger.

Paradox

1. Aunt Jennifer, a trembling and 'mastered' woman creates free and confident tigers.
2. Fluttering fingers produce tigers who prance with 'certainty' .

Short Answer Questions (2 marks each)

Q1. Why has the mother been compared to ‘late winter’s moon’?

Ans. The mother has been compared to the late winter’s moon which is dull and shrouded. It symbolizes the ebbing away of life. The moon brings to the narrator’s mind, the night or the approaching end of life.

Q2. What do the parting words of the narrator and her smile signify?

Ans. The parting words ‘see you soon Amma’ are used by the narrator to reassure the mother and to infuse optimism in the narrator herself. Her smile signifies the courage to accept the reality of her mother’s approaching death, yet keeps up the facade of a smiling, happy face. It requires a lot of effort and hence the poet has used the poetic device of repetition to emphasize this.

Q3 Bring out the optimism in the last stanza. (An Elementary School Classroom in a Slum)

Ans. The narrator feels education is the instrument of change which can release the slum children from the miserable lives they lead. He appeals to the officials to become sensitive to the needs of these children so that the barriers that hinder their growth can be broken.

Q4. How is ‘Shakespeare wicked and the map a bad example’ for the children of the school in a slum?

Ans. The lives of slum children are far removed from what is displayed on the walls. Shakespeare represents literature and the map shows the foreign land with beautiful landscapes. This civilized world is meaningless for them and will tempt them to take the wrong path.

Q5. What does the poet mean by ‘exotic moment’ and how can man achieve it?

Ans. By ‘exotic moment’ the poet means the moments of silence and inactivity which will be extraordinary and memorable. This exotic moment can only be achieved through total silence and inactivity even if it is for a few seconds.

Q6. What can the Earth teach us? How?

Ans. The Earth can teach us to be productive and useful even when there is silence. The Earth nurtures all living beings, plants and animals and quietly maintains the balance in nature.

Q7. What makes human beings love life in spite of all troubles?

Ans. In spite of all the sufferings, a thing of beauty helps us to remove the cover of gloom or darkness from our lives.

Q8. Why is grandeur associated with the ‘mighty dead’?

Ans. Grandeur is associated with the ‘mighty dead’ because great men will always be remembered for their noble and splendid deeds and creations. They have left behind a legacy for us to enjoy.

Q9. What does Aunt Jennifer’s creation of the tigers symbolize?

Ans. The tigers symbolize Aunt Jennifer’s desires and longing to be free and powerful.

Q10. What is suggested by the phrase, massive weight of Uncle’s wedding band?

Ans. The “massive weight of Uncle’s wedding band” refers to the male-dominated society in which Aunt Jennifer lives. The weight of this marriage band restricts her to express her feelings and live freely.

Long Answer Type

Q1. The struggle to strike a balance between taking care of old parents and fulfilling our duties and responsibilities in life is picturised in the poem My Mother at Sixty-six. Comment.

Ans. My Mother at Sixty-six is based on the theme of advancing age and the fear of loss and separation associated with it. The poetess undergoes a plethora of emotions when she sees her mother ageing, and feels the pangs of separation at the thought of losing her. She must be feeling guilty of not being able to stay with her mother in her old age. The poet accepts this reality and is disturbed by her mother’s need for her on one hand and her own duties and responsibilities on the other hand. This helplessness is poignantly brought out in this poem.

The complexity of life is that children are perturbed by the condition of their parents and wish to be with them. However, they have to leave their parents behind and move on with their commitments.

Q2. Stephen Spender while writing about An Elementary School Classroom in a Slum questions the value of education in such a milieu, suggesting that maps of the world and good literature may raise hopes and aspirations, which will never be fulfilled. Yet the poem offers a solution/hope. What is it?

Ans. The poet presents a grim picture of dark slums and narrow streets, fog and darkness and filth. There can be no teaching and no learning in such an unhealthy atmosphere, Shakespeare's plays and the world map, literature and geography are meaningless for slum children. These only make them more unhappy and dejected, because they have no scope for world tour and higher education.

The poet offers a solution and hope to such god-forsaken children. He appeals to the rulers, the law enforcing bodies and the philanthropists represented by the 'governor, inspector, visitor' to improve the condition of the children in the slums which can be done through education.

He also believes that exposing them to better life and better places, to sunshine and open air will change the lives of slum children.

Q3. What kind of a utopian world does Pablo Neruda visualise and what does he suggest to achieve it?

Ans. The poet visualises a calm, quiet and peaceful world, devoid of all forms of violence, he also visualises 'togetherness' of the people in a moment of silence and tranquillity. According to the poet, this moment will give us time in silence for self-introspection, when we can spiritually attain our moral self through a moment of meditation. This moment will bring an end to all destructive activities in the world. The fishermen will not be killing whales and the men gathering salt will have time to rest their injured hands. Environmental degradation will come to an end. The warmongers will be silenced in a moment of brotherhood to meditate and cleanse their souls. The poet hopes that it will be an ideal world where man will be able to come out from his self-centred attitude to gain moral peace.

Q4. 'A thing of beauty is a joy forever.' This is what John Keats says in the poem. Do you think in the present times of acute stress and violence, proximity to beautiful things can lead man to everlasting happiness? Discuss.

Ans. The poem conveys the message that a thing of beauty is a joy forever. It transcends time. It will never fade away. Beauty has the power to remove darkness and negativity and helps us survive when there is a 'dearth of noble nature' or when one is surrounded by evil. It has a positive impact on one's health. It helps one get sound sleep. Moreover, it highlights the fact that beauty is not only physical but also spiritual and seems to flow down from heaven as an 'immortal drink' made for man.

In the present times of acute stress and violence, the objects of beauty attain even greater significance. When our mind is anxious and troubled, the very sight of beautiful things often comes as a relief and provides us comfort and happiness for the moment. Appreciating beautiful things is like appreciating God. Proximity to beautiful things brings us closer to the creator, in whom lies the ultimate power to grant us relief from all anxieties and troubles. Therefore, it is sure to bring everlasting happiness at all times.

Q5. In a predominantly male dominated society, women have always faced oppression from men. What changes can be brought about in society for uplifting the position of women like Aunt Jennifer?

Ans. "Aunt Jennifer's Tigers" is a statement of conflict in women, specifically between the impulse to freedom and imagination in a patriarchal world. The poem deals with the pathetic condition of married women all over the world. Aunt Jennifer wants a life that she embroiders on the panel. She wants a colour full vibrant life which every woman should have the power to create.

The position of women like Aunt Jennifer can be uplifted in society by changing our outlook towards girl child, not considering them as a burden and marrying them off in early years of their lives. They must be given opportunities equal to men, whether it is upbringing, education or employment. The society needs to value and respect the freedom of women, should give them the liberty to develop their talents according to their own desires. Women should be empowered to take their own decisions in life.

FLAMINGO 1. THE LAST LESSON

AUTHOR : Alphonse Daudet (French short-story writer and novelist) **INTRODUCTION:-** The last lesson" stresses on the importance of education and the necessity to respect and learn one's own language. This story draws our attention to the unfair practice of linguistic chauvinism. It refers to an unreasonable pride in one's own language while disregarding all the other languages as inferior.

BACKGROUND OF THE STORY:-

The story, 'The Last Lesson' has been set in the background of the Franco-Prussian war that was fought in 1870-71 between Prussia and France. The Prussians captured the districts of Alsace and Lorraine. New orders were issued according to which German language was to be taught in place of French in these two districts

SUMMARY :-

Franz is afraid of going to school as he has not learned participles.  He wants to enjoy the beauty of nature – the bright sunshine – the birds chirruping in the woods – Prussian soldiers' drilling but resisted. 

Franz regrets and realizes why he had not taken his lesson seriously. 

M. Hamel announces: Today is the last lesson in French. 

On reaching school Franz notices unusual silence – Villagers occupying the last benches – teacher well dressed – everybody looked sad. 

Understands the reason why the teacher is well dressed and villagers sitting at the back. 

M. Hamel realizes that all three, he himself, the children, and the parents are to be blamed for losing respect and regards for the mother tongue. 

Hamel says the French language – most beautiful, clear, and logical language in the world. Always keep close the mother tongue to your heart as it is a key to the prison of slavery. 

Franz remembers the last lesson very well. 

Hamel becomes emotional and writes on the blackboard "Vive La France" 

Q 1. What did M Hamel tell about the significance and safeguarding of the French language? How did he conclude his last lesson?

Ans. M Hamel said that French was the most beautiful, clear, and logical language in the world. They must guard it among them and never forget it because when the people are enslaved, as long as they hold fast to their language it is as if they had the key to their prison. Then M. Hamel opened a grammar book and read the students their lesson. All he said seemed so easy. He had never explained everything with so much patience: After the grammar, they had a lesson in writing. M Hamel had new copies for the students, written in a beautiful round hand: France, Alsace, France, Alsace. He had the courage to hear every lesson to the very last. It seemed almost as if he wanted to give us all he knew before going away and put it all into their heads at one stroke. He wanted to say something, but he could not go on. Then he turned on the blackboard, took a piece of chalk and wrote "Vive La France!" Lastly he said: "School is dismissed—you may go."

Q 2. What changes did the narrator find in the school when the order from Berlin came?

Answer. The order from Berlin prohibited teaching of French in the schools of Alsace and Lorraine. Instead, German was to be taught in the schools. Franz was late for school that day. He noticed that the hustle and bustle was missing. There was no opening and closing of desks, no repetition of lessons or rapping of the teacher's ruler on the table could be heard. It was all very quiet and still. Franz was further surprised because, instead of meeting an angry teacher, he was welcomed by a kind and polite teacher, who was dressed in his best clothes, a beautiful green coat, frilled shirt and an embroidered silk cap, which he wore only on inspection and prize days. The back benches were occupied by the village people who never came to school, as they were more concerned about their livelihood. He was further astounded to know that, M Hamel was going to teach his last lesson that day.

VERY SHORT ANSWER QUESTION (2 Marks)

Q1. What was Franz expected to be prepared with for school that day?

Ans. Franz was expected to be prepared with participles that day for school, as Mr. Hamel had said that he would question them on participles.

Q2. What had been put up on the bulletin-board?

Ans. Franz had a negative view about the bulletin-board as for the last two years only bad news had come from it. That day was no exception as Germans had put up an order passed from Berlin on the bulletin-board to teach only German in the school of Alsace and Lorraine.

Q4. What was unusual about the school that Franz noticed when he entered the school?

Ans. On entering the school, Franz noticed that there was an unusual silence. There was no noise of opening and closing of desks. The village elders had occupied the last benches that were always empty. M Hamel was in his very fine Sunday clothes. Everybody looked sad.

Q7. What reasons did M Hamel give for their lack of interest in learning French?

Ans. The lack of interest in learning French was: (a) due to the parents who wanted their children to work on a farm or at the mills to earn, (b) due to the students who were reluctant to learn and often put off the lesson for the next day (c) and due to himself as he asked them to water the flowers and gave them off when he had to go fishing.

Q8. Franz thinks, "Will they make them sing in German, even the pigeons?"

What could this mean?

Ans. The Frenchmen were highly patriotic and took pride in their language. A strong feeling of revolt was in the air against the Germans. It shows that Franz did not accept their rule and thought that they can't tame pigeons.

9. What did M Hamel say about the French language?

Ans. M Hamel said that the French language was the world's most beautiful, clearest, and logical language and therefore it should be guarded and should not be forgotten by them. He also added that love with one's own language can be proven as the key to the prison for the people who are enslaved.

EXTRACT BASED QUESTION (1x4=4 Marks)

1. Reading the bulletin, called after me, "Don't go so fast, bub; you'll get to your school in plenty of time!" I thought he was making fun of me and reached M. Hamel's little garden all out of breath.

(a) Who was called 'bub'? (i) M. Hamel (ii) villagers (iii) Franz (iv) postmaster
(b) Identify the tone in which the speaker said the words , "Don't go so fast, bub; you'll get to your school in plenty of time!?"

(i) sarcastic (ii) humorous (iii) depressive (iv) cheerful

(c) M. Hamel taught the children.....

(i) German (ii) French (iii) Russian (iv) English

(d) Who advised him not to hurry?

(i) the teacher (ii) the classmates (iii) friends (iv) a villager

2. Then, from one thing to another, M. Hamel went on to talk of the French language, saying that it was the most beautiful language in the world — the clearest, the most logical; that we must guard it among us and never forget it, because 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. Then he opened a grammar and read us our lesson.

(a) Which is M.Hamel's language?

(i) French (ii) German (iii) English (iv) Spanish

(b) Identify the literary device in 'from one thing to another'.

(i) metaphor (ii) personification (iii) allusion (iv) hyperbole

(c) What is Hamel asking the people to do for their language?

(i) forget their language (ii) begin learning German

(iii) guard their language (iv) learn their language

(d) How could the enslaved people have the key to the prison?

(i) if they ask the prisoner for it (ii) if they do not leave their language

(iii) if they snatch the key (iv) if they do not leave their country

MCQ (1 MARK)

Q-1 The story 'The Last Lesson' highlights which human tendency?

- A) Male Chauvinism
- B) Procrastination
- C) Courage
- D) Cowardice

Q2 - What were the things being taken for granted by the people of Alsace?

- A) Teachers of the school
- B) Time and school
- C) People around
- D) Money and power

Q3- Why was Franz reluctant to go to school?

- A) wanted to enjoy warm Sunlight
- B) wanted to see soldiers drill
- C) wanted to enjoy outdoor
- D) lesson on participles was not prepared

Q4- What did Franz find on reaching the school?

- A) People were dancing
- B) school was closed
- C) Police patrolling
- D) strange quietness

Q5- Who occupied the back benches in the class?

- A) weak students
- B) teachers
- C) monitors of the class
- D) village elders

Q 6- What did Hauser bring?

- A) sweets
- B) children
- C) friends
- D) old Primer

Q7- For how many years did M. Hamel serve the school?

- A) 20 years
- B) 35 years
- C) 30 years
- D) 40 years

Q 8-Why did the villagers come to meet M. Hamel in the school?

- A) to complain
- B) to say goodbye
- C) to gossip
- D) to show gratitude

Q 9- Expression 'Thunder Clap" in the lesson means _____.

- A) loud but not clear
- B) loud and clear
- C) startling and unexpected
- D) unpleasant

Q10- What does the expression "in great dread of scolding" mean?

- A) to be happy about it
- B) very badly scared of scolding
- C) To be indifferent
- D) None of these

2. LOST SPRING (ANEES JUNG)

The theme of the story:

1. The story 'Lost Spring' addresses the pitiable condition of the poor children who are unable to enjoy their childhood due to their poor socio-economic condition that prevails in the place they dwell in.
2. These children live a life that is far distant and different from the life of a normal child who receives education and is not forced into labour in his early life. The story gives the call to end child exploitation and let these children enjoy the days of spring that would bring joy under their feet.

SUMMARY

Sometimes I find a rupee in garbage

The author examines and analyses the impoverished conditions and traditions that condemn children to a life of exploitation these children are denied an education and forced into hardships early in their lives.

The writer encounters Saheb – a rag picker whose parents have left behind the life of poverty in Dhaka to earn a living in Delhi.

The children do not go to school and they are excited at the prospect of finding a coin or even a ten rupee note for rummaging in the garbage. It is the only way of earning.

His family like many other families of rag pickers lives in Seemapuri. They do not have other identification other than a ration card.

The writer is pained to see Saheb, a rag picker whose name means the ruler of earth, Lose the spark of childhood and roams barefooted with his

From morning to noon the author encounters him in a tea stall and is paid Rs. 800 He sadly realizes that he is no longer his own master and this loss of identity weighs heavily on his tender shoulders.

I want to drive a car

The author then tells about another victim, Mukesh who wants to be a motor mechanic. He has always worked in the Bangle-making industry.

They are exposed to various health hazards like losing their eyesight as they work in dreadful conditions, in dark and dingy cells.

Mukesh's father is blind as were his father and grandfather before him. So burdened are the bangle makers of Firozabad that they have lost their ability to dream unlike Mukesh who dreams of driving a car.

LONG ANSWER QUESTION (5 MARKS) WORD LIMIT – 120-150 WORDS

Q1. 'Lost Spring' explains the grinding poverty and traditions that condemn thousands of people to a life of abject poverty. Do you agree? Why/Why not?

Answer: 'Lost Spring' does indeed highlight the miserable plight of thousands of poor people whose life is completely marred by abject poverty and thoughtless traditions. They work extremely hard in the most pathetic conditions and accept poverty and exploitation as their destiny. Through the lives of Saheb-e-Alam, a ragpicker, and Mukesh, a bangle maker, the author highlights the vicious circle of social stigma and poverty which these people are subjected to. Saheb and Mukesh also represent a growing number of refugee migrants and people who are forced to live a life of penury. No one shows any kind of compassion or sensitivity to their pathetic plight and there is also no initiative or commitment for the upliftment of these downtrodden people. Acute poverty, no education and no infrastructural development has drained their energy and willpower and they have no choice but to accept their destiny of inevitable poverty.

MCQ (1 MARK)

Q1- This story is an excerpt from which book of the author?

- A) Lost Spring - Stories of Stolen Childhood
- B) Unveiling India
- C) Breaking the Silence
- D) The Song of India

Q2- What does the author analyse in the story?

- A) Rich people
- B) Garbage
- C) Poor children and their exploitation
- D) Her works

Q3- What is the central theme of the story Lost Spring?

- A) Pitiable Poor children and their lost childhood
- B) Garbage
- C) Saheb and Mukesh
- D) Spring Season

Q4- What forces the children to live a life of exploitation?

- A) Greed
- B) Extreme Poverty
- C) Peers
- D) Parents

Q5- According to the author what was garbage for the parents?

- A) Means of entertainment
- B) Means of joy
- C) Means of sorrow
- D) Means of survival

Q 6- What is the meaning of Saheb -e- Alam?

- A) Owner
- B) Rich man
- C) Poor man
- D) Lord of the Universe

Q7- Why is the author calling garbage as 'gold' in the story?

- A) Because of jewels in it
- B) Because of gems in it
- C) Because of gold in it
- D) Because of its encashment value

Q8- What does the title 'Lost Spring' symbolise?

- A) Lost blooming childhood
- B) Autumn season
- C) Lost money
- D) Lost age

Q9- What forced Saheb to be a ragpicker?

- A) Hard work
- B) Destiny
- C) People around him
- D) Acute poverty

Q10- Why did Saheb leave Dhaka?

- A) Because of lack of resources
- B) Because of lack of enough food
- C) Because of friends
- D) Because of parents

EXTRACT BASED QUESTION (1x 4= 4 MARKS)

Read the extract given below and answer any two of the questions that follow:

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

(a) Who is asking to organise into a cooperative?

- (i) Gandhiji (ii) Rajkumar Shukla
- (iii) Rajendra Prasad (iv) none of these

(b) Why does the writer say that the young men have fallen into the vicious circle of middlemen?

- (i) because they are not able to form cooperative societies for their betterment. (ii) because they are exploited by them (iii) because they fall prey to middlemen (iv) all of these

(c) Which of the following words cannot replace the word, 'vicious'?

- (i) ruthless (ii) remorseless (iii) malevolent (iv) benevolent

(d) Since when the so called 'young men' had been exploited?

- (i) since their childhood (ii) when they grow up (iii) since the time of their father (iv) since the time of their ancestors

VERY SHORT ANSWER (2 MARKS)

Q 1. Describe the irony in Saheb's name.

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

Q2. How was Mukesh different from other bangle makers?

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

Q 3. Why was Saheb unhappy while working at the tea-stall?

Answer: Saheb was unhappy while working at the tea- stall because he was no longer the master of his own life. He lost his freedom and carefree look. He had to live and work under the instructions of the owner of the tea-stall. He was not at liberty to go out and spend time with his friends.

Q 4. How are Saheb and Mukesh different from each other?

Answer: Mukesh's attitude towards life was different from that of Saheb. Unlike Saheb he was optimistic about his future and so he dared to dream. He wanted to become a motor mechanic and also wanted to learn to drive a car. Saheb lacked determination so he harboured no dreams or ambitions about his future.

Q5. In what sense is garbage gold to the ragpickers?

Answer: The rag-pickers of Seemapuri consider garbage as nothing less than gold. For the elders it is their only means of survival as it provides them with their daily bread. For the innocent children it is wrapped in wonder as they marvel at the chance of finding a coin, a currency note or a curio that really thrills them and gives them a hope of finding more elusive notes.

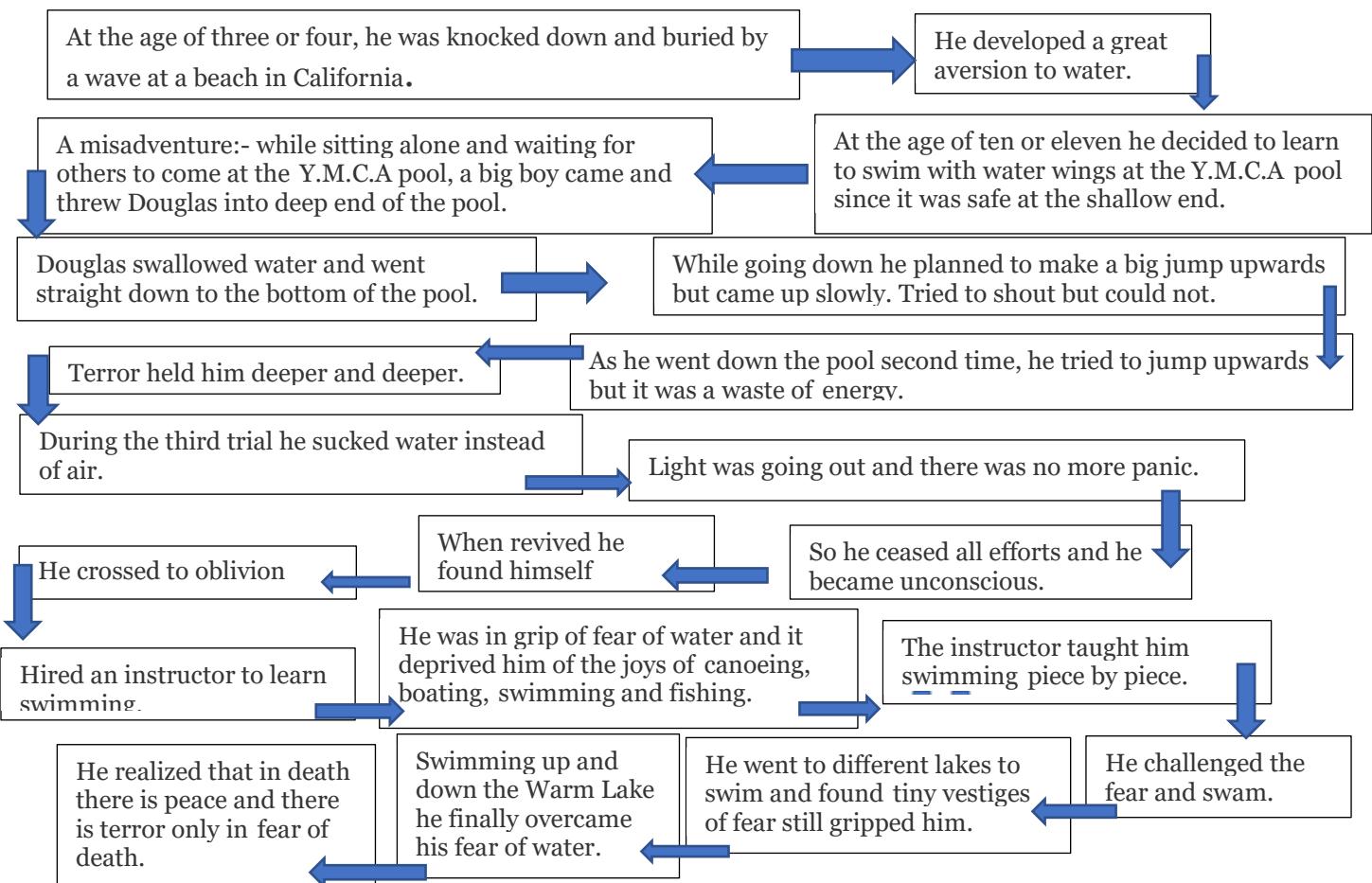
3. DEEP WATER (William Orville Douglas)

ABOUT THE STORY: excerpt is taken from *Of Men and Mountains* by William O. Douglas.

THEME: Deep Water deals with the childhood fear of Douglas. He was determined to overcome his fear of water.

MESSAGE: Through this story 'Deep Water' the narrator wants to convey that nothing stands before a determined person. A person with strong will-power can overcome all the obstacles in the path of his success.

SUMMARY:-



Q 1. Describe the efforts made by Douglas to overcome his fear of water.

ANS: Douglas was in the tight grip of a fear of swimming in water bodies and finally decided to get rid of it. He hired an instructor who taught him swimming piece by piece and when he had learnt it all, he combined all the pieces together and made Douglas a swimmer. Still, he was not confident, and the terror would seize him time and again. Douglas wanted to get rid of all the fear, he wanted to conquer it. So, he went to various lakes, dived and swam across them. He reverted sarcastically to the tiny vestiges of fear that would grip him time and again until all of it vanished away. Douglas realized that fear was merely a crop of the mind and once he had conquered it, he felt released, free to walk arduous terrains, climb peaks and brush aside fear. Douglas had faced stark terror and then by conquering it his desire to live life grew intensely.

Q2. People say that failures are the stepping stones. They are the best teachers. Discuss the aphorism taking ideas from the following lines: "I feared water. I avoided it whenever I could. A few years later when I came to know the waters of Cascades, I wanted to get into them. And whenever I did ... the terror that had seized me in the pool would come back... I decided to get an instructor and learn to swim. "

Ans. **Failures are the Pillars to Success**

It is rightly said that failure plays an important role in a man's life. Failure in one field becomes the cause of exploring success in other fields. It is a sure key to many a riddle. Failures make us familiar with our weaknesses and flaws. They become the stepping stones and inspire us to fight against odd circumstances. Man should learn from his mistakes and strive hard to reach at his destination. Most of the successful peoples failed at any step but could get their target because failures guided them and encouraged them to try harder. One should never give up one's target. Our duty is to do our 'karma'. The result is in the hands of the Almighty. It is certain that failure inspires us to work with more strength and vigour. One should never get depressed and dejected. All leaders, fighters, businessmen, bureaucrats firmly say that failures are the pillars to success.

Q1- For how many years had the author taught in high school in Yakima?

- A) 2 years
- B) 4 years
- C) 3 years
- D) 5 years

Q2- After the author was fed up with teaching , he decided to opt for which career?

- A) Medical
- B) Gardening
- C) Engineering
- D) A legal career

Q3- What is the story Deep Water speaking about?

A) Fear of water and the way to overcome it

- B) Fear of people
- C) Fear of dogs

D) Fear of swimming

Q4- Y.M.C.A stands for?

A) Young Men's Christian Authority

B) Young Men's Christopher Association

C) Young Men's Christian Army

D) Young Men's Christian Associa

Q 5- How did the author learn swimming?

A) With the help of a rope

B) With the help of a friend

C) With the help of his mother

D) With the help of a swimming instructor

Q6- What is the theme of the story Deep Water?

A) Victory in facing the fear

B) Being fearful

C) To learn swimming

D) All

Q7- Deep water is an excerpt from which book?

A) Fear of water

B) Of Men and Mountains

C) How to Swim

D) Fearless

Q8- How many times did Douglas try to come to the surface of the pool?

A) Twice

B) Once

C) Five times

D) Thrice

Q9- "I crossed to oblivion, and the curtain of life fell". What does oblivion mean?

A) pavilion

B) changing room

C) unconsciousness

D) death

EXTRACT BASED QUESTION ANSWER

It had happened when I was ten or eleven years old. I had decided to learn to swim. There was a pool at the Y.M.C.A. in Yakima that offered exactly the opportunity. The Yakima River was treacherous. Mother continually warned against it, and kept fresh in my mind the details of each drowning in the river. But the Y.M.C.A. pool was safe. It was only two or three feet deep at the shallow end; and while it was nine feet deep at the other, the drop was gradual.

Q1.The pool's depth at the deep end was.....

- (a) twenty feet (b) nine feet (c) six feet (d) eight feet

Q2.His mother warned him against swimming in the Yakima River because it had

- (a) strong currents (b) it was meant only for boating

- (c) many people had drowned there (d) it had no lifeguards around

Q3.The writer decided to learn to swim when he was about

- (a) ten or eleven years old (b) fifteen or sixteen years old

- (c) twenty years old (d) eighteen years old

Q4The Yakima River was described as ...

- (a) treacherous (b) a friendly

- (c) both 1 & 2 (d) none

Q1. Which factors led Douglas to decide in favour of the Y.M.C.A. pool?

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

Q2. "I had an aversion to the water when I was in it?" says Douglas.

When did he start having this aversion and how?

Ans. The aversion started when Douglas was three or four years old. His father had taken him to the beach in California. They were standing together in the surf. He had held his father tightly, even then the waves knocked him down and swept over him. He was buried in water. His breath was gone. He was frightened. There was terror in his heart about the overpowering force of the waves.

Q3. In what connection does Douglas mention "a big bruiser of a boy ?"

Ans. Douglas mentions him for his misadventure in the Y.M.C.A. swimming pool in which he had nearly died. It was this boxer boy who had picked up Douglas and tossed him into the deep end. Later on, when Douglas was rescued, the boy said, "I was only fooling."

Q4. "I was frightened, but not yet frightened out of my wits," says Douglas. Which qualities of the speaker are highlighted here and how?

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

Q5. How was the result of the 'great spring upwards' that Douglas made on hitting the bottom of the pool for the first time?

Ans. Douglas rose to the surface very slowly. When he opened his eyes he saw nothing but water with a dirty yellow colour. He grew panicky. He tried to grab a rope but his hands clutched only at water. He was suffocating. He tried to shout, but no sound came out. Then his eyes and nose came out of the water but not his mouth.

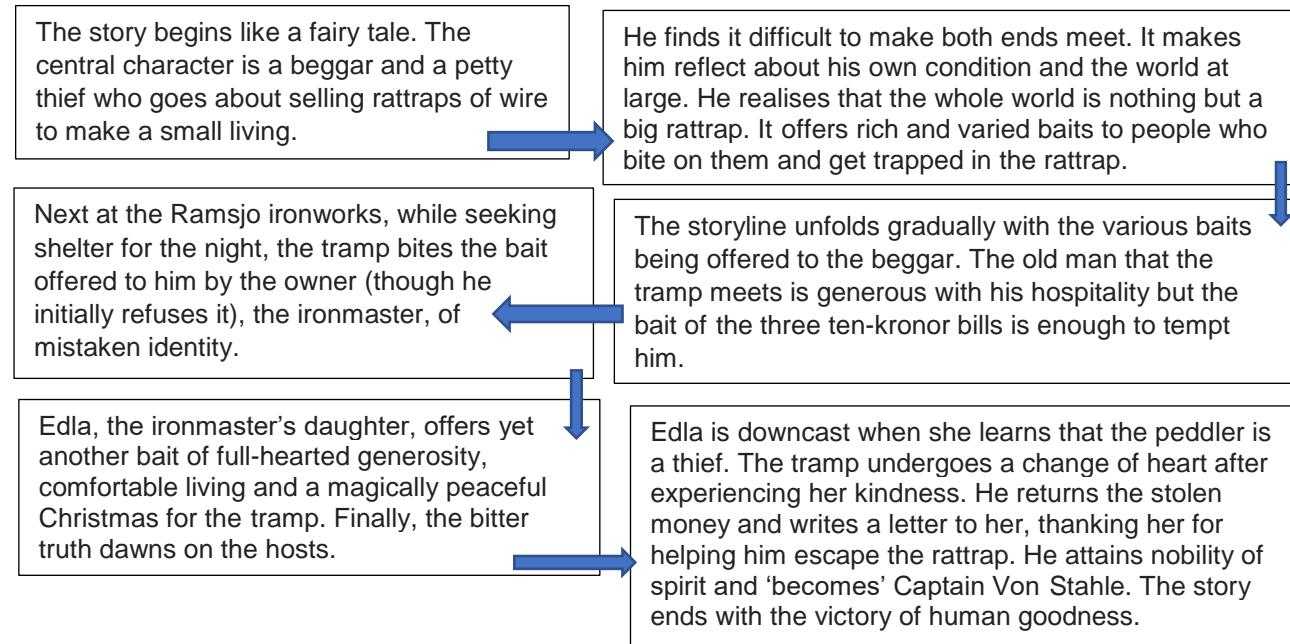
Q6. "This handicap stayed with me as the years rolled by." How did it affect his pursuits for pleasure?

Ans. The haunting fear of water followed Douglas everywhere. He rowed in canoes on Maine lakes fishing for landlocked salmon. He went for 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. Fear ruined his fishing trips. It deprived him of the joy of canoeing, boating, and swimming.

4. The Rattrap (Selma Lagerlof)

THEME:- The chapter, 'The Rattrap' covers the theme of the basic human need for companionship, and shows the negative effects of loneliness. The story stresses on the fact that most human beings are prone to fall into the trap of material benefit. The author targets the materialistic approach of the people. The worldly riches have disillusioned them, and they are running after the things which are temporary.

SUMMARY



LONG ANSWER QUESTION (5 MARKS) WORD LIMIT- 120-150 WORDS

1. The story 'The Rattrap' focuses on human loneliness and the need to bond with others. Explain.

Answer: The main focus of the story 'The Rattrap' is on human loneliness. All the characters, whether it is the peddler, the crofter, the ironmaster or his daughter, suffer from loneliness. The peddler is a lonely man who has always been shunned by society's cold and unkind words. When he knocks at the door of the old crofter's cottage he does not expect hospitality but the crofter welcomes him as he is too happy to get someone to talk to after being alone for so long. By serving the peddler the crofter is in fact serving himself. He serves the peddler with supper, gives him tobacco and plays 'mjolis' with him. He is a very good host. The ironmaster and his daughter too miss company and this makes them all the more lonely on the occasion of Christmas. So the ironmaster, who mistakes the peddler for his old regimental comrade, invites him to his manor house for Christmas. The ironmaster's daughter, Edla, extends this invitation again and tells the peddler he can leave any time after Christmas. Thus the need to bond is the main focus of the story 'The Rattrap'.

2. How did the seller of rattraps realize that he himself was caught up in a rattrap after he left the crofter's cottage?

Answer: After robbing the crofter the peddler felt quite pleased with his smartness. He immediately realised that he could not dare to continue with his journey on the public highway so he turned off the road, into the woods. During the first few hours his decision caused him no difficulty but later it became worse for he had gotten into a big and confusing forest. He continued to walk and when he came to the end of the forest he realized that he had been walking around in the same part of the forest. Then he recalled his thoughts about the world and the rattrap and knew his own turn had come. He had let himself be fooled by a bait of thirty kronors and had been caught. His reaction reveals his gloom and despair as he realized the forest had closed in upon him like an impenetrable prison from which he thought he could never escape. It also reveals that he was basically a good person at heart and was repentant of his folly.

MCQ (1 MARK)

Q1- Sweden Mines are rich in which ore?

- A) Brass
- B) Copper
- C) Steel
- D) Iron ore

Q2- What is the message of the story?

- A) Love and kindness are powerful reformers.

- B) Kindness is powerless

- C) Kindness encourages thieves

- D) Thieves need reprimand

Q3- Why does the peddler knit up various kind of thoughts?

- A) Because of greed

- B) Because of travelling

- C) Because of loneliness and poverty

- D) None

Q 4- According to the seller what leads us to various miseries?

- A) Attractions

- B) People

- C) Friends

- D) Wishes and greed of comfort

Q5- Why did the peddler have to take shelter?

- A) Because of his wishes

- B) Because he wants to steal

- C) Because he wants to be with his friends

- D) Because he had no home

Q 6- Who offered shelter to the Peddler?

- A) A beggar

- B) A friend

- C) A milkman

- D) An old Crofter

Q 7- What made the Peddler finally change his ways?

- A) Edla's beauty

- B) His mistaken identity

- C) His greed

- D) Kindness and care

Q 8- What does the metaphor Rattrap in the lesson signify?

- A) Humans

- B) Thieves

- C) Attractions

- D) Human greed and distractions

Q 9- What lightens the seriousness of the lesson?

- A) Peddler's greed

- B) Peddler's gossip

- C) Peddler's tricks

- D) Peddler's sense of humour

EXTRACT BASED QUESTION

Read the extract given below and answer any two of the questions that follow:

"You do preach worse than a parson", said the ironmaster. " I only hope you won't have to regret this".

- (a) Who was the ironmaster talking to?

- (i) to his workers (ii) to the peddler (iii) to his daughter (iv) to his companion

- (b) Identify the figure of speech used in the phrase "preach worse than a parson"?

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

- (c) What was she preaching? (i) the holy Bible (ii) to be kind to the employees (iii) to be kind to the people around (iv) not to chase away the peddler

- (d) Why did the ironmaster ask her not to regret in future?

- (i) because the peddler was a thief

- (ii) because he was mistaken and took him to be his old acquaintance

- (iii) because his daughter didn't know the ways of the world

- (iv) because his daughter was persuading him to allow the peddler to stay

Question 1. Why did the peddler sign himself as Captain von Stahle?

Answer: Edla Willmannsson had been rather nice to the peddler and had treated him with the honour that was due to a Captain. The peddler, through this mistaken identity, got an opportunity to raise himself and get above the petty temptations of the world. So he signed himself as Captain von Stahle.

Question 2. Why did the peddler think that the world was a rattrap?

Answer: The peddler considered the whole world as a big rattrap, its sole purpose being to set baits for people. The joys and riches of this world are nothing but tempting baits and anyone who is tempted by them was captured by the rattrap which completely closed in on him.

Question 3. Why was Edla happy to see the gift left by the peddler?

Answer: Edla was happy to see the gift left by the peddler as he had respected her faith in him. Edla had retained him in her house even after knowing his real identity and he, in turn, had shown her that the guest she had honoured was as honourable as the Captain. The latent goodness of his heart had been awakened and he had been able to overcome the bait of the rattrap.

Question 4. Which act of the crofter surprised the peddler?

Why?

Answer: The peddler was always shunned away wherever he went. No one treated him with kindness and so he had lost all hope of being shown any kind of warmth. But when he approached the crofter's roadside cottage he was surprised by the latter's warm welcome and generous hospitality.

Question 5. How was the peddler treated at the crofter's cottage?

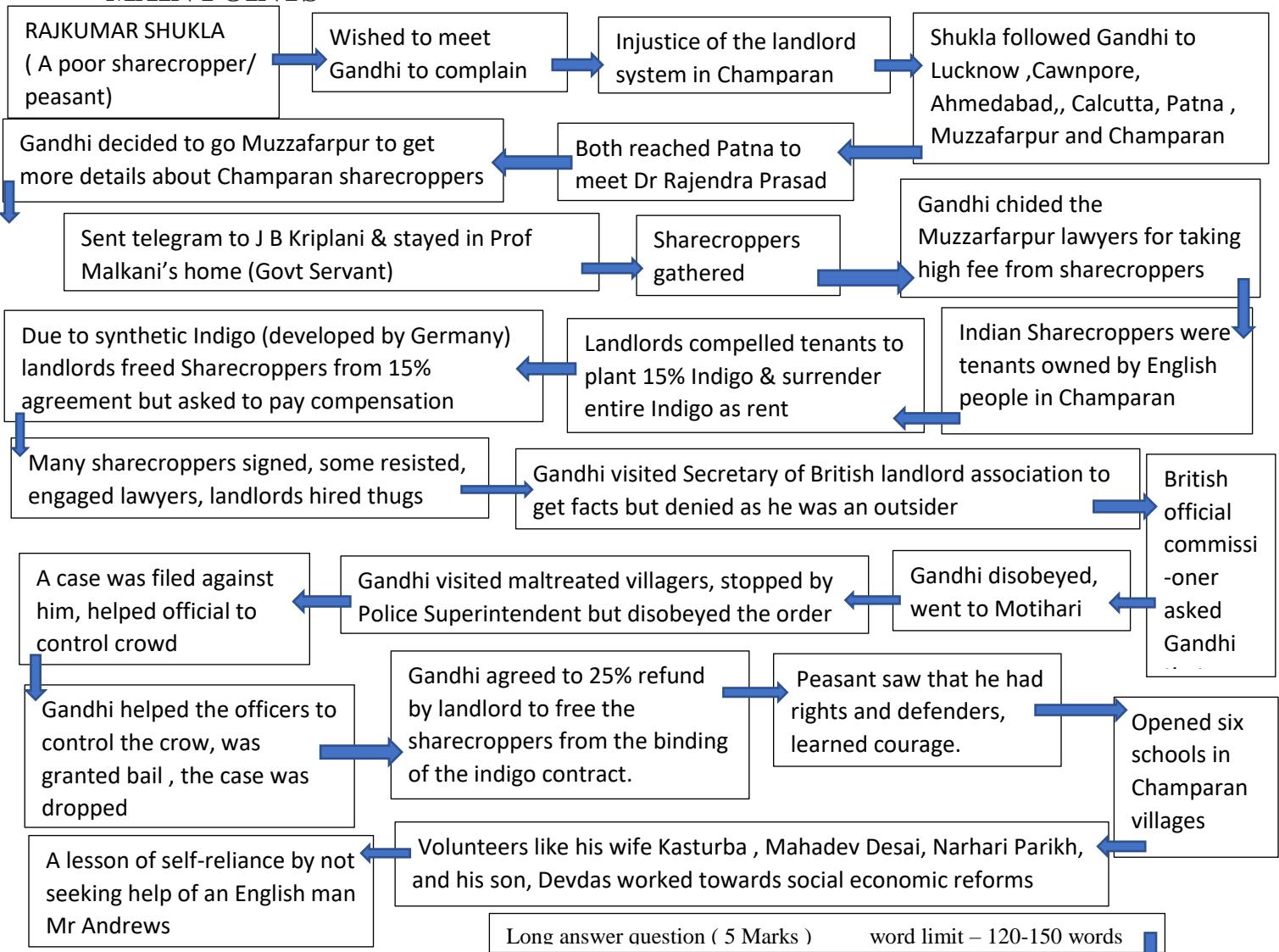
Answer: At the crofter's cottage the peddler was welcomed warmly and received generous hospitality. The crofter was an old and lonely man and the prospect of getting the peddler's company overjoyed him. So he poured all his warmth and friendly courtesy on the peddler.

INDIGO (LOUIS FISCHER)

Theme:- The story is an excerpt from his book "The Life of Mahatma Gandhi".

The story throws light upon the leadership shown by Mahatma Gandhi to get justice for the oppressed people through assertion and dialogue.

MAIN POINTS-



LONG ANSWER QUESTION (5 MARKS) WORD LIMIT- 120- 150 WORDS

Q1. Why is the Champaran episode considered to be the beginning of the Indian struggle for Independence?

Ans. The Champaran episode began as an attempt to ease the sufferings of a large number of peasants. He got spontaneous support of thousands of people. Gandhi declared that the British could not order him about in his own country. Under his leadership, the peasants became aware of their rights. Raj Kumar Shukla, a farmer of Champaran helped him a lot in bringing about the change. Other peasants too fought courageously and contributed in their own way to the movement. It resulted in their winning the battle of Champaran. The effects of Gandhi's method of non-violence and non-cooperation proved very fruitful in this movement. Hence, it can be said that the Champaran episode is the beginning of the Indian struggle for independence.

Q2. 'Self-reliance, Indian independence and help to sharecroppers were all bound together.' Elucidate on the basis of reading 'Indigo' by Louis Fischer.

Ans. Gandhi stayed in Champaran for a long time. The Champaran episode was a turning point in his life. It was during this struggle in 1917 that he decided to urge the departure of the British.

Champaran episode did not begin as an act of defiance. It grew out of an attempt to make the sufferings of large numbers of poor peasants less severe. Gandhi concentrated on their practical day to day problems. He analysed the root cause of the problem-fear, and tried to eradicate it. The voluntary demonstration of the poor peasants against the government for putting Gandhi in trouble was the beginning of the end of their fear of the British.

In everything Gandhi did, he tried to mould a new free Indian who could stand on his own feet and thus make India free. He taught his lawyer friends a lesson in self-reliance by opposing the involvement of C.F. Andrews, an Englishman in their unequal fight. His help would be a prop. This would reflect their weakness. Their cause was just and they must rely on themselves to win the battle. Thus self-reliance, Indian independence and help to sharecroppers were all bound together.

MCQ (1 mark)

Q1- Indigo is an excerpt from which book of the author?

- Men and Politics
- Life of Lenin
- The Life of Mahatma Gandhi.
- None

Q 2- What is the message conveyed in the lesson Indigo?

- Efficient lawyers
- Speak aloud
- Wise and courageous leadership can resolve any problem.
- None

Q3- Why did M.K. Gandhi fight in Champaran?

- To secure justice for the oppressed
- To get popularity
- To show power
- To boast of his intelligence

Q4- What was Gandhiji's demand from the British landlords?

- 30% refund as repayment
- 40% refund as repayment
- 50% refund as repayment
- 10% refund as repayment

Q5- Why did Gandhiji decide to go to Muzaffarpur?

- To have detailed information of the sharecroppers of Champaran
- To have information about lawyers
- To know different capacities of the people
- To have a personal bond with the people

Q 6- What did the peasants pay the British landlords?

- 10% of landholding and 15% of harvest
- 20% of landholding and 15% of harvest
- 10% of landholding and 25% of harvest
- 15% of landholding and entire Indigo harvest

Q7- Why did Gandhiji agree to the planter's offer of 25% refund to the farmers?

- Because of money
- Because of fear of loss
- Because of fear of power
- Because more than money, prestige of farmers was important

Q8- How did Kasturba help Gandhiji?

- By speaking to the people
- By walking with him
- By moving here and there
- By teaching Ashram rules and cleanliness

9. "this settlement was adopted unanimously by the commission." Which settlement is being referred to?

- return 25% of the money to the sharecroppers.
- to pay compensation for the being released from 15% arrangement.
- to grow indigo on 15% of the peasants' holdings
- return 75% of the money to the sharecroppers.

EXTRACT BASED QUESTION (1 X 4= 4 Mark)

Gandhi told Shukla he had an appointment in Cawnpore and was also committed to go to other parts of India. Shukla accompanied him everywhere. Then Gandhi returned to his ashram near Ahmedabad. Shukla followed him to the ashram. For weeks he never left Gandhi's side. "Fix a date," he begged.

- Why was Gandhiji going to Cawnpore?
- to attend his relatives
- to attend some family function
- due to some appointment
- to his ancestral house
- What does Shukla's following Gandhiji everywhere reflect about his nature?
- sheer determination
- obstinate nature
- obsequiousness
- shamelessness
- Where was Gandhiji's ashram?
- near Cawnpore
- in Lucknow
- in Champaran
- near Ahmedabad
- For how long did Shukla remain with Gandhiji?
- for several weeks
- for few months
- for a year
- for few days

VERY SHORT ANSWER QUESTIONS (2 MARKS) WORD LIMIT- 30-40 WORDS**Q1. Why did Gandhi decide to go first to Muzaffarpur before going to Champaran:**

Ans: Gandhi wanted to obtain more complete information about conditions than Shukla was capable of imparting. Muzaffarpur lawyers, who frequently represented peasant groups in courts, brief Gandhi about their cases.

Q2. Why did Gandhi chide the lawyers? What according to him was the real relief for the sharecroppers?

Ans: Gandhi chided the lawyers for collecting big fee from the poor sharecroppers. He thought that taking such cases to the court did little good to the crushed and fear-stricken peasants. The relief for them, according to Gandhi, was to be free from fear.

Q3. What according to Gandhi was the beginning of the poor peasants' 'Liberation front fear of the British' ?

Ans: The next morning the town of Motihari was black with peasants. They had heard that a Mahatma who wanted to help them was in trouble with the authorities. They spontaneously demonstrated, in thousands, around the courthouse. Gandhiji called their action of protest as their liberation from fear of the British.

Q 4. Why did Gandhiji agree for only 25 per cent refund?

Ans: Gandhiji knew that the planters wanted to prolong the dispute in some way or the other. But he proved too smart for them. He at once agreed to their offer of 25 per cent refund. In this way the planters had to part with some of their money and also their prestige.

Q 5. What social work did Gandhiji do in the villages of Champaran?

Ans: Gandhiji opened six primary schools there. Many of his disciples came to volunteer their services. Health condition of the place was miserable. Gandhiji got a doctor to volunteer his services for six months.

Q 6. Why was Gandhiji against taking the help of Charles Freer Andrews?

Ans: Charles Freer Andrews became Gandhiji's disciple at Champaran. The lawyers thought that it would be good for them if they had an Englishman with them. But Gandhiji was deadly against it. He said taking help of an Englishman would show the weakness of their heart.

THE THIRD LEVEL

GIST OF THE CHAPTER

1. **Name of the author:** Jack Finney
2. Science fiction dealing with The Theme of Escapism as psychological refuge from grim realities of life
3. **The third level:**
 - 3.1. Medium of escape from insecurities of modern world, war worry, fear etc; Imaginary level at Grand Central Station
 - 3.2. Smaller room than the second level; Fewer ticket windows; Wooden and old looking information booth
 - 3.3. Clerk wearing green eyeshade and long black sleeve protectors
 - 3.4. Lights dim and flickering – open flame gaslights; Brass spittoons on the floor
 - 3.5. Man, with gold watch; Old style clothes of men and women; Old style beards, side burns and fancy moustaches
 - 3.6. Small Currier and Ives Locomotives
 - 3.7. Old style currency (Bill); Newspaper- The World showing date June 11, 1984
4. **Narrator:** Charley – 31 years old; wearing tan gabardine suit and a straw hat with fancy band; Hobby Stamp Collection or Philately; wishes to go to Galesburg with wife Louisa
5. **Galesburg:**
 - 5.1. Town with big old frame houses, huge lawns, trees on both sides of the road roofing it
 - 5.2. Relaxed atmosphere with men smoking cigars and talking, women waving palm leaf fans; peaceful world
 - 5.3. Sam invited over for lemonade; all singing ‘seeing Nelly home’, someone playing piano at the Daly’s
6. **First Day Cover:**
 - 6.1. when a new stamp is issued, stamp collector & buy and use it to mail envelops to themselves on the very first day of the sale
 - 6.2. post mark proves the date; this is called as First Day Cover
7. **Sam:** Charley’s friend and psychiatrist; a city boy;
 - 7.1. His explanation to Charley’s visit to the third level: Waking dream wish fulfilment; charley’s wish to escape from the insecurities of modern world, war worries etc.
 - 7.2. Charley’s hobby of stamp collection – temporary refuge from reality

QUESTIONS:

1. What was the psychiatrist’s reaction when Charley told him about ‘The Third Level’?
Ans: The psychiatrist told him that it was a walking-dream wish fulfilment. He also told that Charley was unhappy.
2. What is the world filled up with?
Ans: The world is filled up with insecurity, fear, war, worry and a lot of tensions. On the other hand, there is joy, satisfaction, security and positivity in the world also.
3. What, according to the author is ‘Stamp Collecting’?
Ans: According to the author, stamp collecting is a ‘temporary refuge from reality’. It’s an escapement from worldly worries
4. What happened with Charley at Grand Central Station?
Ans: At Grand Central Station, Charley entered into a subway to get the train to his home but he was misdirected and entered into another way that was, according to him ‘The Third Level’.
5. What did Charley find there?
Ans: At the third level, Charley saw the people wearing old-fashioned dress, an old locomotive,

newspaper dated June 11, 1894, brass spittoons, flickering gas same lights and many other things related to that century

6. What was Charley's vision about Galesburg town?

Ans: Charley thought that Galesburg was still a wonderful town. In that century in 1894, people used to sit on their lawns, having sufficient time to talk to each other, smoking cigars, women waving palm-leaf fans in very long summer evenings; overall, it was a peaceful and friendly place.

7. When and how did Charley find the letter of Sam?

Ans: One night, while fussing with his stamp collection, Charley found, among his oldest first-day covers, the letter of Sam with a six-cent stamp mailed to his Granddad earlier into his collection.

8. What business did Sam want to do?

Ans: Sam wanted to do the business of hay, feed and grain.

9. What did the ticket clerk say to Charley?

Ans: The ticket-clerk scolded Charley that that was not the real currency which he was having.

Additionally, he warned Charley that if he was trying to skin him, he would not go very far. He would be imprisoned.

LONG QUESTION ANSWER

Q. 1 How did Charley reach the third level of Grand Central? How was it different from the other levels?

Ans: One-night Charley worked till late at the office. Then he was in a hurry to get back to his apartment. So he decided to take the subway from Grand Central. He went down the steps and came to the first level. Then he walked down to the second level from where the suburban trains left. He ducked into an arched doorway that headed to the subway. Then he got lost. Knowing that he was going wrong he continued to walk downward. The tunnel turned a sharp left and then taking a short flight of stairs he came out on the third level at the Grand Central Station. Here he saw many unusual things. There were very few ticket windows and train gates that were old-looking and made of wood. Dim gaslights flickered and men wore derby hats and four-button suits. It was a rather strange world of sideburns, beards and fancy moustaches.

Q. 2 What is being inferred from Sam's letter to Charley?

Ans: Sam's letter to Charley is dated 18th July, 1894. It is written from Galesburg, Illinois. In response to Charley's claim of having visited the third level, Sam who is equally insecure wishes the entire episode is true, as he too believes in the existence of the third level. There are some inferences made by the letter. The introductory part of the letter confirms Charley's belief in the existence of the third level. It also suggests that those who find the third level can travel across to Galesburg and enjoy the festivities, songs, music and peaceful world of the 1890s. So, the author uses Sam's letter as a unique combination of the real and fantasy world

THE ENEMY

1. Name of the author: Pearl. S. Buck

2. The writer of the story conveys that there comes a time in a man's life when it is required for him to lift from petty considerations of race, nationality and act in human consideration. Dr. Sadao being patriotic Japanese hates Americans as his **enemies**.

3. Dr SADAO HOKI:

3.1. Japanese doctor – surgeon and scientist

3.2. Studied in America for 8 years; he was perfecting a discovery which would render wounds entirely clean

3.3. Was treating old General; considered Americans as enemy

4. SADAO'S FATHER:

4.1. Never played or joked with Sadao; concerned about his education; sent him to America to study surgery and medicine at the age of 22; patriot; never used foreign bed or chair; accepted Hana as daughter-in-law as she was pure Japanese

5. HANA:

5.1. Studied at America; Dutiful wife and concerned mother; humble and soft spoken, compassionate, helped Sadao during surgery; nursed American soldier after surgery

6. AMERICAN SOLDIER:

6.1. Prisoner of war – escaped; wounded /shot at the back; thankful to Sadao or Hana;

7. GENERAL TAKIMA:

7.1. Powerful Army officer; old with health related problems; bagged many important victories; over concerned about his health; had faith in Sadao's skills, not sent him with troops; cruel/ wife beater; had private assassins, forgets to kill American soldier due to his own health concerns; studied at Princeton University

QUESTIONS:

1. What was Sadao's father's chief concern about his son?

Ans: Sadao's father was very serious about his son's future. He would never joke or play with him. His father's chief concern was his son's education. Therefore, Sadao was sent to America at the age of twenty-two to learn all that could be learned of surgery and medicine.

2. Why did Dr Sadao treat the American soldier even though it was an unpatriotic act on his part?

Ans: As a doctor Dr Sadao's was trained that he should never let a person die if he could help. Thus it was nothing unpatriotic on the part of Dr Sadao. He even told the old General about the soldier. Dr Sadao only performed his duty and saved the life of a human being not an American.

3. The General did not take any action against Dr Sadao even when he came to know about his sheltering of the American soldier?

Ans: The General needed Dr Sadao's services as a doctor and surgeon for his treatment. He himself told Dr Sadao that no one in the entire Japan is so capable to save his life. Any action against Dr Sadao would also lead to his own death.

4. How did Hana help Dr Sadao?

Ans: Hana helped her husband in the operation. She herself washed the man. While Sadao performed the operation, Hana helped him in giving the anesthetic. She acted as a nurse while her husband was performing the operation.

5. Why did the servants leave Dr Sadao's house?

Ans: Dr Sadao had given shelter to an enemy soldier. According to the servants, it was an act of treason. They looked upon the Americans as their enemies since Japan and America were at war. When they found that instead of handing over the enemy soldier to the police, Dr Sadao had decided to treat him, they decided to leave his house.

6. Why was Dr Sadao not sent to the battlefield?

Ans: Dr Sadao was a famous surgeon and scientist of Japan. He was perfecting a discovery to make the wounds completely clean. Besides, he was treating the old General. The General might need an operation any time. Therefore, Dr Sadao was not sent to the battlefield.

7. How did Dr Sadao get rid of the enemy soldier?

Ans: Dr Sadao had saved the man with great efforts. He didn't want to hand him over to the police and get him killed. Therefore, he decided to help the man get away in his boat. He loaded his boat with sufficient provisions. He asked the man to row the boat to a nearby island.

8. How did the General react to Dr Sadao's story about harbouring the enemy soldier?

Ans: Dr Sadao went to the old General and narrated him the whole story. He also told him since he had done great effort to save that man and he didn't want to hand him over the police. Now, the General offered him to send his private assassins. He said that they were very competent and expert in internal bleeding.

9. Who was Dr Sadao? Where was his house?

Ans. Dr Sadao was a famous Japanese surgeon and scientist. He was perfecting a discovery to make wounds completely clean. His house was set upon rocks well above a narrow beach that was outlined with bent pines.

Should Wizard Hit Mommy?

By John Updike

Theme

The story raises a moral issue if the parents should always decide what the children should do or let the children do what they like to do. Children dream and live in their own magical world. They are devoid of

despise, ugliness, and petty differences. They are pure at heart. This story raises a moral question at this point, "Should Wizard hit Mommy?" Jo feels that he must hit the Mommy. Jack says that it would be wrong because a mommy is always right. She should be loved and respected.

Introduction

The story revolves around Jack, a father to two kids- Joanne (Jo) and Bobby. His wife Clare is carrying their third child. Jack had a habit of telling his daughter, Jo a story every evening and on Saturday afternoon naps. This time when he was telling her a story, she interrupts him and asks him questions whenever she feels that things that are being told are not right. So jack now finds himself in a fix and doesn't know how to resolve Jo's questions. Parents feel that

1. children should do or think exactly what they are told.
2. They should believe whatever they are told by their parents.

But is this the right attitude? This moral question is raised by the story and left for the reader to decide what should be done.

Characters

1. Joanne: a four-year-old girl, lovingly called as 'Jo'.
2. Jack: Father of Joanne
3. Clare: Wife of Jack, mother of Joanne.
4. Skunk: a baby creature with a bad smell.
5. Mother Skunk: Mother of baby Skunk.
6. Owl: a wise creature that solves the problems.

Wizard: A magician.

Short Summary

The story, 'Should Wizard Hit Mommy?' deals with a child's view of the world and the difficult moral questions she raises during her story sessions with her father. It also raises the issue whether parents should decide for their children or children should decide for themselves.

Jack is the protagonist of the story. His story telling sessions with his daughter Jo began two years ago. Each story was a variation of a basic story line. The main character was always a small creature named Roger who faced a problem. To solve his problem, Roger would go to the owl who in turn asked Roger to go to the wizard. The wizard would finally solve his problem.

But of late, the story telling sessions had become tiresome for Jack as Jo was growing up and questioned everything she heard.

One Saturday, Jack told Jo a story about a new animal — Roger Skunk. Roger Skunk smelt very bad, so bad that no one played with him. All the animals of the forest teased him and called him Stinky Skunk. Roger Skunk, then, went to the owl and told him his story. The owl sent him to the wizard who made him smell like roses for the price of a few pennies. Roger Skunk was happy as he could now play with his friends. But the Skunk's mother didn't like the smell of roses. She was very angry and took Roger back to the wizard, hit him on his head and ordered him to change Roger back to his original smell. Roger Skunk once again smelt very bad.

But Jo did not like the ending of the story. She did not like the idea that Roger Skunk had no friends. She wanted her dad to change the ending and make the wizard hit mommy. Jack told her that it would be wrong because a mommy is always right.

Point to Remember

1. Jack fabricated a story to tell to his two-year-old daughter Jo.
2. He created a basic plot where the main protagonist was an animal named Roger, a small creature.
3. The animal had a problem and went to the owl. The owl advised him to go to the wizard.
4. The wizard solved the problem and charged Roger Pennies more than he had however he also guided him how to get the required pennies.
5. One day Jack told Jo a story about Roger Skunk who smelled so bad that the other animals ran away from him.
6. Roger Skunk went to the owl who in turn sent him to the Wizard who changed his foul smell to sweet smell of roses.

7. Roger Skunk was ecstatic and ran to the jungle to play with the other animals, who loved his smell very much.
8. When he reached his house, his mother scolded him for the new smell.
9. The mother took him to the wizard.
10. Roger's mother shouted at the wizard and hit him hard on the head.
11. The little Roger got the foul smell again and was very sad.
12. Jo did not like the behaviour of the mommy and wanted her father to hit mommy. Jack disapproved of Jo's decision to hit mommy.
13. Jo's mother is annoyed at Jack's taking so much time in telling the story. Jo didn't like the ending to the story, forced him to change it.
14. Jack is in a dilemma whether to go to help his wife in her work or to change the end of the story.

Short Answer Questions

1. How did the Wizard help Roger Skunk?

Ans. The wizard was moved by Roger skunk's story. On finding his magic wand he chanted some magic words & granted that Roger should smell like roses. Roger was very happy and ran out into the woods. All other animals gathered around him because he smelled so good.

2. How did Roger Skunk's Mommy react when he went home smelling of roses? How did the Skunk's mother get him his old smell back?

Ans. Roger Skunk began to smell like roses. Mommy asked about the smell. Roger Skunk replied that the wizard had given him the smell. The mother did not like that and asked Roger to come with her. Mother was furious to learn about the wizard who had changed his original smell. She immediately visited the wizard and hit him on his head and asked him to restore the original smell.

3. Who is Jo? How did Jo behave in 'reality phase'?

Ans. Jo is Jack's 4-year-old daughter. She is not a patient listener. She does not take things for granted and tries to see things in her own way. She raises questions on the figments of her father.

4. Why did Jo want the wizard to hit mommy?

Ans. Jo was drawing a parallel between mommy skunk and her own mother. She perceived both of them as an interfering factor in the independent growth of their children. So, she wanted wizard to hit mommy as she had failed to empathize with her son's (baby skunk) problem of not having any friend.

5. Was Roger skunk's mother justified in forcing him to retain his original smell?

Ans. Up to some extent I agree with the point of view of mother but not with the way she behaved. She wanted her child to retain his unique identity. But, she resented the rose smell very sternly. The child should have been taken into confidence and should have been made aware of the pros and cons.

Long Answer Questions

1. How does Jo want the story to end? Why?

Ans. Children have a very different view of life than that of adults. They dream and live in their imaginative world. Jo does not like the ending that mommy should hit the wizard. Rather she wants that the Wizard should hit Mommy for her failure to realize the problems of Roger Skunk. She calls her 'Stupid Mommy' and insists for a change in the storyline. She has got sympathy for Roger Skunk. She thinks it to be unfair on the part of the mother to go to the Wizard and get Roger his bad smell again.

2. Drawing inference from the lesson "Should Wizard Hit Mommy", elucidate perception of imposing parents?

Ans. In the lesson 'Should Wizard hit Mommy', Mother Skunk did not support the idea of a changed identity for baby Skunk. The story says that Roger Skunk felt alienated because of his bad smell. The elders failed to recognize his feeling and pain. His mother vehemently opposed the changed smell. She perceived the bad smell as unique characteristic of a Skunk. But, her reaction was impulsive.

She could have responded in a subtle manner to make the child understand her point of view. A healthy discussion in an amiable environment leads to agreeable solution.

On the Face of it Theme

By Susan Hill

The story is about a teenage boy, Derry, who has a burnt face and Mr. Lamb who is a disabled old man with an artificial leg made of tin. Derry accidentally enters his garden so that he can hide himself from people who hate him because of his ugly face. Mr. Lamb not only welcomes him in his garden but also encourages him to lead a normal life, leaving behind his past.

Summary

The play is about an old man with a tin leg and a young boy with a burnt face. The play starts with Derry, the young boy stealthily entering into Mr. Lamb's garden by jumping over the wall. A dialogue starts between the two and Mr. Lamb realizes that Derry is bitter, lonely and depressed. He avoids people as he feels they do not behave normally with him due to his burnt face.

Mr. Lamb understands Derry and his anguish and doesn't get angry with him even though Derry is rude towards him. He makes Derry realize that being handicapped is not a drawback. He himself had a tin leg, but he had learnt to cope with the indifference and cruelty of others. Mr Lamb opens the world to Derry by telling him to wait, watch and listen. Initially Derry was very suspicious of Mr. Lamb, but towards the end, Derry has love and admiration for him. He is ready to face the world and finds courage and strength to get what he wants. Derry goes back to Mr. Lamb against his mother's advice. Unfortunately, he finds that Mr. Lamb is no more. He has fallen off a ladder while picking apples.

Point to Remember

1. Mr. Lamb is sitting all alone in his garden.
2. Suddenly Derry entered the garden thinking no one was inside the house. Although the gate of the garden was open. Derry entered by jumping over the wall.
3. Derry is scared to see Mr. Lamb sitting in the garden.
4. Mr. Lamb told him that the garden's gates were always open for all people.
5. Mr. Lamb assured him, that he could stay there if he wanted to sit there.
6. Derry told him that people were afraid of his burnt face and hated him.
7. Mr. Lamb convinced him that both of them were similar as both of them faced a disability.
8. Mr. Lamb also told him that he should not bother about what others say.
9. Derry was impressed by the positive thoughts of Mr. Lamb.
10. He decided to go home informed his mother and came back to help Mr. Lamb.
11. Derry was fascinated by Mr Lamb's talk, motivated and drawn towards Lamb.
12. When Derry came back he was shocked to see that Mr. Lamb had fallen from the ladder and had bled to death.
13. Derry cried, turned emotional but gained confidence to face the world.

Short Answer Questions

1. Why did Derry avoid people?

Ans. Derry used to avoid people, became repulsive and introvert. Actually, his physical deformity took a toll on his mental health. he perceived that everybody was looking at and thinking about him. Thus he developed a sort of inferiority complex and shut himself with in his self-imposed confinement, out of reach of the outer world.

2. Why did Mr. Lamb keep the door of his house open ?

Ans. Mr. Lamb was projected as the other side to the coin, in sharp contrast to a reclusive and cocooned Derry. Mr. Lamb was a forthcoming person with open personality despite his physical impairment. His open personality is represented by the open doors and curtain less windows of his home.

3. Why Did Derry come back to meet Mr. Lamb ?

Ans. Mr. Lamb's attitude towards life changed the mind set of Derry. Derry found wings, a new perception about himself which opened a whole new world for him and gave him a new lease of life. Though, his mother tried to stop him to revisit Mr. Lamb, but Derry did not listen to her.

4. What did Derry's mother think of Mr. Lamb ?

or

Why did Derry's mother stop him, going to Mr. Lamb ?

Ans. Derry's mother does not hold a good opinion about Mr. Lamb. She has heard many things about the old man, therefore, she stops Derry from visiting Mr. Lamb.

5. Why does Derry go back to Mr. Lamb in the end ?

Ans. Mr. Lamb teaches Derry the most important lesson of life. He advises him not to care about the comments made by others. He now no longer cares about his burned face or looks. He now wants to think, feel, to hear and see. And therefore, he returns to Mr. Lamb.

6. How does Mr. Lamb influence Derry ?

Ans. Lamb tells Derry that he is old and has a tin leg. Children call him Lamey-Lamb, but still they come to this garden. They are not afraid of him because he is not afraid of them. He never bothered about his old age or tin leg as life has many more things to offer.

Long Answer Questions

1. The actual pain or inconvenience caused by a physical impairment is often much less than the sense of isolation felt by the person with disabilities. How can we help and support them?

Ans. Actual pain or inconvenience caused by physical impairment is often less than the sense of alienation felt by the person with disabilities. Physical disabilities cause pain once in life time and cause mental agony.

Mr. Lamb is called Lamey Lamb and mothers were afraid of sending their children to him because of his tin leg. Derry has burnt face and everyone pities him. Only the mother could love that face. Both Mr. Lamb and Derry are victims of verbal atrocities. Mr. Lamb takes comments lightly. But Derry does not have the attitude like Mr. Lamb. The attitude of people needs to be changed. Disabled persons do not want sympathy. They want to be accepted as they are. Wounds get healed but bitter comments are never forgotten as they leave behind scars.

7. EVANS TRIES AN O-LEVEL

By Colin Dexter

Theme

This story depicts a clash of wit between a criminal and the law enforcing authorities in which the prisoner Evans befools the jail authorities and manages to escape from the prison. If the government and law enforcing officials are vigilant, crime can be detected, and criminals can be booked. But criminals like Evans can hoodwink the authorities and escape punishment as long as the officials are slow and lack alertness and wit.

Characters

1. James Roderick Evans: a prisoner
2. Secretary of the Examination Board: a higher official of the examination board
3. Governor: the governor of H.M. Prison, Oxford.
4. Mr. Jackson: a prison officer
5. Mr. Stephens: a prison officer
6. Reverend Stuart McLeery: an invigilator
7. Mr. Carter: a detective superintendent
8. Mr. Bell: a detective chief inspector

Summary

Evans was a prisoner in the H. M. Prison. He was known as 'Evans the Break' as he was notorious for his jail breaks. When he expressed his desire to study German and appear for the O Level Examination, everyone doubted his sincerity. Nevertheless, he was given the permission to attend night classes in German.

The permission for the exam was taken from the Secretary of the Examination Board and the exam was to take place in Evans' prison cell. All care was taken for the smooth conduct of the exam. Evans' room was searched the previous night to ensure that there were no sharp objects like razors and nail scissors. A microphone was fitted in his room so that the Governor of the prison could listen to each and every conversation taking place. Rev. S. McLeery, a parson from St. Mary Mags was to be the invigilator.

On the day of the exam, the tables were set in his room and he was asked to smarten up. When the prison officers saw him, Evans had a filthy looking hat on his head, which he insisted was his lucky charm. Actually, Evans wanted to hide the fact that he had cut his long hair short. The

Invigilator, McLeery, was also searched even though he was a parson. He had come with a brown suitcase and a semi-inflated rubber ring which contained pig's blood. Prison Officer, Stephens sat outside the cell, peeping in every now and then. The Governor did not want to take chances. The Exam began and McLeery asked Evans to write the Index No. 313 and Centre No. 271 on his sheet.

The Index No. and Centre No. were hints for a hotel in Chipping Norton. At 9.40 a.m., the correction slip was given to McLeery as it was not placed in the packet. At 10:15 a.m. Evans requested if he could have

a blanket draped over his shoulders. Stephens thought that Evans may have been feeling cold. But Evans actually used the blanket to change dresses. When the examination got over at 11:20 a.m., Stephens heard the Governor's orders that he should

accompany McLeery to the prison gates. Stephens obeyed the orders without realizing it was a fake order. On the way to the main gates, Stephen felt that McLeery looked slimmer, his black overcoat longer and his Scottish accent slightly broader.

On return, Stephens found a wounded Mc Leery, his blanket slipping from his shoulders and blood dripping through the beard. The Governor was informed who in turn informed the Police. It seemed Evans had escaped impersonating as McLeery.

The Governor examined the question paper and found a photocopied sheet carefully and cleverly superimposed over the last page. The superimposed paper had instructions and plans written in German - 'make your way to Neugraben'. 'Neugraben' meant Newbury in English. This was done to mislead the Governor to Newbury.

On the advice of McLeery, the Governor instructed the Police to take him along in their search for Evans and later admit him to a hospital. After a futile chase for Evans, McLeery got down at Elsfield from where the Ambulance was supposed to pick him up. But the Ambulance could not find McLeery anywhere near Elsfield. McLeery had vanished. In fact, 'McLeery' was an

accomplice of Evans. The real McLeery, the parson, was bound and gagged in his room. Soon everyone realized it was not 'McLeery' impersonating as Evans who had walked out of the prison, but Evans impersonating as 'McLeery' who had stayed in the cell.

Meanwhile, Evans had reached the hotel in Chipping Norton very happy over his escape only to be shocked to find the Governor waiting for him in his hotel room. The Governor told him that the Index No. and the Centre No. gave away the location. Evans was handcuffed and taken to the prison van. As the van started moving, the prison officials inside the van unlocked his handcuffs.

Actually, the prison officials were his friends. Evans asked the driver to take him to Newbury. The Governor was once again deceived.

Points to Remember

1. Evans seeks permission to appear on O Level German exam from the jail.
2. He is granted permission as he is a young and amiable person.
3. He is called 'Evans the Break' as he has escaped from the jail thrice.
4. Thorough checking is done before and on the day of the examination.
5. Evans seeks permission to put on his hat which is a lucky charm for him.
6. On the day of examination, his invigilator Reverend Stuart Mcleery arrived on scheduled time.
7. Mcleery was in long black over coat and a shallow crowned clerical hat.
8. Examination was conducted inside his cell under strict care and vigil of Stephens and Jackson.
9. Mcleery was checked thoroughly before entering the cell.
10. Jackson ensured all safety measures so that Evans could not escape.
11. Exam started a bit late at 9.40 am, the assistant secretary informed that there was a correction slip to be kept in the package.
12. Stephens peeped through the peep hole at the interval of one minute or so.
13. Evans asked for a blanket.
14. After the paper was over, Stephens dropped Mcleery to the main gate.
15. When he peeped into Evan's cell, he was shocked to see Mcleery bleeding there.
16. Mcleery told him he knew the whereabouts of Evans.
17. Jackson rushed to the spot in Newbury.
18. Evans had impersonated Mcleery.
19. Ultimately, he was spotted at the Golden Lion hotel.
20. The Governor told him that he got his address through the correction slip.
21. He was arrested and taken in a police van from where he was freed by his friend in police uniform.

SHORT ANSWER QUESTIONS

1. What kind of a person was Evans?

Evans was a young, clever prisoner. He had escaped thrice from the prison for which he was known 'Evans the Break'. He was not a violent sort of a person. He was quite a pleasant person and was a star at the Christmas concert. He was a 'Kleptomaniac' and had broken jail

thrice. He was a master planner and was very sociable. He knew how to keep intimate contacts with people. In the words of the Governor, he was a pleasant sort of chap with no record of violence.

2. What were the precautions taken for the smooth conduct of the examination?

For smooth conduct of examination various precautionary measures were taken. All sharp instruments like razor, nail scissors were removed.

The Governor, senior prison officer Jackson and officer Stephen were put on duty. A special invigilator was arranged. A microphone was fitted in the prison cell where the examination was to be conducted.

3. How did the question paper and the correction slip help the prisoner and the governor?

A photocopied sheet was very cleverly pasted on the question paper and the correction slip. It was to finalize the details of plan of escape and to make the authorities believe that the wounded man was Mcleery, the invigilator himself. On the other hand, these helped the governor to locate the place where Evans was hiding.

4. What was seen by Stephens on opening the peep hole of Evans' cell after seeing off Mcleery?

After seeing off Mcleery, Stephens had an intuition to have look into the cell of Evans. He was shocked to see something very horrible. There he found a man lying in the chair with his head smeared in blood. Based on a preconceived notion, without ensuring the identity of injured man, Stephens took him as Mcleery. He raised hue and cry and called the police.

5. How did Evans manage his final escape?

Evans was on verge of arrest in the hotel. He was handcuffed and made to sit in prison van. But the people sitting in the van were his accomplices who were hand in glove with him. They opened his handcuff and took the van to News bury and facilitated his final escape. Thus, Evans outwitted the governor by dodging and taking a lead over him with his calculated and meticulous steps.

6. How was injured Mcleery able to befooled the prison officers?

Mcleery befriended the invigilator in the jail who supplied him the artificial blood in a rubber ring. Being a fine actor, he poured it over himself and with his handkerchief hid his face from the eyes of the prison officers. He faked unbearable pain and pretended incoherent an utterance so as to conceal his voice. With his superb acting he befooled and confused the prison officers'.

LONG ANSWER QUESTIONS

1. What were the precautions taken for the smooth conduct of the examination?

Ans. Evans had already escaped from the jail on three occasions. There was always a fear that he might make another attempt to escape. Therefore, all possible precautions were taken. The Governor personally monitored all security arrangements. Recreation Block was heavily guarded from where he expected the prisoner to make another break. Evans' cell was thoroughly checked by Jackson to ward off the possibility of the presence of material which might hamper the smooth conduct of the examination.

His nail scissors, nail-file and razor were taken away and to keep a strict watch on the activities of the cell during the examination, the Governor got it bugged. A police officer Stephens was posted to keep a constant vigil on his activities. The invigilator was also frisked to make sure that he carried no objectionable material with him.

2. "Between crime and punishment it is mainly a battle of wits". Justify the statement.

Ans. In the story "Evans tries an O-level", the prisoner Evans was able to escape in spite of the best precautionary measures. In this story there is a battle of wits between the governor and two officers on one hand and Evans on the other. It was fully ensured by the prison authorities that Evans should not escape at any cost. He impersonated Mcleery, the invigilator, and stayed inside the cell. And finding the right opportunity he escaped. Thus, Evans had the last laugh while the Governor was just a good for giggle, gullible officer.

The police arrest criminals and the law enforcing agencies fight cases. But many a times, the criminals go scot free by playing numerous uncanny ways. The punishment often does not match with the gravity and intensity of crimes. It varies according to the resourcefulness of the criminal, his ability to defend himself and how cunningly he is able to manipulate the facts and figures.