



Rabindranath World School,

DLF Phase III, Gurgaon. 122002

Subject – English

Class – XII

HANDOUTS

Rabindranath World School

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English Core Class XII Syllabus

Exam Structure

Section	Area of Learning	Marks
A	Reading Comprehension	30
B	Writing Skills	30
C	Literature & Long Reading Text	40
	Total	100

Section A: Reading Comprehension

Reading Unseen Passages and Note making

Two unseen passages with a variety of **very short answer / short answer or MCQ type questions** to test comprehension, interpretation and inference. Vocabulary such as word formation and inference of meaning will also be tested.

The total length of the two passages will be between 1100 - 1200 words. The passage will include two of the following

- a. Factual passages, e.g., instructions, descriptions, reports.
- b. Descriptive passages involving opinion, e.g., argumentative, persuasive or interpretative text.
- c. Literary passages, e.g., extract from fiction, drama, poetry, essay or biography. A poem could be of 28-35 lines.

The passages can be literary, factual or discursive to test comprehensions. The length of one passage should be between 600-700 words.

A third passage of 400-500 words for note-making and abstraction.

Section B: Writing Skills

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

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

Letter types include

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

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

Section C: Literature and Long Reading Text

Flamingo and Vistas

- Very Short Answer Questions - Based on an extract from poetry to test comprehension and appreciation.
- Short Answer Questions - Based on prose / drama / poetry from both the texts.
- Long Answer Question - Based on texts to test global comprehension and extrapolation beyond the texts to bring out the key messages and values.
- Long Answer Question - Based on texts to test global comprehension along with analysis and extrapolation.
- Long Answer Question - Based on theme, plot and incidents from the prescribed novels.
- Long Answer Question - Based on understanding appreciation, analysis and interpretation of the character sketch.

Prescribed Books

1. Flamingo: English Reader published by NCERT
2. Vistas: Supplementary Reader published by NCERT

Lessons Deleted

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

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

Extended Reading Text: (either one)

- **The Invisible Man** by H.G. Wells
- **Silas Marner** by George Eliot

Reading Skill

Note Making

How to prepare notes

- 1 Use phrases only. Never write complete sentences.
- 2 The topic sentence of each para is the----- Main Point
- 3 Ideas affiliated to it are the ----- Sub Points
- 4 Ideas affiliated to sub points are ----- Sub sub points
- 5 Provide an appropriate----- Title
- 6 Write minimum 4 recognisable short forms---Abbreviations
- 7 Based on notes write -----Summary

Tips	Use Mixed indent or	Indented Roman numerals or	Indented Decimals
	A—Main Point	1 -----Main point	A---Main point
	1 Sub point point	I Sub point	1.1 Sub point 1.1.1 sub sub
	2 Sub point	II Sub point	1.2 Sub point (If reqd.)
	3 “	III “	1.3 “
	4 “	iv “	1.4 “
	B---Main Point	2----- Main point	

Writing Skill

Notice

1. A notice is always written in a box.
2. The name of the organization / institution is written in capital letters (ABCD).
3. It must be dated.
4. It should have a title, which is not a complete sentence.
5. It should always have the name, the designation and the signature of the issuing authority.
6. The notice is generally written in complete sentences but at times phrases are also acceptable.
7. As a notice usually announces an upcoming event / celebration, etc. so future time reference is used while writing a notice
8. A notice should have all the details related to the event. It must have an answer to what, when, where, why, how.
9. The information should be presented accurately and concisely.
10. The language should be official.

NOTICE

Name and Address of Institution / Organization

Date

Heading

Body of the notice (giving relevant details)

Full Name

(Designation)

Advertisement

Classified

Key features

- 1 Written in short phrases and words
- 2 Simple, concise and to the point
- 3 Comprehensive, yet must include all important matter
- 4 Give all necessary detail in points using commas
- 5 Clearly state the category or the Heading at the top for example SITUATION VACANT
- 6 Give contact address, name and telephone number
- 7 Put the matter in a box
- 8 In 50 words only

Display/Commercial

- 1 Visually attractive
- 2 Catchy slogans
- 3 Colourful language
- 4 Varied font, size and shape to make it lucid and appealing

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Poster Making

Theme Point

- 1 Theme/Topic/ Event
- 2 Purpose/Occasion Date, time and Venue
- 3 Message of appeal, awareness and invitation
- 4 Catchy slogans/Captions
- 5 Name of organization/department
- 6 Proper spacing and proportionate headings and illustrations
- 7 Sketches or matchstick figure
- 8 Any other information
- 9 Word limit 50 words



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Invitation Letter

Formal-----A single sentence presentation in third person.

Informal ----A friendly letter in First/Second person

Must answer 5 ws

- 1 Who-----Name of host
- 2 Whom-----Name of invitee
- 3 What-----The Occasion
- 4 When-----Date and time
- 5 Where-----Venue

Replies

1. Acknowledge by expressing thanks
2. Mention –If accepted

If refused –Specify reason and include greetings like “Best Wishes”

3. Be brief and specific

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Report Writing

Format –

Catchy and brief title

Date-----, Place-----

By-----

Body-----

1. What happened
2. Where it happened
3. When it happened
4. How it happened
5. Scene at the spot
6. Eye witness' account
7. Relief and rescue measure
8. Minister/Senior official's visit
9. Compensation



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Letter Writing

Editorial/official letter/Enquiry letters/Complaint letters

Sender's address

Date

Receiver's address

Salutation

Subject-----only in case of official letters/complaint letters / enquiry letter

Reference-----only in case of official letters/complaint letters / enquiry letter

Introductory para

Body-----Reasons for writing

Causes and effects/Queries in Enquiry letters/Problems faced in case of complaint letters

Suggestions/Request for necessary papers/ Request for replacement

Concluding para

Yours truly

Signature

Name

Designation if needed

Language expressions

Editorial

- 1 Through the columns of your esteemed newspaper I would like to draw the attention of the concerned authority towards the problem of -----
- 2 In my opinion-----
- 3 I'd therefore request the concerned authority to -----

Complaint

- 1 With reference to the subject stated above I'm to inform you that-----
- 2 With regret, I'm to inform you that-----
- 3 I'd therefore like you to-----

Enquiry

- 1 Introduce yourself
- 2 I'm interested in---- (specify requirement)
- 3 Place queries pointwise
- 4 Ask for required papers
- 5 I shall be obliged-----

 Job Application

Sender's address

Date

Receiver's address

Subject ----- Application for the Post of-----

Reference-----Your advertisement published in -----

Salutation

Introductory para

Body

Conclusion

Yours truly

Signature

Name

Encl. 1 Curriculum Vitae

Language expression

1. With reference to your advertisement published in-----, I'm to say that I'd like to apply for the same/I'd like to apply for the post of ----in your organisation advertised today in -----.
2. I'm sincere, hardworking and I shall prove my capabilities -----
3. Please find my C V attached -----
4. CV should contain Personal details, educational and professional qualification in tabular form, any training or work experience, salary expected and names of two references

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Article Writing

Eye catching, illustrating central theme

Title/Heading

By

Introduction Establish/define topic

Body

- Present situation
- Effects -----Positive/Negative
- Causes
- Consequences
- Advantages /disadvantages

Conclusion Your opinion, criticism, recommendation

Conclude with hope/warning/appeal /call for action.

Speech

Title (Apt, precise, exact (optional))

Introduction

- 1 Greeting chief guest/jury/audience/fellow speakers
- 2 Specify occasion, topic begin with a catchy phrase

Body

1. Exposition of the topic
2. Build up sequence of ideas as in article
3. Support with examples/data/reference
4. Summarise with most effective point

Conclusion

As in article

Formal thanks

Tips Use a conversational style, add quotations/proverbs/anecdote—

Personalise, but never repeat

Debate

Tips

Shows skill in argument so to measure your opponent, consider points both positive and negative

1. Now take your points and develop them
2. Support them with views, facts, data

Language expressions

1. I strongly feel that /I would like to draw your attention to-----/I wholeheartedly support/oppose--/ In my opinion---/May I ask all present-----

Format

1. Formal address to chief guest and all present as in speech
2. Introduction of self/Speaking in which motion
3. Body of the thoughts and arguments to support his views

Rebuttal /asking questions to opponents to disprove their opinion

- 1 Conclusion---Stress on the most effective point and close
- 2 Formal Thanks

FLAMINGO

Lesson 1

The Last Lesson

Alphonse Daudet

Summary

The story is set in the days of Franco - Prussian war. Prussians defeated France and the districts of Alsace and Lorraine passed into Prussian hands depriving the people, not only of their political freedom but also their identity.

Reluctance of Franz to go to school

Franz was late and in great dread of going to school, as he had not learnt his lesson on participles. He fought his temptation to stay away from school and hurried on. On the way he passed the town hall and noticed a crowd in front of the bulletin board. He did not stop there, as he recalled that for the past two years only bad news was being displayed over there, about their losing the battle, the draft and the orders of The commanding officers. A blacksmith who had read the news, told him not to hurry to school as there was enough time.

At School

Out of breath when he reached school, he found things entirely different. The usual din and the bustle was not there. It was as silent as a Sunday morning. M Hamel, the teacher wore his special dress. The students were all quiet and the backbenches were occupied by the village elders, and the Hauser had his old primer in his hands.

The Order - A Thunderclap

M Hamel then informed the whole class that, that was their last French class as an order was passed that only German should be taught in schools of Alsace and Lorraine. These words sounded like a thunderclap to little Franz. Now he remembered the gathering at the town hall. He was shocked and regretted for not learning his lesson, his thoughts about his teacher changed, his love for French welled up inside him.

Importance of Mother Tongue

M Hamel said that French language was the most beautiful, the clearest and the most logical language in the world. he wanted the people of France to guard their language because when people are enslaved, as long as they hold fast to their language, it was as if they had the key to their prison. Honest Mr. M Hamel criticised the people of Alsace for putting off learning till the next day. He blamed their parents for not taking interest in their studies and he blamed himself also for letting off children to water his plants or when he himself wanted to go for fishing.

The Last Lesson

That day M Hamel taught in such a manner as if he wanted to give them, all he knew, in one stroke. The children understood everything. Franz understood his Grammar lesson so well, which till then used to be so difficult to understand. The village elders too repeated the lesson as if they were sorry for not learning more. It was their way of thanking the teacher for his forty years of faithful service, and of showing their respect for the country that was theirs no more.

The Final Good Bye

When the church clock struck twelve, the trumpet of the Prussian soldiers sounded under the window, M Hamel stood up tall, but emotional. His voice choked, unable to speak any further, he wrote on the board 'Vive - La - France' and gestured the students to leave, but left a question in the mind of Franz that Can the Germans force their orders on the pigeons which coo their sentiments in their own language, which shows a feeling of rebellion in the heart and mind of little Franz.

Short Answer Questions

- Q. 1 Why was Franz in great dread of going to school?
- Q. 2 How did he wish to escape being scolded?
- Q. 3 Why was there usually a crowd in front of the bulletin board? What was the news that day?
- Q. 4 What had the narrator counted on to enter the class unnoticed?
- Q. 5 How was the teacher dressed that day?
- Q. 6 What did M Hamel announce? How did his words sound to the narrator?
- Q. 7 Who were sitting on the back benches and why?
- Q. 8 What was the narrator's attitude after he came to know that French would no longer be taught in the schools of Alsace and Lorraine?
- Q. 9 Whom did M Hamel blame for the children's inability to learn French?
- Q. 10 What were Hamel's views about the French language?
- Q. 11 How is the effect of patriotism imbued in the thoughts of Franz in context of the cooing of the pigeons in German?
- Q. 12 How, did M Hamel say farewell to his students and the people of the town present in the classroom?
- Q. 13 What changes had occurred during the forty years of Hamel's teaching in and around the classroom?

Long Answer Questions (120---150 words)

- Q. 1 Describe the change in the attitude of Franz towards his language and his teacher.
- Q. 2 How was M Hamel a true epitome of patience and patriotism that day?
- Q. 3 Justify the title "The Last Lesson".

Value Based Questions (120 –150 words)

- Q. 1 "A relaxed, negligent attitude to education hampers the progress of nation" Write an article

expressing your views on the same.

Q. 2 M Hamel wrote on the board "Vive-La-France". This shows that he was greatly attached to his motherland and mother tongue. But today's Indians are drowned in western culture and colours. It shows that there is need to spread awareness about the feelings of patriotism in the hearts and minds of people. Write a paragraph expressing your views on this.

Q. 3 Man realises the worth of what he has, only after it is taken away from him. Justify.



Lesson 2

LOST SPRING

Stories of stolen childhood

Anees Jung

Summary

This chapter is divided into two parts - continuing the author's first hand experience with poverty and traditions prevailing in some parts of India which condemn children to a life of exploitation and of people caught in a web of fatalism and social and political system.

Children or partners in survival.

Every morning the author meets an army of barefoot boys who appear like morning birds and disappear at noon, scrounging for gold in the garbage dumps. One of them is named Saheb-e-Alam, whose name itself is ironical, for the lord of the universe is a rag picker who explores the dump of garbage. He doesn't go to any school. They are migrants from Bangladesh's Dhaka. Repeated storms washed away their fields and they left their homes long back in search of food.

Garbage is gold

For these rag pickers garbage is gold. it is their means of livelihood. Saheb tells the author that sometimes he finds a rupee, even a ten rupee note. For children garbage is wrapped in wonder and for the parents it is their daily bread, a roof over their head even if it be a leaking one. They live in Seemapuri.

Seemapuri is inhabited by the squatters who came from Bangladesh back in 1971. Around 10,000 rag pickers live here in mud structures with roof of tin and tarpauline. There is no running water, no sewage or drainage. The rag pickers have no identity, yet they have ration cards and they have their names in the voter's list. Food is important for survival, nothing else matters. At the end of the day if they can go to bed without an aching stomach, they do not mind their pitiable living condition.

Lost spring

The author asks Saheb why he did not go to school and Saheb replies that there is none in his neighbourhood. Jokingly, author said that she will open one for them but later feels guilty that she had not been able to keep her promise. The children remained barefoot. The author wonders if the reason is their perpetual state of poverty. One day author noticed Saheb wearing discarded Tennis shoes and feeling very happy about it.

Saheb is employed

One day the author sees Saheb carrying a steel canister. He told the author that he worked at a tea- stall and earned 800 rupees and all his meals. But the author felt that Saheb was not happy, he had lost the carefree look. Saheb felt that his garbage bag was his own but not the steel canister.

Mukesh dares to think different.

Firozabad is the city of bangles where almost every family is engaged in making bangles. Mukesh is born in a bangle maker's family but he wanted to drive a car.

Another encounter with poverty

Mukesh takes the author to his home. Grim poverty and miserable living conditions prevailed everywhere. Stinking lanes choked with garbage, houses with no windows, humans co-existing with animals in a primeval state reflected it all.

Lost spring

The colourful bangles are auspicious. They symbolise Suhag but the people who make them end up losing their sight. They work in dark dingy cells at high temperature, their eyes are more adjusted to the dark than light.

Their Fatalistic belief-

Born in the caste of bangle makers, it is their Karam and their destiny. This fatalistic belief reigns supreme in the minds of people. They feel a God given lineage can't be broken. The cry of not having money to do anything except carry on the business of making bangles, not even enough to eat rings in every home.

The Vicious circle

The bangle makers are trapped in a vicious web. Overburdened with poverty, the stigma of their caste and their fatalistic belief they can't dare to think different. Then to further subdue them is the vicious circle of the money lenders, middlemen, police, bureaucrats and the politicians. So the lives of the bangle makers move in a spiral from poverty to apathy to greed and to injustice.

Short Answer Questions

- Q 1 Who is Saheb? Why has his family migrated to Delhi?
- Q 2 What does Saheb do? Why?
- Q 3 What did the author promise to do for him? Did she mean it?
- Q 4 What is the irony involved in Saheb's name?
- Q 5 Why does the author say Seemapuri is on the periphery of Delhi and yet miles away from it?
- Q 6 Why do the rag pickers prefer to live in Seemapuri?
- Q 7 Explain "Garbage to them is gold" with reference to children and elders.
- Q 8 How did Saheb get a pair of tennis shoes? How did he feel?
- Q 9 What job did Saheb get? How did it affect him?

I want to drive a car

- Q 10 Who is Mukesh? What is his dream?
- Q 11 What hazards do they face in the bangle industry and which law are they unaware of?
- Q 12 The elder in Mukesh's house has been able to do only one thing for his children in all his life. What is it?
- Q 13 How do the people working in the glass industry lose their eye sight?
- Q 14 What are the fatalistic beliefs of the bangle makers?
- Q 15 Explain the paradox "The beauty of the glass bangles of Firozabad contrasts with the misery of people who produce them".

- Q 16 What is a God given lineage and why can't it be broken?
- Q 17 Which cry echoes in each and every home of Firozabad?
- Q 18 Why can't the bangle makers organise themselves into cooperative societies?
- Q 19 Who is Savitha? What is she unaware about the bangles she is making?
- Q 20 In what spiral is the life of bangle makers trapped and who form the vicious web to keep them in poverty?
- Q 21 Do you see a ray of hope for Mukesh who dares to think different?

Long Answer Questions (120—150 words)

- Q 1 Justify the title 'Lost Spring'.
- Q 2 Explain "Seemapuri is a place on the periphery of Delhi yet miles away from it".
- Q 3 Mention the two distinct worlds that the narrators observes.
- Q 4 The bangle makers of Firozabad make beautiful bangles but they live in squalor and lose their eyesight. Elaborate.
- Q 5 How is Mukesh different from others? Is his dream only a mirage?

Value Based Questions (120---150 words)

- Q 1 Their lives move in a spiral from poverty to apathy to greed and to injustice. Write a speech expressing your opinion on the same and what do you think can be done to improve their condition.
- Q 2 The government is trying to do a lot by providing mid day meals, free iron and deworming medicines to children in schools. Recently it was published in newspaper that after hearing some rumours that the medicines are meant to make the children infertile, their parents in Mewat brought back their Kids home from school. Write an article expressing your views on "Illiteracy and ignorance pose a great set back in the nation's development".

Lesson 3

Deep Water

William Douglas

Summary

It is an excerpt taken from Douglas' book "Of Men and Mountains". In his autobiography, he brings out a clear message to his readers that one must not fear. All we have to fear is fear itself.

Fear of Water

The narrator developed an aversion to water when he was only three or four years old. His father took him to the beach in California. While they both stood together in the Surf, the waves knocked him down and swept over him. It frightened him a lot. When he was ten or eleven years old, he decided to learn to swim. He decided to learn swimming in the YMCA pool, as its drop was gradual and therefore safer.

The Misadventure

He overcame his initial fear and was just beginning to feel comfortable in the water when the misadventure happened. A big bully came and lifted and threw him in the deepest part of the pool. Douglas landed at the bottom of the pool in a sitting position, swallowed water and was extremely frightened.

His terrific experience

He gathered his wits and thought of the next move. He planned to jump, hoped to spring up to the surface and then to lie flat there. He tried, reached the surface very slowly, his nose came out of the water but could find nothing to hold on to for support. His legs felt paralysed and rigid and he again went down in the water. His head throbbed, lungs ached. He felt exhausted and dizzy. However hard he tried, he could not succeed the second time also. Rigid with fear he tried the third time but didn't succeed and then his brain went blank. All efforts ceased and he crossed to oblivion.

Saved -

He was rescued but was overpowered by horror and stark terror of water. He avoided water but felt that he missed the adventure of water sports. He decided to compete his fear and overcome it. He decided to get an instructor who could teach him to swim. The instructor built a swimmer out of him piece by piece and then put all the pieces together. First the instructor with the help of a rope, a pulley and a belt taught Douglas to swim back and forth in water. It was not easy. It took three months for the fear to slacken. Next he taught him to put his face under water and exhale and then to raise his nose and inhale. After that he held him at the side of the pool and taught him to kick with his legs. Then the instructor asked him to dive off and swim the length of the pool.

Complete freedom from fear

The instructor had finished his job but Douglas was not confident. Tiny vestiges of fear still haunted him. He therefore wanted to still continue. He went to Lake Wentworth. He dived off at Triggs Island, Warm Lake and was thrilled with joy. Here he quoted President Roosevelt "All we have to fear is fear itself".

Short Answer Questions

- Q.1 When did Douglas decide to learn swimming? Which were the two options available? Which did he choose and why?
- Q. 2 When did he start having an aversion to water?
- Q. 3 How did he start learning swimming at YMCA POOL?
- Q. 4 Douglas was sinking but he was still not out of his wits. Explain.
- Q. 5 What was the outcome of his first effort to come out of the water?
- Q. 6 Describe Douglas' second upward journey.
- Q. 7 How did Douglas feel when he went down the third time?
- Q. 8 What was the impact of the terror of drowning that he had experienced?
- Q. 9 What did Douglas learn from his experience?
- Q. 10 Why was Douglas determined to get over his fear of water?
- Q. 11 How did Douglas make sure that he conquered the old terror?

Long Answer Questions (120—150 Words)

- Q. 1 How did the instructor make Douglas a good swimmer?
- Q. 2 Explain the statement "The instructor was finished. But I was not finished".

Value Based Questions (120—150 words)

- Q. 1 How do you justify " All You have to fear is fear itself".
- Q. 2 Having fun at the expense of others or bullying are negative traits of character and need to be eradicated. Do you agree?

Lesson 4

The Rattrap

Selma Lagerlof

Summary

The story focusses on the theme that the essential goodness in a human being can be awakened through understanding and love. Human beings are prone to be trapped in the trap of material benefits, but one can always redeem oneself from dishonest ways.

The rattrap peddler and his wise philosophy.

A vagabond used to sell rattraps but he could hardly earn enough and so had to resort to petty thefts and even begging. One day he hit upon the idea that the whole world is a rattrap and just as rats are lured by the bait of cheese and pork into it so are the humans lured into the trap by the bait of material comforts and joys.

The crofter - a kind host

One dark evening, seeking shelter for the night, the vagabond reached the Crofter's cottage. The Crofter welcomed him and shared not only his food and pipe but also his confidences. He showed to the incredulous vagabond the thirty Kronors he had saved. The vagabond saw him hang back his pouch of savings on a nail beside the window frame. The crofter was lonely and was happy to have the vagabond as company.

Lured by the bait.

The vagabond did not respect the Crofter's hospitality and confidence reposed in him. He came back, smashed the window pane and stole the thirty Kronors. He tried to flee through the forest but lost his way. Tired and exhausted the thought struck him that he had let himself be fooled by the bait of thirty Kronors.

In Ramsjo Ironworks

Finally he reached Ramsjo ironworks forge where he warmed himself and lay down to sleep.

Arrival at the Ironmaster's house

The ironmaster who arrived at Ramsjo noticed the vagabond. He mistook the vagabond to be one of his old regimental acquaintances and invited him to his house, for spending the Christmas evening. The vagabond did not bother to clear the ironmaster's confusion. But thinking of the stolen money in his possession, he declined the invitation. The ironmaster went away but sent his daughter Edla to persuade the stranger to accept his invitation.

Edla's doubts

Edla noticed that the man seemed to be hardly educated and his alert and frightened manners hardly matched that of any Captain. Still she persuaded him to accept her father's invitation, with the promise that he will be allowed to leave freely after spending the Christmas eve.

The truth dawns

Next morning, neatly clad vagabond was brought in front of the ironmaster who now realised his mistake and immediately asked the vagabond to leave his house. Edla stepped into the defence of the vagabond, who said that he could still leave as he had not come of his own accord. The ironmaster finally agreed to let him spend the Christmas eve with them.

The redemption

Edla treated him excellently well. She was very generous with her kindness and hospitality. Her innate kindness and generosity changed the peddler. In the meanwhile Edla and her father in the church heard about the Crofter's being duped by the vagabond. The iron master was almost sure that the vagabond must have left their home after stealing their silver spoons. But Edla was extremely happy to find that the peddler had left but had also left back the stolen thirty Kronors, along with a note signed as Captain Von Stahle saying that he would not have been able to escape the rattrap, if he had not been raised to Captain.

Short Answer Questions

- Q 1. Why was the Crofter so talkative and friendly with peddler?
- Q 2. Should the Crofter have been so generous with his confidences as well? Why?
- Q 3. How did his own conscience start pricking him in the wood?
- Q 4. How did the peddler finally manage to get out of the woods?
- Q 5. Why did the master Smith not object to his entering the forge without permission?
- Q 6. Why did the owner of Ramsjo iron mill visit the mill at night?
- Q 7. Why did he not ignore the stranger?
- Q 8. Why did the vagabond not reveal his true identity to the ironmaster?
- Q 9. Why did he decline the ironmaster's invitation?
- Q 10. How did Edla persuade the vagabond to accept the invitation?
- Q 11. How did the stranger react when the ironmaster felt that he had been deceived?
- Q 12. Edla had better persuasive powers over her father too. Explain.
- Q 13. Why did the ironmaster fear that the stranger must have left with their silver spoons?
- Q 14. What was the most startling part of the note left behind by the vagabond?

Long Answer Questions (120-150 words)

- Q 1. Edla was more intelligent and more patient than her father. Explain.
- Q 2. Did the peddler come up to his own philosophy?
- Q 3. How did Edla's innate kindness, Kindle the redemption in the vagabond?
- Q 4. How does the story focus on human loneliness and the need to bond with others?

Value Based Questions (120-150words)

- Q 1. 'Hate the sin and not the sinner' Does this belief of Gandhi Ji hold true in this case of the Vagabond trapped by the baits?
- Q 2. Show how understanding and love can redeem a person?
- Q 3. Rash and impulsive behaviour can often invite troubles. Elaborate.

Lesson 5

Indigo

Louis Fischer

Summary

The story narrates Gandhiji's struggle for the poor peasants of Champaran. It brings to light the typical Gandhian pattern of politics.

Rajkumar Shukla - The resolute peasant

Gandhiji had gone to the December 1916 annual convention of the Indian National Congress Party in Lucknow. A poor peasant named Rajkumar Shukla met him. He wanted to take Gandhiji to his district to see the plight of the poor peasants exploited by the British landlords. Gandhiji had other commitments but Shukla followed him everywhere for weeks. Impressed by his tenacity Gandhiji agreed to accompany him.

At Patna and Muzaffarpur

They both met at Calcutta and then proceeded to Patna. Shukla took Gandhiji to the house of Rajendra Prasad who was a lawyer at that time. The servants in his house thought Gandhiji to be another peasant like Shukla. Gandhiji was not allowed to draw water from the well, as they thought Gandhiji to be an untouchable. Gandhiji planned to go to Muzaffarpur on way to Champaran. Professor Kripalani along with his students received Gandhiji at station. There Gandhiji stayed in the house of Prof. Malkani, a government school teacher. Gandhiji recalled that his stay there was extraordinary as under the British rule, working in a government college, to offer shelter to the advocate of a home rule was a daring task on the part of Prof. Malkani.

Gandhiji chided the lawyers

Hearing about Gandhiji's arrival share croppers began arriving in large numbers. The lawyers also came to meet Gandhiji and told about their cases and the size of their fee. Gandhiji chided the lawyers for doing so. He realized that the peasants were so crushed and fear stricken that going to law courts was useless. He realized that the real relief for them was to be free from fear.

The Indigo Problem

English people were the landowners and the peasants were share croppers. They forced the tenants to plant 15% of their holdings with indigo and surrender the entire harvest as rent. Then Germany came up with synthetic indigo. The British landlords asked the tenants to pay compensation for being released from the 15% agreements. Peasants readily accepted for being released of indigo cultivation. So some peasants willingly paid the compensation. Soon peasants came to know about the synthetic indigo and they felt cheated and wanted their money back. Gandhiji wanted to collect facts and so he met the

secretary of the British landlord's association. He refused to give any information to Gandhiji as he was an outsider.

Next Gandhiji met the commissioner of Tirhut division. He bullied Gandhiji and told him to leave Tirhut immediately.

Then Gandhiji proceeded to Motihari, the capital of Champaran. A vast multitude greeted him there. Gandhiji got the news that a peasant had been maltreated in a nearby village. Gandhiji wanted to go and meet him. On the way he was ordered by a messenger of the Police Superintendent, to return to the town. Thereafter he was served a notice to quit Champaran. Gandhiji disobeyed and was therefore asked to appear in court the next day.

The spontaneous demonstration

Gandhiji telegraphed Rajendra Prasad, wired a full report to the Viceroy. Next day outside the court a vast multitude of peasants gathered. The British officials felt powerless to regulate the crowd. Gandhiji realised that this was the beginning of their liberation from fear of the British. The baffled British government postponed the trial of Gandhiji. Gandhiji protested and demanded penalty for having broken the law. They asked Gandhiji to appeal for a bail, for a period of two hours. Gandhiji refused. The judge released him without bail.

Civil disobedience Movement triumphs

Gandhiji was informed that the Lieutenant Governor of the province had dropped the case against him. Without bail he was released and without trial the case was dropped. Though in the meantime Gandhiji had already made plans that in case if he was arrested how the other lawyers by turn would have taken up the issue of share croppers and followed Gandhiji to jail. Seeing the cooperation and determination he had remarked " the battle of Champaran is won".

Gandhiji agreed to 25% refund of compensation. An official inquiry was ordered and the commission had only one representative of the peasants and that was Gandhiji. A crushing mountain of evidence gathered against the big planters. Seeing no other way out, they agreed to make refunds to the peasants. Contrary to everybody's expectation Gandhiji later explained that the amount of the refund was not important. The fact that the landlords were obliged to surrender their prestige and the money was important. Till then they had behaved as lords above the law. Now it was proved that the peasants also had rights and defenders. The peasants in turn learned courage. Very soon the planters abandoned their estates which reverted to the peasants.

Upliftment of Champaran

Gandhiji started primary school in villages. The health of the villagers was taken care. The women were taught the rules of hygiene, personal cleanliness and sanitation.

Gandhian pattern of politics

Champaran did not begin as an act of defiance. It grew out of an attempt to wipe out the distress of the poor peasants. Gandhiji's politics were intertwined with the practical day to day problems of the millions. His was not a loyalty to abstractions, his was a loyalty to living human beings. He tried to mould a new free Indian who could be self-reliant, free from all fear and win his own battle, and make India free. Gandhiji's lawyer friends wanted Gandhiji to accept Freer Andrew's help to remain in Champaran and help the people of Champaran. Gandhiji refused for he wanted the people to be self-reliant and not seek any prop.

Short Answer Questions

1. Who was Rajkumar Shukla and what did he expect Gandhiji to do?
2. How resolute did Shukla prove to be?
3. How was Gandhiji received in the house of Rajendra Prasad?
4. Where did Gandhiji stay at Muzaffarpur? Why did Gandhiji praise his host?
5. Why did Gandhiji feel that the law courts are useless? What did he feel real relief would be?
6. Why did Gandhiji chide the lawyers?
7. What was the long term agreement between the share croppers and the landlords?
8. What was the conflict between the landlords and the sharecroppers when Gandhiji reached Champaran?
9. Whom did Gandhiji first meet to collect facts about the dispute and how was he behaved with?
10. Why was Gandhiji summoned to appear in court? How did the peasants react?
11. What had the peasants proved that day outside the court?
12. What conflict of duties did Gandhiji refer to in the court?
13. Why did the lawyers feel that they should go to jail if Gandhiji was arrested?
14. Why did the British officials drop the case against Gandhiji?
15. Why did the landlords agree in principle to refund money to the peasants?
16. How did Gandhiji start primary school?
17. What sort of health centre did Gandhiji set up?
18. How did he take care of the Ashram work from Champaran?
19. What was the typical Gandhian pattern of politics?
20. Why did Gandhiji decline the offer of Charles Andrews to stay in the ashram and help?

Long Answer Questions (120-150 words)

1. "Civil Disobedience Movement had triumphed for the first time in modern India". Explain how?
2. Give an account of the problems faced by the indigo share croppers. What was Gandhiji's role in solving this problem?
3. Which incidents led the fear stricken peasants of Champaran to develop faith and confidence in themselves?
4. What did Gandhiji do for the social and cultural upliftment of Champaran?

Value Based Questions (120-150 words)

1. " Being self-reliant is important to be successful in life: Comment
2. Can Gandhiji's Charkha spin a contemporary fabric in today's scenario? Write a speech expressing your opinion.

Lesson 6

Going Places

A. R. Barton

Summary

The theme of the story is adolescent fantasising and hero worship.

Sophie's dreams

Sophie and Jansie are two classmates and will be out of school after a few months. Sophie vacillates often and therefore is not sure about what her ambitions were. She dreamt of opening a boutique being a manager or being an actress or fashion designer. Her friend Jansie is very practical and realistic and tries to make Sophie understand that they are only earmarked to work in a biscuit factory.

Reaction of her family

The state of her room reflects their family status. Their economic condition is not good. Her brother Geoff is an apprentice to a motor mechanic. Her parents ignore her feelings and desires for they are mature and know about the truths of life. Even her little brother Derek remarks "She thinks money grows on trees".

Sophie is jealous of Geoff's silence. Geoff has been out of school for almost three years and now works as an apprentice Mechanic. He hardly ever spoke about his world or friends and so Sophie spins a world of imagination around him. She dreams of being admitted in his world, where people would greet her with applause

Sophie fantasises about Danny Casey

Danny Casey is an Irish football player and Sophie's father and Geoff loved to watch him perform. Sophie herself had seen him playing in football matches. One day Sophie tells Geoff that she met Danny in the streets, who also told her that he was going to buy a shop. Geoff partly believes her and partly does not but the father dismisses it as another of her wild stories.

Sophie's meeting

Sophie tells Geoff that Danny had asked her to meet him again and give her the autograph for little Derek. At the self appointed hour Sophie waits for Danny at her favourite spot along the canal. She floats into her world of dreams and imagines him coming and swings in her consequent excitement. After some time reality dawns upon her and the thought of his not coming makes her sad. She wonders what she'll tell people at home about her not meeting Danny. Once again while passing the arcade she imagines Casey with her. She stands there alone thinking how pleasant it was to meet Casey. She feels happy and proud to visualize him ghost past the lumbering defenders and score for The United.

Short Answer Questions

- Q1. Who are the two girls? What do they talk of while coming home from school?
- Q2. Why does Jansie discourage Sophie's daydreams?
- Q3. What did her father want her to do if ever she had money?
- Q4. Why did Sophie wish to become an actress?
- Q5. What is the difference between Geoff and Sophie?
- Q6. Why did Sophie wish to be admitted into the world of Geoff?
- Q7. What did Geoff mean by saying " Casey must have strings of girls?"
- Q8. What was the autograph riddle? Could it be solved?
- Q9. What was the opinion of Sophie's father about Danny Casey?
- Q10. How did Jansie hear of the story of Sophie meeting Danny Casey? Why was Sophie perturbed?
- Q11. What were Sophie feelings when she waited for Danny Casey to come?
- Q12. When did Sophie see Casey and where?
- Q13. What was the family's weekly pilgrimage?
- Q14. " And it is a hard burden to carry, this sadness". Why did Sophie feel so?
- Q15. Why is the story named " Going Places"?
- Q16. "Damn that Geoff" why does Sophie say so?

Long Answer Question (120-150 words)

- Q. 1 Compare and contrast the characters of Sophie and Jansie?
- Q 2. Describe the character and temperament of Sophie's father.
- Q 3. Contrast Sophie's real world with her fantasies.
- Q 4. Discuss the theme of the story "Going Places".

Value Based Questions (120-150 words)

- Q 1. Nowadays children are over ambitious and create their own dream world but are often heartbroken and shattered at the end of it all. Write a speech on "Dream big but work hard to achieve it, for life is not viewed through rose tinted glasses".
- Q 2. Dreams and reality are facets of the same coin, which pave yours path to success. Elaborate.
- Q 3. Sophie is representative of contemporary youth and their aspirations. Explain.

Poem -1

My Mother at Sixty Six

Kamala Das

Theme

The theme of the poem is, ageing is a natural process, yet the fear of separation from our loved and dear ones is very painful. The aged parents need care and comfort.

Summary

While driving from her parent's home to Cochin, Kamala Das noticed her mother, who was sitting beside her, dozing with her mouth open. Her mother's face was pale like a corpse. The poetess realised that her mother was very old. In order to divert her mind from such sad thoughts she looked outside the moving car. She noticed the sprinting trees which represented how fast time flies and she noticed merry children spilling out, which represented youth full of life and energy. It was a contrast to the mother sitting beside her.

After the security check at the airport, Kamala Das looks back at her mother standing a few yards away looking pale and grey like the winter moon. The poetess senses a familiar pain and her childhood fear of the thought of losing her mother comes back. Overcome with sorrow and fear she bids her old mother goodbye and keeps smiling to hide her real feeling

Extract Based Questions

1. Driving from my Parents
Home to Cochin last Friday
Morning, I saw my mother
Beside me,
Doze open mouthed, her face
Ashen like that
Of a corpse
And realised with pain
That she was as old as she looked "

- Q1 Name the poem and the poet?
- Q2 where was the poetess driving to?
- Q3 What did she notice about her mother?
- Q4 why was her mother's face looking like that of a corpse?

2. And realised with pain
That she was as old as she
Looked but soon

Put that thought away and looked out at young
 Trees sprinting, the merry children spilling
 Out of their homes

- Q1 What did the poetess realize?
 Q2 What did she do to put that thought away?
 Q3 Why are the young trees described as sprinting? what do sprinting trees signify?
 Q4 What do the merry children spilling out of their home symbolize?

3. But after the airport's
 Security check standing a few yards
 Away, I looked again at her, wan,
 Pale as a late winter's moon."

- Q1 Why does the narrator look at her again?
 Q2 What does the poetess compare her mother's face to and why?
 Q3 What poetic device has been used in the last line?
 Q4 Did the poetess share her inner feelings with the mother?

4. And felt that old
 Familiar ache, my childhood's fear
 But all I said was, see you soon.
 Amma,
 All I did was smile and smile and smile.....

- Q1 What was the childhood fear that now haunted the poet?
 Q2 What do the parting words of the poet to her mother, suggest?
 Q3 Why did she smile and smile and smile?
 Q4 Which poetic device is used in the last line?

Short Answer Questions

- Q1 What were Kamala Das' fears as a child? Why do they surface when she is going to the airport?
 Q2 What thoughts had she put away?
 Q3 Compare the world inside the car and outside the car?
 Q4 What are the different poetic devices used in the poem?
 Q5 Why does the poet look at her again at the airport's security check?
 Q6 Why does the poet say "see you soon Amma?"
 Q7 Explain the significance of "all I said was" and "all I did was"
 Q8 How is the device of contrast used in the poem?

Value Based Question

- Q1 Death and decay spares none. What do our old parents expect from us?

Poem 2

An Elementary school classroom in a slum

Stephen Spender

Theme

The poet brings out the theme of social injustice and class inequalities through this poem. He explains that there are two distinct classes of people the haves and the have nots, and how the have nots are exploited

Summary

The poet presents the pathetic and miserable picture of the elementary school classroom in a slum. The children have pale and lifeless faces like rootless weeds. Depressed and oppressed with the burden of life, they have stunted growth and have only inherited diseases from their fathers. Some of them do have dreams in their eyes.

The walls of the classroom are sour and creamy and on the walls are hung the pictures, given in donations by others. These pictures are meaningless for them. There is a map also on the wall but it does not show their world of slum in it. Their lives begin in darkness and end in utter darkness. So, education has no meaning in that atmosphere, for their own lives are shut in a catacomb.

Spender exhorts governor inspector and visitors to break the windows and break every barrier that shuts in the children. These children should have the right exposure to the open world. Only then ignited by the spirit of knowledge and learning, these children can create history.

Extract Based questions

1. Far far from gusty waves these children's faces.
Like rootless weeds, the hair torn round their pallor
The tall girl with her weighed down head. The paper
Seeming boy with rat's eyes. The stunted unlucky heir
Of twisted bones, reciting a father's gnarled disease,
His lesson from his desk. At back of the dim class
One unnoted sweet and young. His eyes live in a dream,
Of squirrel's game, in tree room, other than this.,

Q1 How is the children's hair described? What are they compared to?

Q2 Why is the boy described as paper seeming boy with rat's eyes?

Q3 Why is another boy described as an unlucky heir?

Q4 What is the sweet and young boy dreaming about?

2. On Sour cream walls, donations. Shakespeare's head,
 Cloudless at dawn, civilized dome riding all cities.
 Belled flowery Tyrolese valley. Open handed map
 Awarding the world its world. And yet, for these
 Children, these windows, not this map, their world,
 Where all their future's painted with a fog,
 A narrow street sealed in with a lead sky
 Far far from rivers, capes and stars of words

Q1 Why is shakespeare's picture hung on the classroom wall?

Q2 Explain "open handed map Awarding the world it's world".

Q3 How is the map a sharp contrast with the map of the world they live in?

Q4 why does the poet say their future is painted with fog?

3. Surely Shakespeare is wicked, the map a bad example
 With ships and sun and love tempting them to steal-
 For lives that slyly turn in their cramped holes
 From fog to endless night? on their slag heap, these children
 Wear skins peeped through by bones and spectacles of steel
 With mended glass like bottle bits on stones
 All of their time and space are foggy slum.
 So blot their map with slum as big as doom.

Q1 Why is Shakespeare wicked and the map a bad example?

Q2 How is the utter poverty of children reflected?

Q3 Explain "with mended glass like bottle bits on stone"

Q4 what does the poet wish the map to be done with?

4. Unless governor, inspector, visitor,
 This map becomes their windows and these windows
 That shut upon their lives like catacombs,
 Break O break open till they break the town
 And show the children to green fields, and make their world
 Run azure on gold sands, and let their tongues
 Run naked into books the white and green leaves open
 History theirs whose language is the sun.

Q1. Explain "that shuts upon their lives like catacombs"

Q2. What does the poet mean by "break O break open"?

Q3. Where does the poet want the children to be removed?

Q4. "Explain" history is theirs whose language is the sun".

Short Answer Questions

- Q1. What are the different poetic devices used in the poem?
- Q2. What message does the poet want to convey through this poem?
- Q3. How do the pictures on the classroom wall present a sharp contrast with the world of these Children?
- Q4. What does the poet want for the children of the slums?
- Q5. Two worlds are mentioned in the poem. which are they? Elaborate
- Q6. What does lead sky symbolize?
- Q7. What does slag heap refer to?

Value Based Question

- Q1 Bring out the irony in the system of education of the slum children.



Poem 3

Keeping Quiet

Pablo Neruda

Theme

The poem is a call for introspection of our own deeds and realise that mankind alone is responsible for all its misfortunes. The poet stresses on the need to create understanding and brotherhood.

Summary

The poet addresses to the people of all castes, colours and languages, to be quiet for a while They should not speak, they should not move their limbs. They should only pause and think. It would be an exotic moment when all will be together. He hopes that whalers will not kill whales. The salt gatherer will pause and reflect what harm he is doing to himself. He wishes that those who are making preparations for war should stop, put on clean thinking, join hands with their brothers. He does not want total inactivity, for that would mean death. In the huge silence of introspection, we will become sad when we realize that we have not understood ourselves and threatened ourselves with death.

Explaining further about total inactivity he says it does not mean death. He cites the example of mother Earth where life still breeds underground, when everything above seems to be dead. life sprouts again very soon.

Extract Based questions

1. Now we will count to twelve
And we will all keep still.
For once on the face of the Earth
Let's not speak in any language,
Let's stop for one second
And not move our arms so much.
It would be an exotic moment without rush without engines.
We would all be together
In a sudden strangeness

- Q1 Who do you think the poet is speaking to?
- Q2 What does he want till he counts to twelve? Why?
- Q3 What would be the moment like?
- Q4 Why does the poet say "let's not speak in any language?"

2. Fishermen in the cold sea
Would not harm whales

And the man gathering salt
 Would look at his hurt hands
 Those who prepare green wars,
 Wars with gas, wars with fire,
 victory with no survivors,
 Would put on clean clothes
 And walk about with their Brothers
 In the shade doing nothing

- Q1 What does the poet want the fishermen to do?
 Q2 What will the man gathering salt do? What does it imply?
 Q3 Describe the three different types of war?
 Q4 Can there be victory without survivors?

3. What I want should not be confused with total inactivity
 life is what it is about
 I want no truck with death
 If we were not so single minded
 About keeping our lives moving, and for once could do nothing
 Perhaps a huge silence
 Might interrupt this sadness of never understanding ourselves
 And of threatening ourselves with Death.

- Q1 Does the poet advocate about total inactivity? If not why?
 Q2 What is man single minded about? what is wrong about it?
 Q3 What will be reflecting in the huge silence make us realize?
 Q4 Explain "I want no truck with death."

4. Perhaps the Earth can teach us
 as when everything seems dead
 and later proves to be alive
 Now I'll count up to twelve
 And you keep quiet and I will go.

- Q1 What can Earth teach us?
 Q2 What does the poet mean to achieve by counting up to twelve?
 Q3 Explain 'you keep quiet and I will go.'
 Q4 Why does the poet want us to count till twelve?

Short answer question

- Q1 What appeal does the poet make through the poem?
 Q2 What should the war mongers do?
 Q3 What is the fisherman symbolic of?
 Q4 What kind of sadness will prevail?
 Q5 What symbol from nature does the poet invoke to say that there is life under apparent

stillness?

Q6 Which poetic devices have been used in the poem?

Poem 4

A Thing of Beauty

John Keats

Theme

A thing of beauty provides us eternal and everlasting joy. It never fades into nothingness but multiples manifold. They even alleviate our suffering and sorrow.

Summary

A thing of beauty is a source of everlasting joy. its loveliness increases. It will never disappear. It keeps a peaceful corner reserved for us where we can retire and have a sound sleep full of sweet dreams. It promotes our health and happiness. we weave garlands of flowers every morning to bind us to the earth. There are disappointments in this world and there is a lack of noble people. There is so much of hatred, despondence, but a thing of beauty removes away all the gloom from our souls.

The sun, the moon, the shady trees which provide shade to the sheep. the daffodils and the greenery surrounding them are all beautiful, the cool water streams which provide respite in the summer heat the musk roses blooming in mid forests are all beautiful things. There is beauty even in death when it is associated with grandeur. People who sacrifice their lives for a noble cause glorify death. They earn grandeur and their stories are also things of beauty. The poet concludes saying that beautiful things are like an endless fountain of immortal drink pouring on to us from heaven.

Extract Based Questions

- 1 A thing of beauty is a joy for ever
Its loveliness increases, it will never
Pass into nothingness, but will keep
A bower quiet for us, and a sleep
Full of sweet dreams, and health and quiet breathing.

Q1 How is a thing of beauty a joy forever?

Q2 Explain "it will never pass into nothingness".

Q3 What does beauty provide us?

Q4 What does the poet mean by saying "its loveliness increases

- 2 Therefore on every morrow are we wreathing
A flowery band to bind us to the Earth,
Spite of despondence, of the inhuman dearth
Of noble natures, of the gloomy days
Of all the unhealthy and over-darkened ways

Made for our searching Yes, in spite of all
Some shape of beauty moves away the pall
From our dark spirits.

- Q1 What causes despondence in human beings?
- Q2 What are the flowery bands and why do we wreath them every day?
- Q3 How does a thing of beauty help us to be happy?
- Q4 What is meant by 'spite' in the above lines?

3. Such the sun the moon
Trees old and young sprouting a shady boon
For simple sheep and such are daffodils
With the green world they live in, and clear rills
That for themselves a cooling covert make
'gainst the hot season, the mid forest brake.
Rich with a sprinkling of fair musk-rose blooms.

- Q1. List the things of beauty that give us joy?
- Q2. How are trees beautiful?
- Q3. What does 'simple sheep' symbolize?
- Q4 Explain "the mid forest brake"

5. And such too is the grandeur of the dooms
We have imagined for the mighty dead
All lovely tales that we have heard or read,
An endless fountain of immortal drink,
Pouring unto us from heaven's brink.

- Q1. Why is grandeur associated with the mighty dead?
- Q2. What has beauty been compared to?
- Q3. What is the source of that perennial beauty?
- Q4. How is the image of the beautiful bounty of earth brought about by the poet?

Short Answer Questions

- Q1. List the poetic devices used in the poem?
- Q2. List the things of beauty mentioned in the poem.
- Q3. List the things which cause suffering and pain.
- Q4. What does the poet mean by "the grandeur of the dooms"?
- Q5. What becomes of all lovely tales we have heard or read?

Poem 5

Aunt Jennifer's Tigers

Adrienna Rich

Theme

This poem revolves around the theme of male chauvinism and gender conflicts. The victimization of the woman is presented in sharp contrast to the supremacy of the tigers she has made on the panel. The reason for her miserable plight is the oppressive patriarchal family system.

Summary

The first stanza presents a contrast between supremacy and submission. The tigers she has made parade with grace confidence and authority. They are fearless and brave and pace with confidence and certainty. The second stanza opens with the symbols of burden, bondage and oppression. She is so weak, so nervous and is oppressed so much that she cannot even pull the ivory needle through the wool. Uncle's wedding band is like a shackle for her and is like a heavy encumbrance sitting upon her fluttering finger. In the final stanza, the poetess says even death cannot free her from the trauma that she had to undergo during her lifetime. Her hands will tell her story of ordeals and oppression that she was subjected to, but the tigers created by her are eternal. They will always be proud and unafraid.

Extract Based Questions

1. Aunt Jennifer's tigers prance across a screen
Bright topaz denizens of a world of green
They do not fear the men beneath the tree
They pace in sleek chivalric certainty.

- Q1. How are Aunt Jennifer's tigers described?
- Q2. Why are they described as denizens of a world of green?
- Q3. What do prancing tigers symbolize?
- Q4. Who are they not afraid of?
- Q5. Which poetic device has been used in the last line?

2. Aunt Jennifer's fingers fluttering through her wool
Find even the ivory needle hard to pull.
The massive weight of uncle's wedding band
Sits heavily upon Aunt Jennifer's hands

- Q1. Why do Aunt Jennifer's fingers flutter through her wool?
- Q2. Why is uncle's wedding band described as massive?
- Q3. What is wedding bond "symbolic of"?

Q4. What does 'her wool' symbolize?

3. When Aunt is dead her terrified hands will lie
Still ringed with ordeals she was mastered by.
The tigers in the panel she made
Will go on prancing proud and unafraid.

Q1. Why are Aunt Jennifer's hands terrified?

Q2. What does "ringed with ordeals" imply?

Q3. Explain "the tigers in the panel that she made will go on prancing proud and unafraid"

Q4. Why do you think Aunt Jennifer made those chivalric, brave tigers?

Short Answer Questions

Q1. What will happen to Aunt Jennifer's tigers when she is dead?

Q2. The wedding band which is traditionally a symbol of mutual love and respect has been used in a different context. Explain the difference between the two concepts.

Q3. Do you agree that a strain of rebellion against male chauvinism runs through the poem? Elaborate.

Q4. Why do you think that the tigers are referred to as Aunt Jennifer's tigers?

Q5. Art is a form of creative expression. Do the tigers in the poem present creative freedom or a form of escape from reality?

Q6. Interpret the symbols found in the poem?

Q7. Which poetic devices have been used in the poem?

VISTAS
Lesson 1

The Tiger King

Kalki

Summary

When Maharaja Jilani Jung Bahadur was born, the astrologers had fore told that one day the king would die. Suddenly ten-day old prince put up a very intelligent question. He told that, all those who were born would have to die one day, he asked them to tell the manner of his death. This petrified all those present in the court. However, the astrologer told the prince that he was born in the hour of the bull. As bull and tiger were enemies, therefore his death would come from tiger. The ten-day old prince gave a deep growl and said, "let tigers beware."

The Maharaja grew taller and stronger and took to tiger hunting. He was overjoyed when he killed the first tiger. The Chief Astrologer, however reminded him that he may kill 99 tigers but the hundredth tiger would definitely kill him. The Maharaja banned tiger hunting at Pratibandapuram by anyone else except himself. In ten years, he killed 70 tigers and the tiger population became extinct at Pratibandapuram, so Maharaja got married to a girl from a state, where tiger population was rich. But after he had killed 29 tigers, the tiger farm ran dry over there too. In the meantime, the Maharaja paid no interest to the matters or the administration of the state. He drained his treasury in order to please the British officials whom he had refused to give permission to hunt tiger in his state.

When it was difficult to locate the hundredth tiger he subjected the people to his whims and fancies. If anyone brought him the news of a tiger in the vicinity he would exempt them from paying taxes for three years and when they could not locate the hundredth tiger for him, he ordered to double their land tax and also, dismissed some men.

In order to keep the king in good humour the dewan thought of a plan. The next day a tiger was brought from the Peoples park in Madras and was presented before the king and the overjoyed king shot it and it fell in a crumpled heap and the Maharaja walked away joyfully.

But soon the courtiers found that the tiger was not killed, as the bullet had missed its mark. The hunters of the Maharaja shot the tiger dead, as they did not want the Maharaja to know about his failed attempt. The Maharaja now turned his attention to his son and on his third birthday gave him a wooden tiger as a gift-. The toy tiger was a very bad example of craftsmanship and a sliver of it pierced Maharaja's right hand. It developed into a wound and then the infection spread to his whole arm. The very best surgeons brought from Madras, operated him but the Maharaja died. In this way, the prediction of the astrologer was fulfilled.

Short Answer Questions

- Q1. What was incredible about the ten-day old Prince?
- Q2. What justification did the astrologer give for his prediction?
- Q3. How does the author satirise the upbringing and education of prince Jung Jung Bahadur?
- Q4. Point out the irony in the statement "it was the celebration time for the tiger at Pratibandapuram"?
- Q5. Why was the Maharaja in danger of losing his throne? How did he overcome the issue?
- Q6. What reason did the Maharaja give for his indiscriminate tiger hunting?

- Q7. What was the unforeseen hurdle in the series of tiger hunt at Pratibandapuram?
- Q8. Why did the Maharaja want to marry?
- Q9. What did the British officer's Secretary tell the Maharaja? Why did the Maharaja refuse permission?
- Q10. What sort of hunts did the Maharaja offer to organise for the high-ranking British officer? What trait of the officer does it reveal?
- Q11. Seeing Maharaja's fury and obstinacy for the hundredth tiger's hunt, what apprehension did the dewan have?
- Q12. How did the dewan arrange the hundredth tiger?
- Q13. Describe the tiger's strange behaviour.
- Q14. Why did the old beast crumple down in a heap if not killed?
- Q15. What did the hunters do to hide Maharaja's failed attempt?
- Q16. Why did the shopkeeper charge three hundred rupees from the Maharaja instead of just two annas and a quarter?
- Q17. How did the king meet his end?
- Q18. Do you think the astrologer's prophecy was proved or disproved?

Long Answer Questions-----(120—150 words)-

- Q1. Comment on the irony of the king's fate.
- Q2. Justify that " Power corrupts" in case of the story 'The Tiger king'

Value Based Question-----(120—150 words)

- Q1. Today's political order presents the picture of "power corrupts". It is the time to realise that authority and power should be used for the benefit of masses. Write a speech for the school assembly on this theme?

Lesson 2

The Enemy

Pearl S. Buck

Summary

Dr Sadao Hoki had spent a reasonable time in America studying medicine and specialising in the science of keeping wounds clean. He met Hana there but got married to her in the traditional Japanese way according to his father's wishes after he returned to Japan. The second world war started but Sadao was not sent with the troops because he was working upon his discovery and also because the General whom he was treating, needed his presence. One night, as the two of them stood in their verandah, they saw something being washed ashore into the close proximity of their house. On closer inspection, they found that it was an American prisoner of war. He was unconscious and had lost a lot of blood due to a bullet wound. Dr. Sadao packed the wound back with sea moss. Dr. Sadao wanted to throw the man back into the sea, Hana also agreed as they knew that giving shelter to the enemy would get them in danger. As citizen of Japan they would be breaking the rules of patriotism. They were also afraid that the servants would not approve their action of harbouring an enemy in the house. But being a doctor Sadao's nationalist feeling was swept away by the more severe sense of duty as a doctor. The sense of humanity over weighed all other consideration. They decided to bring the man to their house. Yumi refused to clean up the white man. Dr. Sadao successfully removed the bullet from near his kidney. They both nursed him back to health unsure of why they wanted to keep an enemy alive.

When the American regained consciousness, he was alarmed to see the Japanese couple, and was also surprised to hear them speak English. The servants protested and finally left the house of Dr. Sadao on the seventh Day.

The prisoner started improving but Hana was now very anxious and worried. When an officer in uniform came to summon Dr Sadao for the old General, she almost thought that he had come to arrest Dr Sadao. For the sake of his anxious wife, Sadao made up his mind to get rid of the enemy. Sadao confessed everything to the General. The General knew that Sadao was indispensable to him. He did not trust the other Japanese surgeons. The General promised Sadao that nothing will happen to him. The General then planned to send hired private assassins to Sadao's house. who will not only assassinate the enemy but also remove his body.

Sadao spent three restless nights for the assassins but the General was so preoccupied with his own failing health that he forgot about his promise. Sadao planned to get rid of the enemy himself. Sadao told" Tom" the prisoner that the news that he was there was not hidden any more. So, he needed to escape. Sadao arranged a boat for the prisoner and also some food and clothing. He gave him his own flashlight and thus helped him to escape.

Sadao then went and told the General that the prisoner had escaped. The General told Sadao that he had totally forgotten about the prisoner and he also requested Sadao not to reveal this to anybody.

Back at home Sadao remembered his days in America, and the Americans, he met there and wondered why he could not kill the American prisoner of war.

Short Answer Questions

- Q1. What was Sadao's father's chief concern? Did Sadao come up to his expectations?
- Q2. Why was Sadao not sent abroad with the Japanese troops?
- Q3. Why did Sadao not marry Hana heedlessly in America?
- Q4. Who was washed up to Sadao's house and in what condition?
- Q5. What first aid did Sadao give to the bleeding soldier? why did he do so?
- Q6. Why did they want to throw the man back into the sea?

- Q7. What dilemma were they torn between?
- Q8. What did they finally decide to do?
- Q9. How did Yumi respond to Hana's orders of cleaning the white man?
- Q10. How did the gardener react when Sadao told him about the wounded man?
- Q11. Did Hana think that Japanese tortured their prisoners of war? What made her arrive at a conclusion?
- Q12. What forced Dr Sadao to be impatient and irritable with his patient?
- Q13. What help did Sadao seek from Hana while operating the patient?
- Q14. In what context does Hana remember General Takima? What does she infer?
- Q15. What plan did the General suggest getting rid of the prisoner?
- Q16. How did Hana react when she saw a messenger in uniform at the door?
- Q17. Give examples of how the theme of racism is reflected in the story?
- Q18. How did Sadao help the prisoner escape?
- Q19. What insight does it give you about Sadao's character?
- Q20. What did Sadao ask Tom to do after he reached the island?

Long Answer Questions (120-150 words)

- Q1. What impression do you form about Dr. Sadao as a man and as a Surgeon after reading "The Enemy"
- Q2. "You are a good man" The General murmured and closed his eyes. "You will be rewarded ____ But Sadao had his reward" What was Sadao's reward?

Value Based Question (120-150 words)

- Q1 Despite bias, one should rise above prejudices to save a person's life. Explain

Lesson 3

Should Wizard Hit Mommy?

John Updike

Summary

The story revolves around the conflicting views of a child and a parent on the child's future. Parents express their own expectations whereas Children have their own ambitions and aspirations. Jack used to tell his little daughter Jo bed time stories. When she grew a little older she began to ask a number of questions. In all Jack's stories, the basic story was the same, but only the hero changed. When she grew a little older, she began to ask a number of questions. The hero Roger which is some small animal meets an owl with his problem. The owl in turn directs Roger to the wizard. The wizard with his magic wand solved his problem. Roger felt good and played whole day and he went back home, for supper along with his father. Jo felt happy with this ending. One day the father told the story of a little skunk called Roger. Like other stories, skunk had a problem. He used to smell awfully bad. The wizard made him smell of roses. All his friends enjoyed playing with him. Jo was feeling very happy. But the father continued the story and told that the skunk's mother was very angry and took the baby skunk back to the wizard and hit the wizard right over the head with her umbrella and asked the wizard to change Roger's smell back to that of a skunk. when that was done mother, skunk was very happy but Jo was not. She declared that the wizard should hit the stupid mother, although Jack defended the mother's action.

Short Answer Questions

- Q1. What custom did Jack follow for the evening and Saturday naps for his daughter?
- Q2. What was the basic tale underlying each story that Jack told?
- Q3. Why was it nowadays becoming fatiguing for Jack?
- Q4. Who was the hero of the new story? what was his problem?
- Q5. How did the wizard help Roger?
- Q6. What was the difference between the reactions of the other little animals and that of Roger skunk's mother, on the baby skunk's changed smell?
- Q7. How did skunk's mother get back the old smell of skunk?
- Q8. Did Jo approve of the mother's action? what did she want the story to be like?
- Q9. Did Jack agree with her? What did he say to defend the mother?
- Q10. How do you know about Jo's reality phase?
- Q11. Jack is a loving responsible father. Is he also an immature father?
- Q12. How did Roger skunk pay the wizard?
- Q13. What does Jack actually want Jo to know and understand in the story?
- Q14. Why in your opinion is the smell of roses obnoxious for the skunk's mother?

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

- Q1. Jo's dissatisfaction at the end of the story projects Jack as a bad father Justify?
- Q2. Bring out the moral conflict in the story?

Value Based Question (120- 150 words)

- Q1. Conflict between parents and children is a common phenomenon. Write an article expressing your views on Its causes and probable solutions.
- Q2. Sometimes Peer pressure creates negative effects. Write a speech on the topic.

Lesson 4

On the face Of It

Susan Hill

Summary

The play depicts grimly yet beautifully the sad world of the physically impaired. It is not the actual pain or inconvenience caused by a physical impairment that troubles a disabled man, but the attitude of the people around him. Two physically impaired people Mr. Lamb with a tin leg and Derry with a burnt face, strike a band of friendship. Derry is described as a young boy, shy withdrawn and defiant. People tell him inspiring stories to console him, but none has ever kissed him except his mother, that too on the other side of his face. Derry mentions a woman telling that a mother alone can love such a face. Mr. Lamb revives the almost dead feeling of Derry towards life. He motivates him to think positively about life and change his thinking about people and things. Derry is inspired. He finds Mr. Lamb to be different. Derry promises to come back though Mr. Lamb expresses his apprehensions that people promise to come but don't. At home Derry's mother stops Derry from coming to Mr. Lamb but Derry says if he does not go then, it would be never. When he comes back he sees Mr. Lamb lying on the ground. It is ironical that when Derry searches a new foothold to live happily and confidently, he finds Mr. Lamb dead.

Short Answer Questions

- Q1. Why does Derry come into Mr. Lamb's garden? why is he startled?
- Q2. What does Derry think, people think and say about him?
- Q3. What did Mr. lamb do to earn his living?
- Q4. How does Mr. lamb convince Derry that keeping aloof will not help him?
- Q5. How does Mr. Lamb instill a positive attitude for people who hate Derry?
- Q6. Mr. lamb's advice to Derry was the product of his goodness of heart or to be- friend him to overcome his loneliness? Give reason?
- Q7. People are insensitive to those who have disabilities. Give instances from the story to prove this.
- Q8. How does Mr. Lamb try to remove the baseless fears of Derry?
- Q9. What did Derry's mother think of Mr. Lamb?
- Q10. Why does Mr. Lamb leave his gates always open?
- Q11. What peculiar things did Derry notice about the old man Mr. Lamb?
- Q12. "That would do you more harm than any bottle of acid." Explain
- Q13. What according to Mr. Lamb were the dual faces of a weed garden?
- Q14. How does Derry interpret the fairy tale "Beauty and the Beast"?
- Q15. Comment on the ending of the story
- Q16. How does Derry's attitude change?
- Q17. What is the moral of the story "on the face of it"

Long Answer Questions (120- 150 words)

- Q1. How did Mr. Lamb's meeting with Derry become a turning point in Derry's life?
- Q2. Do you think Derry's chance meeting with Mr. Lamb would prove meaningful to him?
- Q3. This lesson is an apt depiction of the loneliness and sense of a disability. Explain.
- Q4. Justify the title "On the face of it."

Value Based Question (120—150 words)

- Q1. The actual pain or inconvenience caused by a physical impairment is often much less than disabilities. What is the kind of behaviour that the person expects from others?



Lesson 5

Evans Tries An O -Level

Colin Dexter

Summary

The story begins in the Oxford prison where the Governor contacts the Assistant Secretary of Examination Board on telephone. Evans, one of the prisoners, wanted to appear for the O-level German exam. He was already taking private tuitions. The Governor when asked by the Board confirmed that Evans was not violent, but a congenital kleptomaniac. It was decided that he would appear for the exam in his own cell and a parson from St. Mary's Church would invigilate and Evans should remain incommunicado.

All the preparation for the examination were made. He had escaped from jail three times earlier and the Governor did not want to take any chance and therefore all security arrangements were made.

The day before examination, his German tutor wished him "Good luck" but commented that he hadn't a cat in hell's chance of getting through. Evans remarked that he may surprise everybody. The next day the prison officials took his nail scissors, nail file and razor. Evans requested to be allowed to wear his battered bobbling hat as it was lucky for him. Reverend Mc Leery had reached the prison. His briefcase was checked and he was allowed to keep the sealed question paper, a special ID card, and a semi inflated rubber tube which he said he needed to sit on, as he suffered from hemorrhoids. The examination started with the paper No.0251 and index No.313 and Centre No.271. At 9.40 A.M. the Governor got a call from Exam Board that a correction slip was left behind and so the Governor allowed the correction with the spelling of "Golden Lion." The exam continued and Stephen and Jackson kept a strict watch on the cell.

During the examination Evans requested for permission to wrap a blanket around him, when the exam got over Stephen personally escorted MC leery to the prison gate. He was looking slimmer and his scots accent was broader.

When Stephens peeped into Evans' cell after this, he was shocked to find the Parson lying wounded and bleeding on Evans' Chair. The question was, who was then escorted out by Stephens? Was it Evans disguised as MC Leery? Police and ambulance were called. The injured MC leery said that he knew where Evans had escaped as the message was written on the question paper and thus they all drove towards Elsfield way. After some time, Carter reported that Evans could not be traced out and he had left MC Leery at Radcliffe hospital. The Governor rang up the hospital and found that no MC leery had reached the hospital. The original Mc. Leery was found gagged and tied in his house. Now the fact came to light that it was Evans who had stayed disguised as MC Leery in the cell.

Meanwhile Evans was enjoying his freedom at a luxurious hotel. But he was surprised and shocked to find the Governor in his room. Evans confessed that there was no mistake in the spelling of Golden Lion but it had been done since the hotel was not fixed. MC Leery had worn double set of clothes and was his own friend. Evans had put on the clothes under the cover of the blanket. Evans also surprised the Governor by giving him the information that the semi inflated rubber tube contained pig's blood and was mixed with one tenth of its volume of 3.8 percent trisodium citrate, so as to prevent the blood from clotting.

Self-complacent Governor handcuffed Evans. Evans asked Governor if he could appear in the Italian Exam next and the Governor told that he won't be there anymore with them to which Evans said "YES". He'll not be there with them anymore. As the van moved and turned right Evans' friends disguised as Prison officers unlocked his handcuffs and asked Evans where he would like to go.

Evans once again had the last laugh, while the Governor proved himself to be a good for giggle gullible Governor.

SHORT ANSWER QUESTIONS.

- Q1. Who was Evans? Why did he want to take the O-Level examination?
- Q2. How was the exam planned to be conducted?
- Q3. What steps did the Governor take for fool proof security and why?
- Q4. Why did Evans not take off his hat even when asked to, by the prison officers?
- Q5. Why were orders altered and Stephens asked to move out of the Cell?
- Q6. Why were orders given to search the invigilator?
- Q7. Why had MC Leery brought a semi inflated rubber tube as told to officer?
- Q8. What was actually the mystery of the semi inflated rubber tube?
- Q9. What was the mystery of the correction slip?
- Q10. What did Evans want the blanket for?
- Q11. Who was the invigilator chosen by the Governor? Did he come? If not why?
- Q12. How did the invigilator help Evans in the prison cell?
- Q13. Stephens had noticed some changes in Mc Leery while seeing him off. What were they?
- Q14. What did Stephens observe in Evans 'cell after he saw off MC leery?
- Q15. Hasty conjectures can lead to blunders. How does it aptly describe Stephen's behaviour?
- Q16. What did injure MC leery offer to do for Governor? What did he show to the Governor?
- Q17. Why did Governor think Jackson was stupid?
- Q18. Was the question paper left by mistake?
- Q19. How and when did Evans Escape?
- Q20. What was the secret of his bobble hat?
- Q21. How did Governor reach Evans?
- Q22. Evans was smarter and more informed than Governor. Which knowledge of Evans regarding the content of semi inflated rubber tube proved this?
- Q23. Who arrested Evans finally and where did they take him?

Long Answer Question (120- 150 words)

- Q1. How did the negligence of the prison officers prove to be a boon for Evans?
- Q2. How far was Stephens responsible in the escape of Evans?
- Q3. What were the precautions taken for the smooth conduct of the examination?
- Q4. How did Evans escape from Detective Carter?

Value Based Questions (120—150 Words)

- Q1. Evans was extremely intelligent but he used it in the wrong manner. The similar situation is the youth of today. Write a speech to be delivered in the morning assembly urging the youngsters to use their skills for constructive purposes.

Lesson 6

Memories of Childhood

Zitkala Sa and Bama

Memories of childhood depicts the fact that children are extremely sensitive against the discrimination and indignities meted out to them. Zitkala Sa representing the Native American Women condemns the dogma and evil of oppression. On the other hand, Bama criticizes the evil of untouchability and caste discrimination. This has a universal theme which highlights against the downtrodden and discrimination on the basis of caste creed and social hierarchy.

SUMMARY

THE CUTTING OF MY LONG HAIR

Zitkala Sa

The story begins with the introduction of the Carlisle Indian school. It was very cold and unpleasant and the narrator found it a very strange place where everything seemed to be mechanical. The heavy loud metallic sound of the bell, the annoying clatter of shoes on bare floors, the murmur of voices in an unknown tongue made her feel extremely unnerved, and captivated in an alien atmosphere. The other girls were very immodestly dressed and their hair was shingled. The writer was ashamed to be devoid of her cloak. When the breakfast was served the eat-by-formula was some thing entirely new for her. There was a bell to stand, another to sit, next to pray and after that, another to start the breakfast. She did everything wrong and was aware of the observant pair of eyes, of a pale face woman. Later her friend Judewin warned her that the same pale face woman was talking about the cutting of her long hair. The writer did not want her hair to be shingled because in their community only the traitors and mourners had their hair shingled. Zitkala decided to struggle and not to submit. She hid herself under the bed in a dark corner of a room but finally she was discovered and dragged out. She scratched and kicked but was forcibly taken downstairs and was tied fast to a chair. Her thick braids were cut off and with this she lost her spirits. She was tossed like a wooden toy and felt humiliated. She was treated like an animal driven by a herder.

WE TOO ARE HUMAN BEINGS

Bama

In this story Bama narrates the experience of a young Dalit school girl in a South Indian village. Bama had never heard of untouchability being talked about openly by anyone but she felt, experienced and was humiliated by what she saw.

While coming back from school, she used to spend a lot of time in watching all the fun and games, entertaining novelties, oddities and the various activities going on in the shops in bazar. She used to watch performing monkeys, a man cycling for days, the activities at Mariyaata temple, the dried fish stall by the statue of Gandhiji. The hunter gypsy and wild lemurs in cages she used to hear the haranguing speeches of the political leaders, see the puppet show, street plays, the men in the coffee shops, peddlers selling fruits and snacks and iced lollies.

One day she saw an interesting scene outside the landlord's house. Here the threshing floor was setup with the landlord watching the proceedings. Some people were driving the cattle for threshing the corn. She saw an elder of her community carrying a packet of vadais in a funny manner. He then handed over the packet to the landlord without touching it.

Bama narrated to her brother, how the elderly man carried the packet in a funny manner, with the help of the string. Bama's brother explained to her, that the packet was carried in that manner so that it does not touch the body of the person carrying it. The landlord was from the upper caste and the touch of the

man would pollute his food. This made Bama sad and angry. She felt that their community should not run any errands for the higher caste people. She came to know that her brother was questioned indirectly about which caste he belonged to. Annan told her that gaining education is the only way to gain respect. The narrator was advised to work hard and learn. Bama obeyed her brother, studied hard and stood first in her class. Many people tried to befriend her.

Short Answer Questions

- Q1. What does Zitkala Sa remember about her first day in the land of apples?
- Q2. What does she mean by eating -by-formula?
- Q3. What did Judewin tell the narrator and what was her reaction?
- Q4. Why was she opposed to the shingling of her hair?
- Q5. How was she treated after being found out from her hiding corner?
- Q6. What did Zitkala feel when her long hair was cut?
- Q7. "I felt like sinking to the floor" Explain in reference to the Chapter "Memories of Childhood"
- Q8. How long would it take for Bama to walk home and why?
- Q9. Which Oddities and novelties tethered her?
- Q10. What made Bama shriek with laughter?
- Q11. How did the elder approach the landlord and offer him the packet?
- Q12. How did Annan explain the strange behaviour of the elder?
- Q13. How did Bama react on learning about untouchability?
- Q14. How did the landlord's men behave with Annan?
- Q15. What advice did Annan offer Bama? What was the result?
- Q16. Interpret Judewin's personality in contrast to that of Zitkala who believed in "it is better to have tried and failed, then never to have tried at all."

Long Answer Questions (120—150 words)

- Q1. Humanity is beyond caste creed and race. Elucidate the thought in Context of "Memories Of Childhood"
- Q2. How does education play an important role in eradicating Caste discrimination and securing respect for marginalized communities in the society?
- Q3. Power leads to dominance and reaches oppression and ends up in rebellion and failure. How is this statement true in the case of the rebellion raised by Zitkala Sa and Bama?

Value Based Question-----(120-150 words)

- Q1. What values must be instilled in individuals for the betterment and upliftment of the marginalized communities? Discuss with reference to "Memories of Childhood."
- Q2. Grit, perseverance and will power pave the path to success in life" Write an article bringing out the truth of this statement.

NOVEL

Silas Marner

George Eliot

The Epigraph ----- excerpt from a poem by words- worth

“A child more than all other gifts That earth can offer to a declining man. Brings hope with it and forward-looking thoughts”

- Q1. What is the significance of the quotation from the poem by William Wordsworth that Eliot uses as an epigraph for Silas Marner?
- Q2. Describe the ironical situation in which Silas Marner had to leave Lantern yard?
- Q3. Describe how Silas Marner was betrayed by his friend William Dane?
- Q4. Silas Marner lost his gold. Describe the circumstances under which his “Gold is restored to him in the form of Eppie.”
- Q5. Describe Dolly Winthrop as the most lovable character in George Eliot’s Silas Marner?
- Q6. “Evil begets Evil” In the light of this remarks describe the character of Dunstan Cass.
- Q7. Godfrey Cass is good natured but weak willed. Explain.
- Q8. What are the benefits and consequences of accepting and meeting responsibilities? How is the theme reflected in the novel?
- Q9. How far has chance been a device to assert the role of circumstances in life in the novel
- Q10. What is Silas’ situation of opening his trouble to his Raveloe neighbours compared to when he reaches the Tavern? What difference does this bring in Silas’ life
- Q11. Write the character sketch of Eppie
- Q12. How does the Cass household provide a counter point to the domestic life Silas and Eppie create? How is their parenting directly proportional to the character of their Children?
- Q13. “But I wasn’t worth doing wrong for nothing is in this world. Nothing is so good as it seems before hand- not even our marrying wasn’t you see”. Portray Nancy in the light of these words said by her.
- Q14. “Given are enriched by Giving.” Prove how the principle holds true in case of Silas.
- Q15. How has the writer brought into the view the consequences of blinding rigidity of religion?
- Q16. Why did Silas visit Lantern Yard again with Eppie? What did his visit accomplish?
- Q17. How do symbols and allegory interact with rustic details and representation in the novel?
- Q18. The open door of Silas’ Cottage was the way to ruin for Dunstan, refuge for Eppie and hope for Silas. Justify.
- Q19. What does Silas’ Cottage represent?
- Q20. What is the significance of Silas near sightedness?
- Q21. Draw a character sketch of Silas?
- Q22. Contrast the life of Silas at Lantern Yard and at Raveloe?
- Q23. Write the character sketch of Nancy.
- Q24. How does Godfrey react to Eppie’s rejection?
- Q25. How does Eliot make use of the metaphor of spider and ants in the novel?