



Rabindranath World School,

DLF Phase III, Gurgaon. 122002

Subject – English

Class – XI

HANDOUTS

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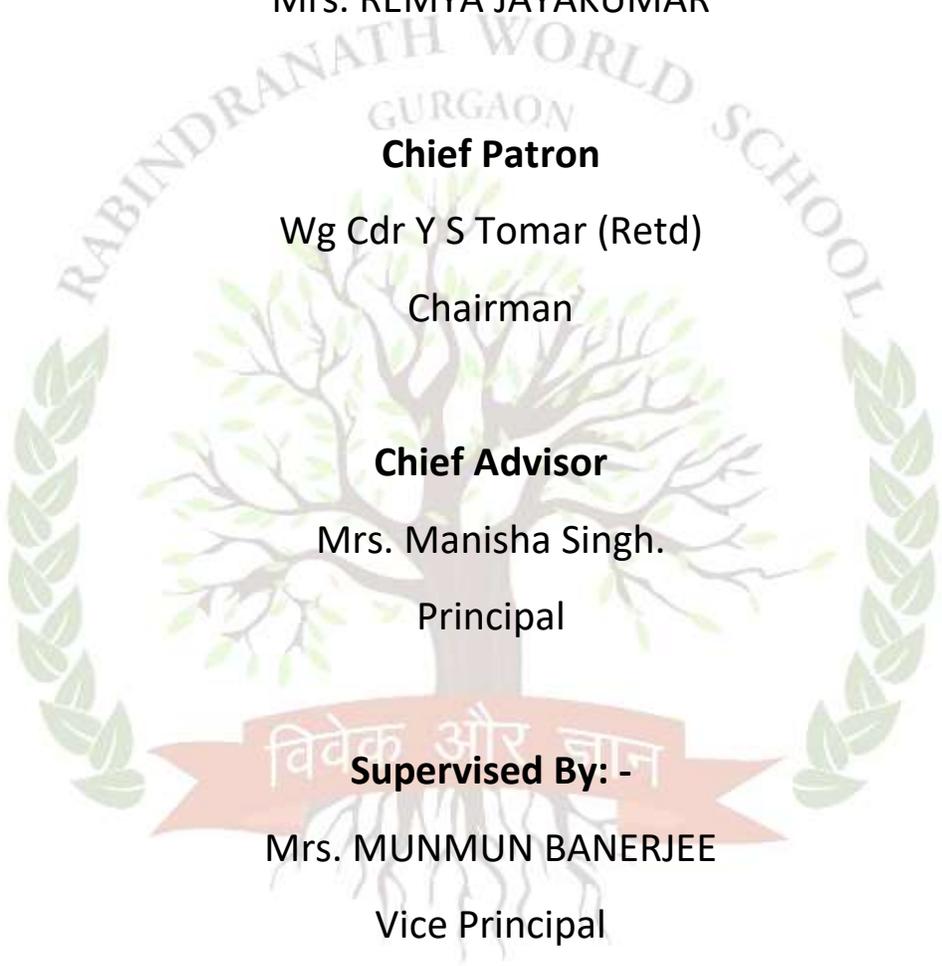
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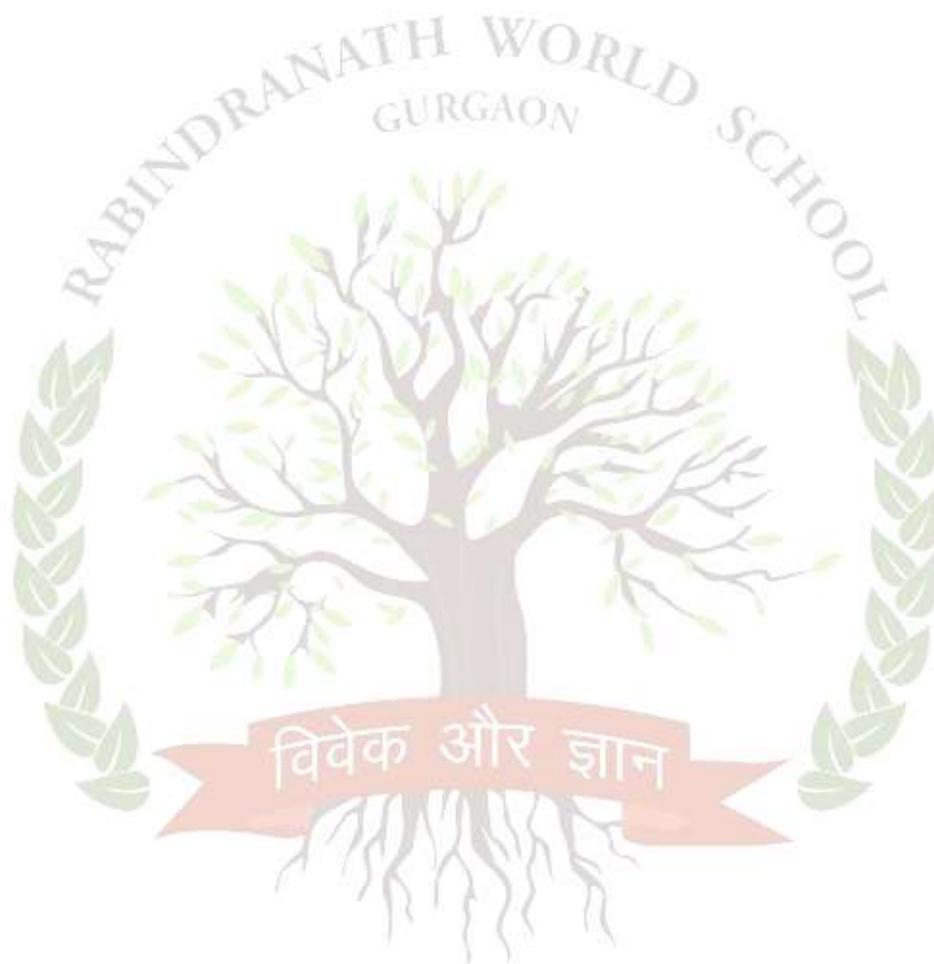


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English Core Class XI Syllabus

Exam Structure

Section	Area of Learning	Marks
A	Reading Skills	20
B	Writing Skills and Grammar	30
C	Literature & Long Reading Text	30
D	Assessment of Speaking & Listening Skills	20
	Total	100

Section A: Reading Comprehension

Very short answer / Short answer and MCQ type questions:

Two unseen passages (including poems) with a variety of questions including 4 marks for vocabulary such as word formation and inferring meaning. The total range of the 2 passages including a poem or a stanza, will be around 900-1000 words.

1. 550-600 words in length (for note-making and summarising)
2. 350-400 words in length (to test comprehension, interpretation and inference)

An unseen poem of about 28-35 lines

The passages could be of any one of the following types:

- **Factual passages**, e.g., illustrations, description, reports
- **Discursive passages** involving opinion, e.g., argumentative, persuasive
- **Literary passages** e.g. extracts from fiction, biography, autobiography, travelogue, etc. In the case of a poem, the text may be shorter than the prescribed word limit.

SECTION B: Writing Skills and Grammar

Writing

- Short Answer Questions: Based on notice/ poster/ advertisement
- Long Answer Questions: Letters based on verbal/visual input. It would cover all types of letters.

Letter types may 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 on an issue)
 - application for a job with a bio-data or resume
 - letter to the school or college authorities, regarding admissions, school issues, requirements /suitability of courses, etc.
- Very Long Answer Question: Composition in the form of article, speech, report writing or a narrative

Grammar

Different grammatical structures in meaningful contexts will be tested. Item types will include gap filling, sentence re-ordering, dialogue completion and sentence transformation. The grammar syllabus will include determiners, tenses, clauses, modals and Change of Voice. These grammar areas will be tested using the following **short answer type and MCQ type questions**:

- Error Correction, editing tasks
- Re-ordering of Sentences
- Transformation of sentences

Section C: Literature and Long Reading Texts

Questions to test comprehension at different levels: literal, inferential and evaluative

1. **Hornbill**: Textbook published by NCERT
2. **Snapshots**: Supplementary Reader published by NCERT

The following lessons have been deleted:

1. Landscape of the Soul
2. The Adventure
3. Silk Road
4. The Laburnum Top (Poetry)
5. The Ghat of the only World (Snapshots)

- Very Short Answer Questions - Based on an extract from poetry to test reference to context comprehension and appreciation.
- Short Answer Questions - Based on prose, poetry and plays from both the texts.
- Long Answer Question - Based on prescribed texts to test global comprehension and extrapolation beyond the texts to bring out the key messages and values.
- Long Answer Questions - Based on theme, plot, incidents or event from the prescribed novels.

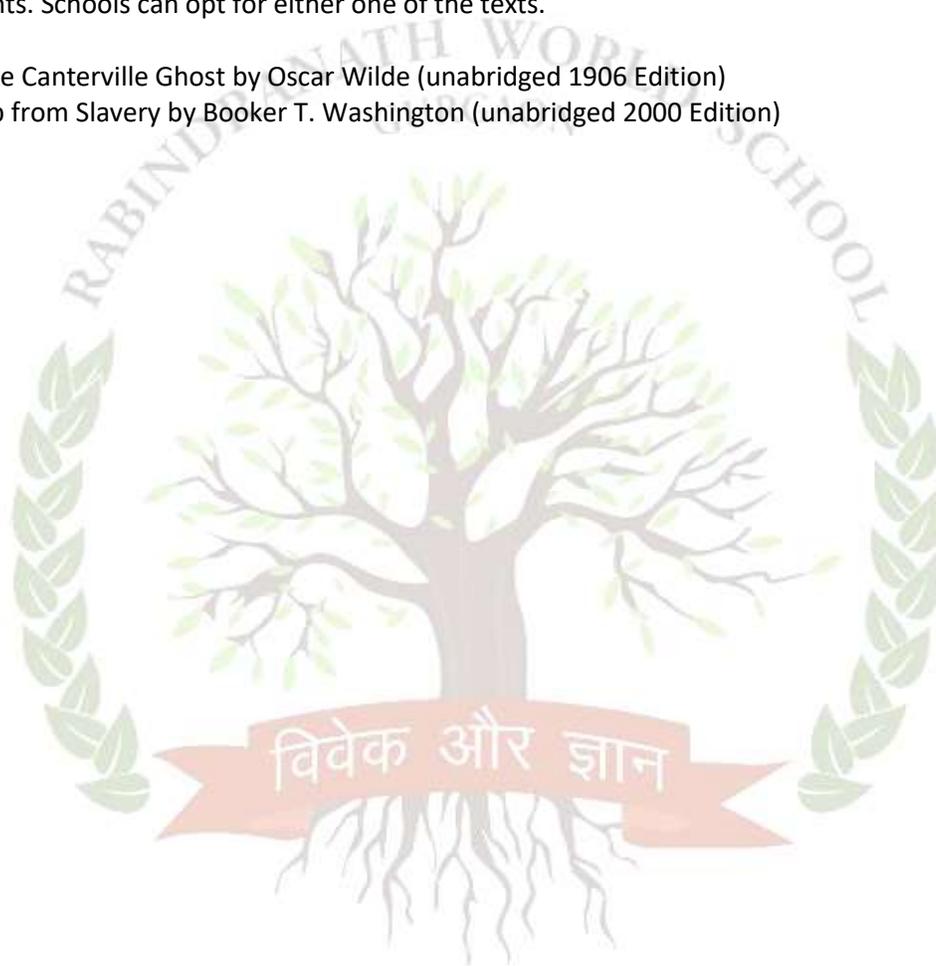
- Long Answer Question - Based on understanding appreciation, analysis and interpretation of the characters.

Note: Values-based questions may be given as long answers in the writing or literature sections.

Extended Reading Texts: (either one)

With a view to inculcate the habit of reading among the students, CBSE has introduced compulsory reading of a Long Reading Text - Novel in the English Core Course and will be evaluated in the Term-end Assessments. Schools can opt for either one of the texts.

- The Canterville Ghost by Oscar Wilde (unabridged 1906 Edition)
- Up from Slavery by Booker T. Washington (unabridged 2000 Edition)



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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	I Sub point	1.1 Sub point	1.1.1 sub sub point
	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		

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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**

Important 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

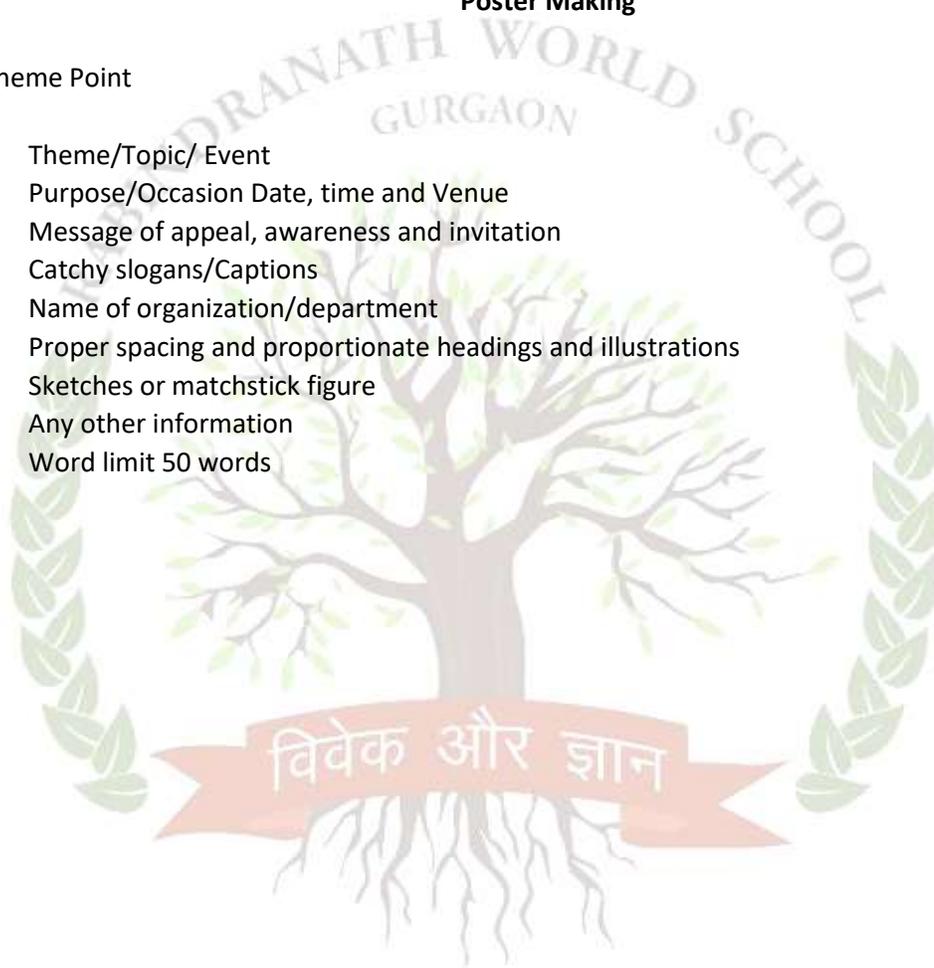
- 1 Visually attractive
- 2 Catchy slogans
- 3 Colourful language
- 4 Varied font, size and shape to make it lucid and appealing

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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

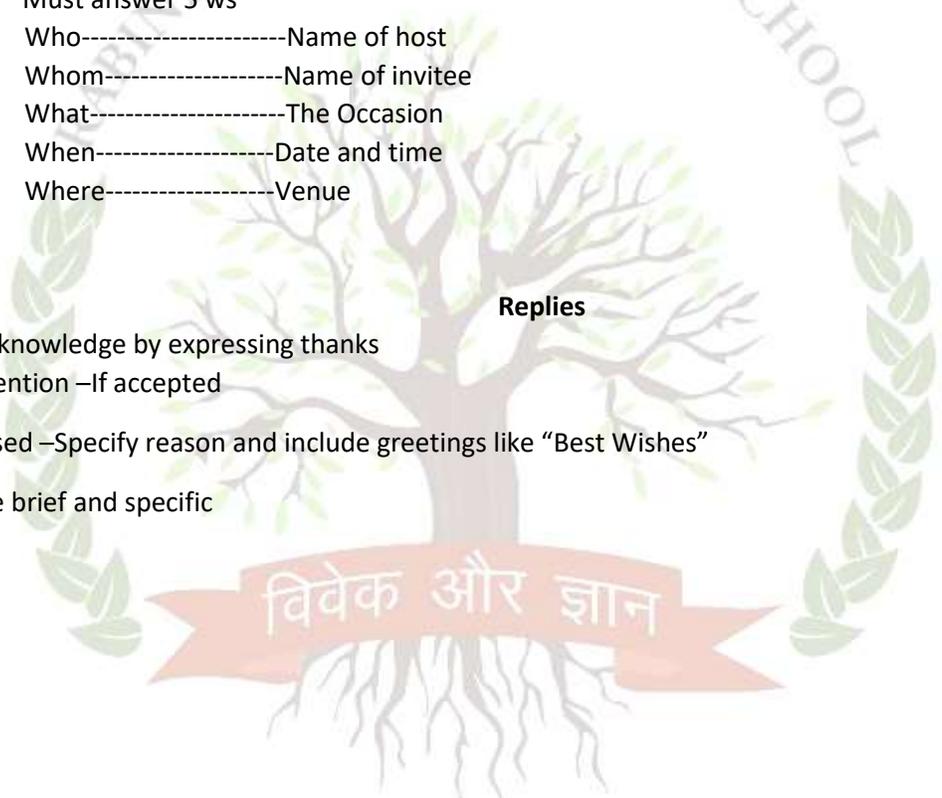
- 1 Who-----Name of host
- 2 Whom-----Name of invitee
- 3 What-----The Occasion
- 4 When-----Date and time
- 5 Where-----Venue

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 –

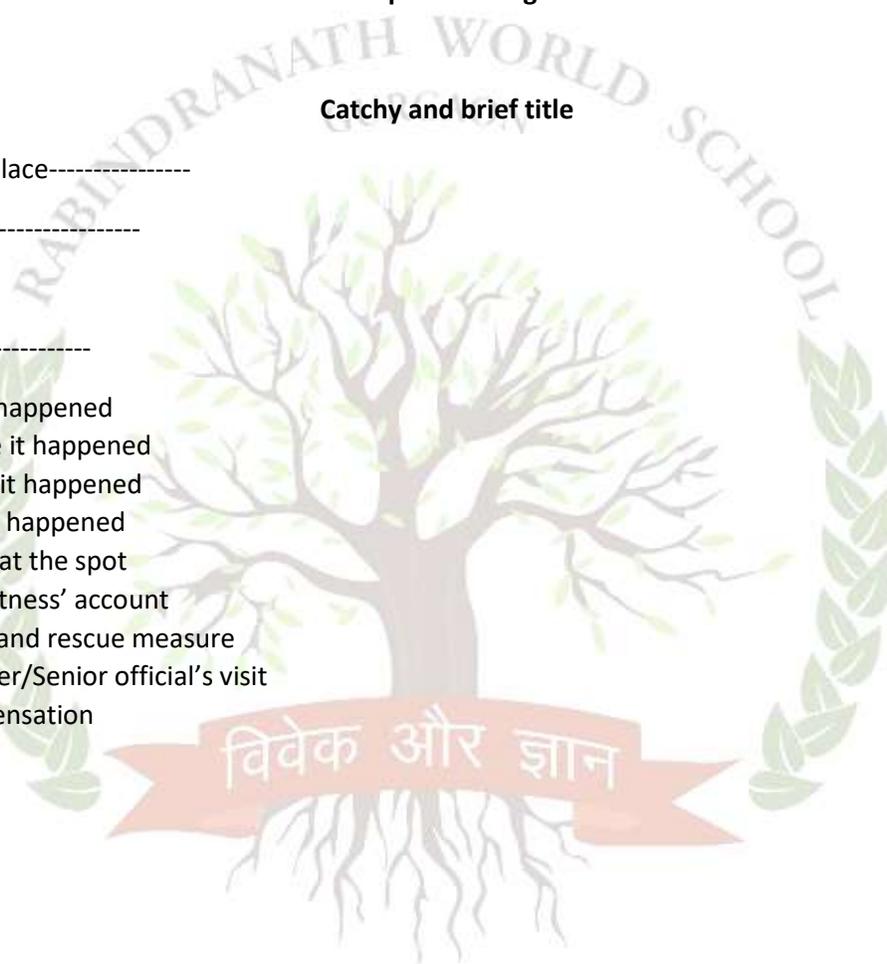
Catchy and brief title

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

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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. C V 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.



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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

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Debate

Tips

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

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

Language expressions

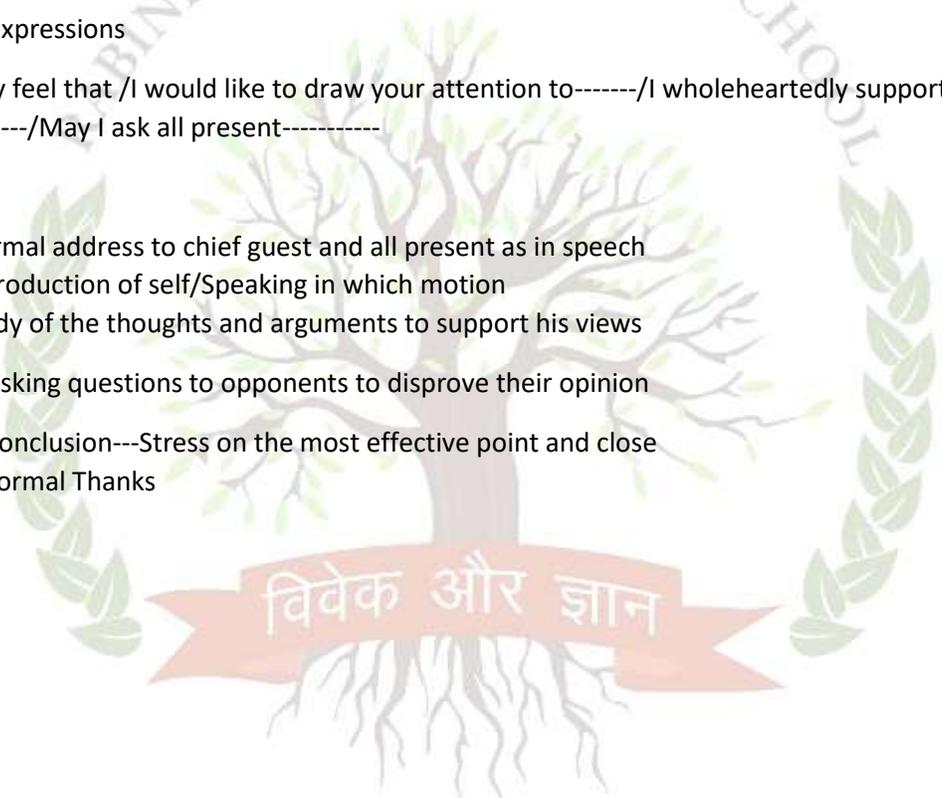
1. I strongly feel that /I would like to draw your attention to-----/I wholeheartedly support/oppose--/ In my opinion---/May I ask all present-----

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



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Literature

Hornbill

Lesson 1

The Portrait Of A Lady

Khushwant Singh

Summary

The Portrait of a lady is an affectionate account of the warm relationship that existed between Khushwant Singh and his grandmother spanning over twenty years.

His earliest memories are of his stay in the village with his grandmother. To the author she had been old and wrinkled for the past twenty years that he had seen her. He could never imagine that once upon a time she could have been young and pretty.

The grandmother was a religious woman, always dressed in white, telling the beads of her rosary and her lips moved in constant inaudible prayer. She looked serene as the white winter landscape in the mountains. In the village, they used to stay together and the grandmother was his constant companion. She used to bathe him, dress him, take him to school, and herself read the scriptures in the adjoining temple. On the way back home she used to feed stale chapatties to the village dogs.

Sometime later they both shifted to the city. Their relationship thinned a little. The grandmother could no longer accompany him to school. She did not approve of what he studied –English, Science and most disliked of all, Music. The fact that there was no teaching of God and scriptures also made her unhappy. She started feeding the sparrows in the courtyard of the house as no dogs were around.

The author was given a room of his own when he joined the university, and their only common link was snapped. She never complained and spent more of her time in praying, spinning and enjoyed her time with the sparrows. When the author went abroad for higher studies he cherished the moist imprint of her kiss on the forehead as probably the last sign of physical contact between them. But she was there to receive him at the station when he returned back.

That evening she sang of the homecoming of warriors. Next day she fell ill and told that her end had come and she wanted to only pray till her last breath. So she did, till the rosary fell from her lifeless fingers. Thousands of sparrows came and sat scattered around her corpse in silence as if in mourning. They did not eat the breadcrumbs offered by the author's mother.

Short Answer Questions

- Q1. What caused a turning point in their friendship?
- Q2. How did the grandmother receive the narrator when he returned from abroad and how did it affect her?

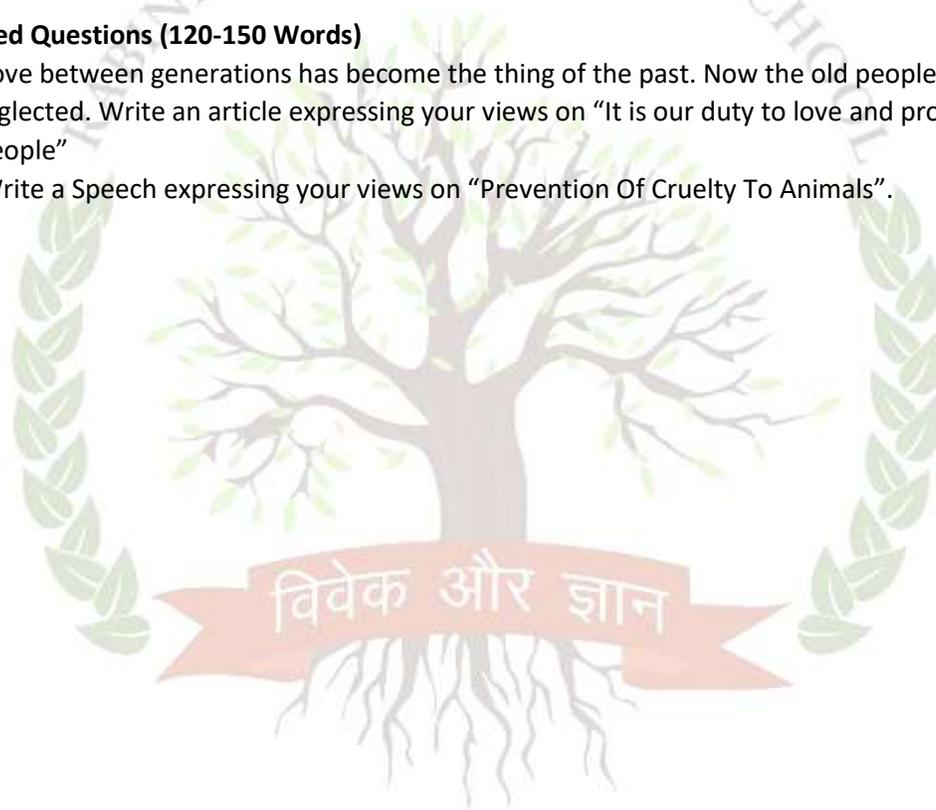
- Q3. Which was the happiest half an hour of the day for grandmother in the City?
- Q4. What do you think was the cause of the grandmother's falling sick?
- Q5. The author said "she could never have been pretty but she was always beautiful." Explain.
- Q6. How did the sparrows express their sorrow at the death of the grandmother?
- Q7. The grandmother was a religious person. How do we come to know this?
- Q8. The grandmother was a kind-hearted woman. How do we come to know this?
- Q9. Why was the grandmother not happy with the city school education?
- Q10. When the people are pious and good, even nature mourns their death. Justify.
- Q11. Would you agree that the author's grandmother was a person strong in character? Why?

Long Answer Question (120-150 words)

- Q1. Write a pen portrait of the grandmother

Value Based Questions (120-150 Words)

- Q1. Love between generations has become the thing of the past. Now the old people are neglected. Write an article expressing your views on "It is our duty to love and protect the old people"
- Q2. Write a Speech expressing your views on "Prevention Of Cruelty To Animals".



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Poem 1
A Photograph

By Shirley Toulson

Summary

This poem is about the transient nature of human life. Humans are mortal and so they perish. Ageing and decaying is the inevitable truth of human life. Nature is perennial.

The poet refers to a photograph of her mother when she was a young girl. The photograph reminds the poet of her mother's past days when she was on the sea beach with her two cousins. Both of them were holding her mother's hands who was herself only twelve at that time. The three of them were clicked by their uncle. The sea washed their feet which were terribly transient. After twenty or thirty years when the poet's mother looked at the same photograph she laughed at the snapshot. She found their way of dressing to be funny. The sea holiday was the mother's past and the loss of those days brought a dry smile on the poet's face. She was sad and tried to ease herself at the thought of her mother's loss just as mother had eased herself at the loss of her happy childhood. As the mother was dead there was none to explain anything more about the photograph.

Read the following stanza and answer the questions which follow

- 1 The cardboard shows me how it was
When the two girl cousins went paddling
Each one holding one of my mother's arms
And she the big girl some twelve years or so
All three stood still to smile through their hair
At the uncle with the camera

- Q1. What does the cardboard show?
- Q2. Who was the big girl and how old was she?
- Q3. Who was standing with the camera and where?
- Q4. Who is the speaker and what is she nostalgic about?

- 2 A sweet face
My mother's that was before I was born
And the sea, which appears to have changed less
Washed their terribly transient feet

- Q1. How did the mother look at that time?
 Q2. Compare the changes that came in the mother and the sea.
 Q3. What has been described as “terribly transient”?
 Q4. Which poetic device is used in the last line?

Some twenty thirty years later
 She'd laugh at the snapshot." see Betty
 And Dolly," she'd say "and look how they
 Dressed us for the beach". The sea holiday
 Was her past, mine is her laughter. Both wry
 With the laboured ease of loss.

- Q1. Why did the mother laugh at the snapshot?
 Q2. How old was she now?
 Q3. What is the irony for both of them?
 Q4. Explain “laboured ease of loss”. Mention the poetic device.

- 3 Now she's been dead nearly as many years
 As that girl lived. And of this circumstance
 There is nothing to say at all
 Its silence silences.

- Q1. When did the poet's mother die?
 Q2. What is this circumstance?
 Q3. How does silence intensify more silence?
 Q4. Which poetic device is used here?

Answer the following questions

- Q1. What has not changed over the years and why?
 Q2. What is the meaning of the line “Both wry with the laboured ease of loss”
 Q3. Whose terribly transient feet is the poet talking about? Why are they transient?
 Q4. How did the sea holiday become her past and what had her laughter become for the poet?
 Q5. What did the poet's mother find funny about the photograph while seeing it in her middle age?

Lesson 2

We're Not Afraid To Die If We Can All Be Together.

By Gordon Cook and Alan East

Summary

It is an adventurous story which accounts the sea voyage of a 37 year old narrator, his wife, Mary, son Jonathen, aged 6 and daughter Suzanne aged 7, who wanted to duplicate the round the world voyage made 200 years earlier by Captain James Cook. For the last 16 years they had spent all their leisure hours in honing their sea faring skills. They started their voyage in July 1976 in a professionally built boat "Wavewalker" which was 23 metre, 30 ton wooden hulled beauty.

The first leg of the journey passed off peacefully. They hired two crewmen Larry and Herb. On the second day out of Cape Town they encountered strong gales for the next few weeks. The waves rose as high as their main mast which was the cause of their worry. On December 25th, they reached 3500 kms. east of Cape Town.

On January 2, the waves became gigantic and they saw enormous waves rolling towards them. They dropped the storm jib to slow down and lashed a heavy mooring rope in a loop across the stern. They double lashed everything and went through the life raft drill, attached lifelines donned oilskins and life jackets. Suddenly at 6 pm there was an ominous silence, the sky became dark, and the wind dropped. All of a sudden they saw a huge vertical wave directly above their boat which crashed on the boat with a tremendous explosion. Wavewalker was near capsizing. The author was badly injured. Larry and Herb pumped water out like mad men. Sue had received serious injuries. The mast was at the mercy of the waves being tossed from the vertical position back to the upright position. The starboard side of the ship was ripped to the keel. The narrator repaired it with canvas and waterproof hatch covers. But then another problem arose. The handpump got blocked with debris and the electric pump got short circuited. Mayday calls also went unresponded.

On January 3 conditions improved a bit and because of the wavewalker's condition they decided to head towards nearest two islands. By 4 pm on January 4th black clouds again appeared and the wind and sea became rougher. By dawn of January 5 situation became desperate. Jonathen showed courage and cheered everyone's losing spirit by saying "we aren't afraid to die if we're all together". Captain gathered all his courage and decided to fight again.

Wavewalker rode out of the storm. With the compass lost, the narrator lost hope and dozed off. At 6pm his son woke him up and gave him the news that they had found the island. Thus they reached Ile Amsterdam which was a bleak rock but the most beautiful island for the narrator and his family.

Short Answer Questions

Q1. What was the narrator's purpose in making the voyage?

- Q2. How did he equip himself for the great adventure?
- Q3. Describe the boat Wavewalker.
- Q4. When and how did disaster strike Wavewalker?
- Q5. How did the narrator suffer due to the wave hit?
- Q6. What measures were taken to save the ship from sinking?
- Q7. How did Sue suffer when the wave hit the ship?
- Q8. Why and when did the Captain send Mayday calls?
- Q9. Who all responded to their Mayday calls?
- Q10. How and when did Wavewalker ride out of the storm? In the absence of the compass what did the narrator instruct and to whom?
- Q11. Why did Jonathen hug and call him the best Daddy in the world?
- Q12. Why did Sue not reveal much about her injuries to her parents?
- Q13. How did the author repair his boat?
- Q14. Why did Captain change his plan of heading towards Australia?
- Q15. Describe Ile Amsterdam.

Long Answer Questions (120-150 words)

- Q1. Explain "Optimism helps to endure direst stress".
- Q2. How did the children's courage and fearlessness help cheer the narrator to another fresh attempt?
- Q3. The voyagers started journey with full vigour but it met with an undesired fate. Give a detailed account of their ordeal.
- Q4. An ordeal in the vast and roughest seas of southern Indian ocean ended happily. How was the entire family responsible for its success?

Value Based Questions (120-150 words)

- Q1. Helen Keller had said "Life is either a daring adventure or nothing." Write an article on the topic "Adventure makes life worth living."
- Q2. Justify that optimism is infinitely preferable to pessimism.

Poem 2
The Voice of the Rain

By Walt Whitmore

Summary

It is a dialogue between the poet and the rain. The poet asks the rain who she is. The rain herself gives her introduction. The poet translates the voice of the rain by telling that it is the poem of the earth. She rises out of the land and bottomless sea and can't be touched. There it changes into water drops. From there it comes down in the form of rain and washes away all dust and impurities of earth. It brings the dry earth back to life. It removes droughts and refreshes and makes everything new and lively. It further tells that seeds hidden inside the earth are unborn until and unless rain gives life to them.

Rain showers blessings on earth. Day and night, she gives a new lease of life to the place of her own origin. It goes on in an eternal cycle and beautifies and purifies everything on earth. Whether the beauty of its song is seen or not it returns back to its birth place with love in the same way as song or music after fulfilling its work.

Read the stanza and answer the following questions

1. And who art thou? said I to the soft falling shower
Which strange to tell, gave me an answer as here translated
I am the poem of the earth, said the voice of the rain,
Eternal I rise impalpable out of the land and the
Bottomless sea
 1. How does the shower fall?
 2. "Strange to tell" Explain.
 3. What is rain to the earth?
 4. How does the rain take its birth?
 5. Find a word in the stanza which means "that can't be touched"

2. Upward to heaven when vaguely formed altogether
Changed and yet the same,
I descend to lave the droughts, atomies and dust layers
Of the globe,
And all that in them without me were seeds only, latent, unborn

1. Describe the upward movement of the rain
2. What happens in the sky?
3. Describe the things that receive the blessings of the rain.
4. Whom does rain give birth to?

3. And forever by day and night, I give back life to my
Own origin,
And make pure and beautify it,
(for song issuing from its birthplace, after fulfilment wandering
Reck'd or unreck'd duly with love returns)

1. What does the rain give back to its own origin?
2. How does the rain purify the earth?
3. What is the "song" referred to over here?
4. What does the last line signify?

Answer the following questions

- Q1. What question does the poet put to the rain and how does he feel when he gets the answer?
- Q2. What answer does the rain give to the poet regarding herself and her origin?
- Q3. What happens when the rain descends in the form of showers?
- Q4. Describe the never-ending cycle of the rain.
- Q5. What will happen if it doesn't rain?
- Q6. How does the rain become the voice of the earth?

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Lesson 3

Discovering Tut: The saga Continues

By A R Williams

Summary

Tut was the last heir of the royal family that ruled Egypt for centuries, died 3300 years ago when he was just a teenager. He was buried with beautiful pieces of gold and forgotten until English Archaeologist Howard Carter discovered his tomb in 1922. As his mummy was taken from cemetery, for CT scan on 5th January 2005 dark clouds covered the sky. Tourists from around the world came to see the 26 feet underground tomb.

Zahi Hawass secretary General of Egypt's Council of Antiquities held Carter responsible for damaging the mummy. Tut was buried with immense treasure and also things of daily use, as they believed that the king will come back to life and need all the things.

There were three coffins one inside the other. In the first one Carter found garlands of willow and olive leaves, wild celery, lotus petals and cornflowers which suggests that the burial took place in the month of March or April. Carter got into trouble when he reached the solid gold coffin of the mummy as it was cemented by the resins to the bottom. When the resins did not melt in the blazing heat of the desert sun Carter chiselled out the resin to separate the mummy from the gold base. In the process, he nearly severed every major joint of the mummy causing considerable irreparable damage.

Howass' focus was on finding out the mystery of his death. In 1968 an anatomy Professor X-Rayed his chest and found his breast bone and front ribs were missing. The CT scan or Computed Tomography puts together hundreds of x-Rays in cross section to create a three-dimensional virtual body. But the questions about the manner of his death, and the age at which he died still remained unanswered.

Tut's death was the death rattle of a dynasty. He was the last of his family line. His grandfather Amenhotep III was a powerful pharaoh who ruled 18th dynasty, for almost four decades. He was succeeded by Amenhotep IV who brought sudden changes and therefore this period was horrific.

Tutankhaten took over from Smenkhkare, at a very young age and for a very brief period. He restored back Amun worship and changed back his name to Tutankhamun. He ruled for about nine years and then unexpectedly died. A CT machine scanned the mummy from head to toe creating 1700 digital X-Rays. The mummy was then laid back to rest again.

Short Answer Questions

- Q1. Describe the interior of King Tut's rock cut tomb.?
- Q2. What were the contents of the richest royal collection ever found?

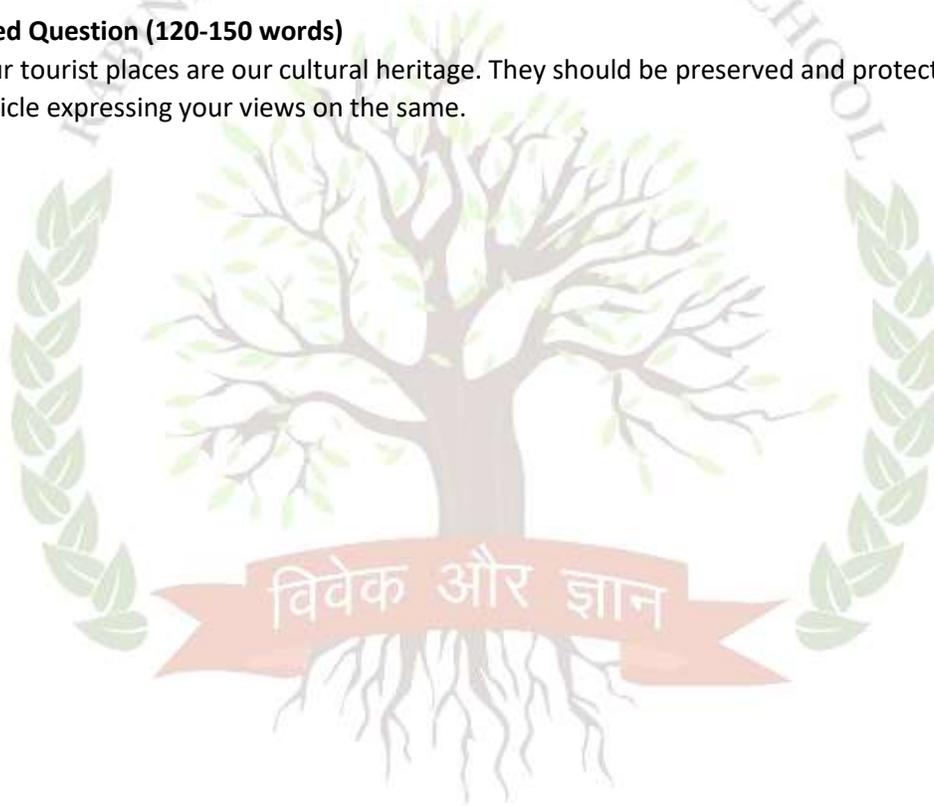
- Q3. Why was king Tut's coffin put in hot sun?
- Q4. What reason did Carter give in justification of his chiselling the mummy?
- Q5. Why was Amenhotep iv's reign a horrific period?
- Q6. What advancements have taken place in archaeology since 1922?
- Q7. Why was Carter's investigation rejected?
- Q8. Justify the suitability of the title "Discovering Tut The Saga continues ".
- Q9. Describe Tut's reign and his death.

Long Answer Questions (120-150 words)

- Q1. What treasure were buried with Tut and why?
- Q2. Who discovered Tut's tomb and what problems did he face with regard to Tut's mummy?
- Q3. Describe Tut and his ancestors.

Value Based Question (120-150 words)

- Q1. Our tourist places are our cultural heritage. They should be preserved and protected. Write an article expressing your views on the same.



Rabindranath World School

Poem 3

Childhood

By Markus Natten

Summary

The poet is obsessed with the loss of his childhood. He wants to know exactly when he lost his childhood. He makes different speculations. He realizes that the process of attaining adulthood and the loss of childhood is gradual. It involves different stages of growth.

The poet makes a guess that it was probably at the age of eleven when he started thinking like a rational human being. He realized that hell and heaven were only imaginary concepts and existed only in the mind. It was the time when he started distinguishing between truth and imagination, reality and fiction.

He feels perhaps he lost his childhood, when he was able to see through the hypocrisy of the adults. He realized that grown-ups were not as good as they appeared to be. They did not practice love in their life, though they talked and preached of it.

Then came a stage in his life when he developed the art of independent thinking. He realized that his mind was his own and it was not influenced or directed by others. This day he developed his individuality, and probably this day he lost his childhood.

In the final stanza the poet asks "where did my childhood go"? Perhaps it is lying hidden at some forgotten place and he feels that a glimpse of it can be seen in an infant's face.

Read the following stanza and answer the questions

- 1 When did my childhood go?

Was it the day I ceased to be eleven,
Was it the time I realized that Hell and Heaven,
Could not be found in Geography,
And therefore could not be
,Was that the day ?

- Q1. What question grips the mind of the poet?
Q2. Why does the poet mention the age of eleven?
Q3. With the knowledge gained about Hell and Heaven what had the poet developed?
Q4. Find words in the stanza which mean i) ended ii) felt

- 2 When did my childhood go?

Was it the time I realized that adults were not?
All they seemed to be

They talked of love and preached of love
 But did not act so lovingly
 Was that the day!

- Q1. What does the poet experience about the adults?
- Q2. Which quality of elders has he been able to see through?
- Q3. Does the poet regret lose his childhood?
- Q4. Explain “preached of love “

3 When did my childhood go
 Was it the day when I found my mind was really mine
 To use whichever way I choose,
 Producing thoughts that were not those of other people
 But my own and mine alone
 Was that the day?

- Q1. Explain “My mind was really mine”
- Q2. How could he use his mind?
- Q3. What kind of thoughts could he produce?
- Q4. Which trait had the poet developed?

4 Where did my childhood go
 It went to some forgotten place
 That’s hidden in an infant’s face
 That’s all I know

- Q1. What is the poet’s repeated question?
- Q2. What does he conclude about his childhood?
- Q3. Where does his childhood lie hidden?
- Q4. Is he happy to become an adult?
- Q5. What does the poet conclude about his childhood?

Answer the following questions

- Q1. When did the poet start thinking rationally? How?
- Q2. What does the poet say about the hypocrisy of the grown-ups?
- Q3. What is described as a treasured asset of childhood?
- Q4. Which three traits do we develop as we become adults?

Lesson 4

The Ailing Planet: The Green Movement's Role

By Nani Palkhivala

This article was published in the Indian Express on 24th November 1994. It is a sad commentary on the gradual deterioration of our environment

The Green Movement ---- It started in 1972 and the world's first nationwide Green Party was founded in New Zealand. We have shifted from mechanistic to a holistic and ecological view of the world. For the first time, there is a growing worldwide consciousness that the earth itself is a living organism

Sustainable Development-----It means human development that fulfills the needs of the present without harming the future of mankind. Man shares the earth with 1.4 million living species. The earth has become a scorched planet. Deserts are advancing. Landscapes and environment have been degraded.

Earth's Four Main Biological Systems -----The four main biological systems are Fisheries, Forests, Grasslands and croplands. They form the basis of our Global Economic System. These basic systems are now threatened. They are reaching an unsustainable level. Fisheries have been ruined, forests are disappearing. Grasslands are being converted into wastelands. Croplands are deteriorating. Tropical forests the powerhouses of evolution face extinction now. Forests precede mankind. Deserts follow.

Development and Population-----Education spreads and health improves. Fertility falls as income rises. Development is the only alternative. All developments fail, pitched against the massive population growth. It results in perpetuation of poverty.

Margaret Thatcher has summed up saying that "" no generation has a freehold on this earth. All we have is a life tenancy". Lester Brown says that "we have not inherited this earth from our forefathers, we have borrowed it from our children." IT is not the question of survival of human race but also of the planet earth.

Short Answer Questions

- Q1. What is the Green Movement?
- Q2. Describe the shift that has come in the attitude of man.

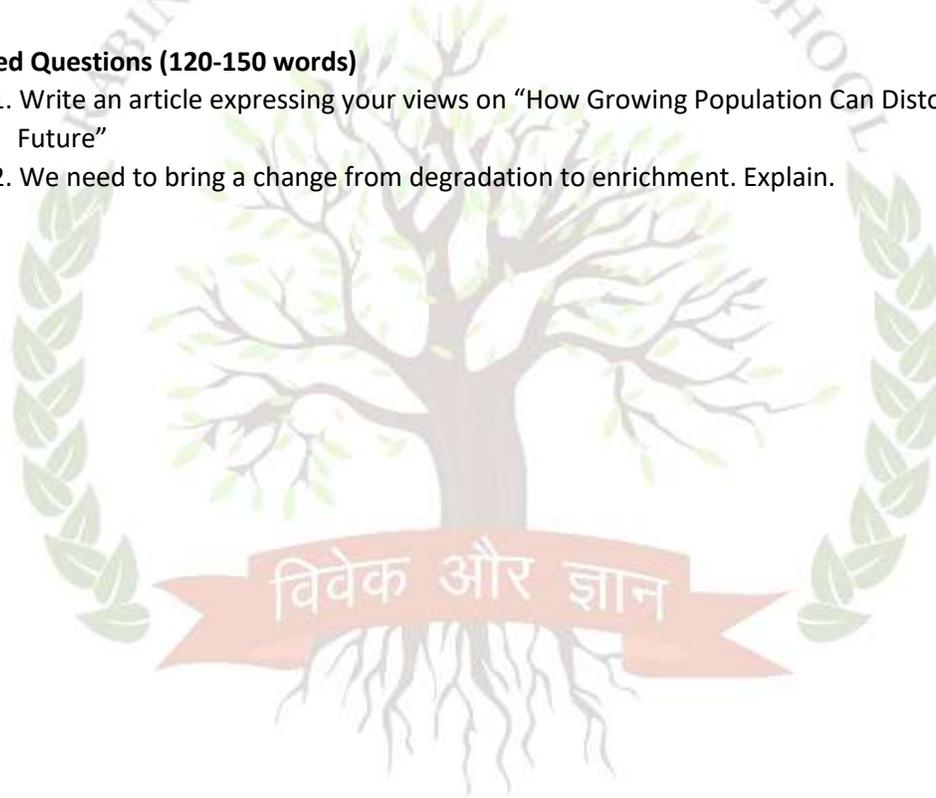
- Q3. How does the earth reveal itself as a patient in declining health?
- Q4. Define sustainable development.
- Q5. What important issues were raised in the First Brandt Commission?
- Q6. What is the cause of the collapse of fisheries?
- Q7. How are the local and tropical forests being decimated?
- Q8. Forests precede mankind, deserts follow. Explain.
- Q9. How are our grasslands and cropland deteriorating?
- Q10. How is population explosion perpetuating poverty?

Long Answer Questions (120-150 words)

- Q1. Elucidate Margaret Thatcher's statement Do you agree with this statement?
- Q2. Why does Palkhivala call the earth "The ailing planet"? How can it survive?
- Q3. How are our four principal systems being constantly depleted?

Value Based Questions (120-150 words)

- Q1. Write an article expressing your views on "How Growing Population Can Distort Our Future"
- Q2. We need to bring a change from degradation to enrichment. Explain.



Rabindranath World School

Lesson 5
The Browning Version

By Terrence Rattigan

Summary

This one act play is a story of two school teachers and a student.

Mr. Crocker Harris is a middle-aged school teacher while Mr. Frank is a young colleague of Mr. Harris. Both the teachers provide a striking contrast.

Frank is open, Crocker is reserved. -----Frank is very friendly and open with his students whereas Crocker Harris is very reserved and doesn't mix with his students.

Frank cares little but Crocker is a strict follower of rules----- . He never leaks out results till they are formally announced.

Crocker Harris is shrivelled inside like a nut. -----He is not open and does not like flattery. He doesn't like anyone who likes him. He is a hard task master. He gives extra work to Taplow even on the last day of his school. This he does to punish Taplow for being absent for a day the previous week. Sometimes he cracks jokes but his classical jokes lack humour.

Frank envious of Crocker-----Still Mr. Crocker Harris is feared and respected. Mr. Harris has a wonderful hold over his students. In spite of all this Taplow shows his admiration for Crocker. Mr. Frank admits that he is envious of Crocker. He admits that perhaps he lacks the effect that Crocker has over his students. Frank encourages Taplow to criticize Crocker. He urges him to imitate Crocker. He even asks Taplow to cut the class. This proves Frank's character. As a teacher of Science, he says he has no interest in Science. This proves his lack of dedication and commitment to his profession.

Millie Crocker-----is the wife of Crocker Harris. She is a smart thin woman in her late thirties. Both Frank and Taplow feel her presence and cut short their conversation. They both feel uneasy fearing that she might have overheard them. She informs Taplow that Mr. Harris had gone to the Bursar's and asks him to fetch some medicines from the chemist.

Short Answer Questions

- Q1. Why is Taplow worried about his remove?
- Q2. Why is Taplow called for extra class on the last day of the school?
- Q3. Why is Taplow bitter?
- Q4. What is Taplow's view regarding "Aeschylus' The Agamemnon ".
- Q5. How did Taplow react when Frank asks him to "Cut "?
- Q6. What did Harris say to Taplow when he laughed at his classical joke?

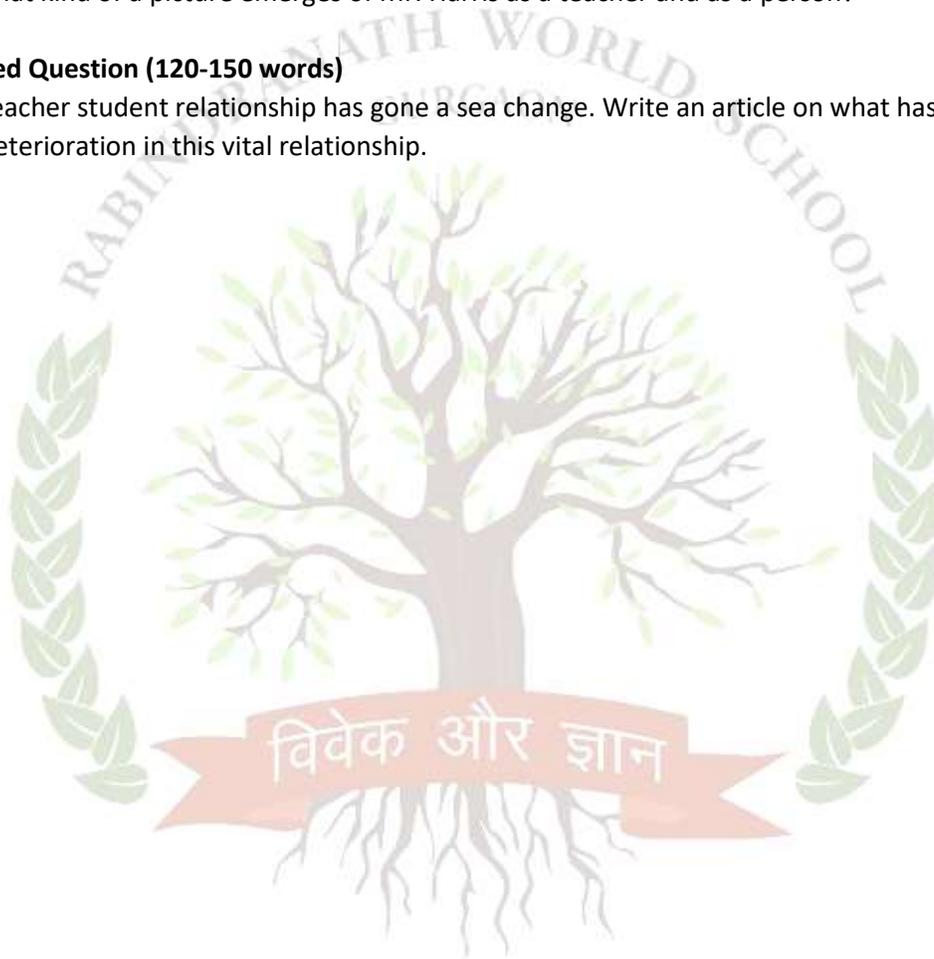
- Q7. Taplow says that Mr. Harris is not a sadist but he is so frightening and hardly human Explain.
- Q8. What shows that Frank relishes Crocker being criticized?
- Q9. Where did Millie send Taplow?
- Q10. Being a Science teacher what does Frank's attitude towards Science reveal about him?

Long Answer Questions (120-150 words)

- Q1. What impression of Frank do you get as a teacher?
- Q2. Mr. Crocker Harris is the subject of conversation between Taplow and Frank.
- Q3. What kind of a picture emerges of Mr. Harris as a teacher and as a person?

Value Based Question (120-150 words)

- Q1. Teacher student relationship has gone a sea change. Write an article on what has caused the deterioration in this vital relationship.



Rabindranath World School

Poem 4
Father To Son

By Elizabeth Jennings

Summary

It explains how because of generation gap the father and son become strangers to each other. In spite of an urge for reunion the separation continues and can't be helped.

The father is unhappy. He doesn't understand his own child. Though they have lived together under the same roof for years but he knows nothing about his son. He is eager to build a relationship with him. He thinks of the time when he was a small child.

The father gave birth to his son but now it seems that it is as if he has sown the seed in the neighbour's garden. Both of them are like complete strangers to each other. There is no sign of understanding between them. The son looks like the father but they do not share any love between them.

The father wishes that his prodigal son would come back home and live with him rather than make his own world and move in it. The father is ready to forgive his son and out of sorrow weave a fresh new love for him

In spite of deep differences in outlook and temperament they have to exist in the same world. But they have become strangers and can't even understand the feelings and language of each other. Father is grieved and his grief changes to anger. They both want to come closer and so stretch out their hand but the hands are empty. They want to forgive each other but can't help being what they are.

Read the following stanzas and answer the questions

- 1 I do not understand this child
Though we have lived together now
In the same house for years. I know
Nothing of him, so try to build
Up a relationship from how
He was when small. Yet have I killed

- Q1. Who laments and the loss of what?
- Q2. What does he know about his son?

- Q3. What does the father want?
 Q4. Write the antonym of "Build"

- 2 The seed I sowed or sown it where
 The land is his and none of mine?
 We speak like strangers, there's no sign
 Of understanding in the air.
 This child is built to my design
 Yet what he loves I cannot share.

- Q1. Why does the father feel that he has sown the seed?
 Q2. Explain "Sown it where the land is his and none of mine".
 Q3. Why can't one share what the other loves?
 Q4. Find the antonyms of i) strangers ii) Loves

- 3 Silence surrounds us. I would have
 Him prodigal, returning to
 His father's house, the home he knew,
 Rather than see and make him move
 His world. I would forgive him too
 Shaping from sorrow a new love

- Q1. Why does silence surround them?
 Q2. What does the father wish?
 Q3. Does he want his son to make and move his world?
 Q4. How will he amend things for his prodigal son?

- 4 Father and son, we both must live
 On the same globe and the same land
 He speaks, I cannot understand
 Myself, why anger grows from grief.
 We each put out an empty hand,
 Longing for something to forgive.

- Q1. Why must they make up their differences?
 Q2. What can the father not understand about himself?
 Q3. How do they try to fill the gap that separates them?
 Q4. What does "Empty hand" signify at the end?

Answer the following questions

- Q1. What is the father lamenting about?
 Q2. How did the father feel helpless in spite of his son being like him?
 Q3. What does the father feel about his prodigal son?
 Q4. What does the father not want his son to do?

- Q5. What is the universal appeal of the poem?
 Q6. In which context has the “prodigal son” been referred?

SNAPSHOT

Lesson 1

The Summer of The Beautiful White Horse

By William Saroyan

Summary

The “Summer Of the Beautiful White Horse” is narrated by nine year old Aram a member of the Armenian community and Garoghlanian tribe. One morning Aram was awakened at the early dawn by his thirteen year old cousin, who invited him to join him for a horse ride. He was himself sitting on the most majestic of all a white horse. They lived in extreme poverty after being uprooted from their native, and having a white horse was never possible for them. Aram had always wanted to ride a horse. Their community was famous for their honesty and sense of justice. Therefore, no member of the Garoghlanian would ever steal. So, Aram felt that Mourad couldn’t have stolen the horse.

However, the invitation was so tempting Aram put away all other thoughts and Convinced himself that it would not be stealing until they offered to sell the horse. Mourad’s crazy behaviour was considered to be a natural descent from his uncle Khosrove, even though his father was a practical man. Uncle Khosrove was furious in temper, impatient irritable and roared everybody to silence by saying “Pay no attention, it is no harm”. Once he silenced his own son by saying the same when the son brought him the news of his house being on fire.

Mourad rode the horse and enjoyed his rides but whenever it was Aram’s turn, the horse used to run crazy till Aram fell off from its back. When asked by Aram how the horse was so well behaved with him Mourad used to say he had a way with horses.

One day a farmer John Byro came to Aram’s house and told Aram’s mother that his horse had been stolen a month ago. Hearing that Aram concluded that the horse was with Mourad for a month. He rushed to Mourad with the news and pleaded to Mourad to keep the horse till he learnt to ride. Mourad disagreed and said that Aram will take a year’s time to learn.

But their horse ride became a routine. But every time Aram wanted to ride it alone, the horse would go crazy and run wildly till Aram fell from its back.

Two weeks later they were taking the horse back to its hiding place when they met Byro on the road. The farmer was extremely surprised when he saw his horse. He inspected the horse and found it tooth by tooth his own horse. Bui since he knew their parents he could not believe that they had stolen his horse. He therefore said that the horse must be the twin of my horse. That night they returned the horse to John Byro.

Short Answer Questions

- Q1. What made Aram think he was dreaming?
- Q2. What was the chief hallmark of Garoghlanian tribe?
- Q3. Explain "Mourad enjoyed being alive than anyone else who would have fallen into the world by mistake."
- Q4. Describe Aram's excitement when he saw the horse.
- Q5. How did Aram justify Mourad's act of stealing a horse?
- Q6. Describe uncle Khosrove.
- Q7. How did Aram conclude that Mourad had been riding the horse for quite some time?
- Q8. Why did Mourad say "I have a way with dogs?"
- Q9. What did Mourad want Aram to say in the event of being caught riding the horse?
- Q10. Why did Aram say that "A man could be the father of his son's flesh, but that does not mean he is the father of his spirits"?
- Q11. Describe the significance of the title.
- Q12. What did John Byro lament about?
- Q13. What did John Byro say when he found his own horse with the boys one morning?
- Q14. Why was John Byro worried about the loss of his horse?
- Q15. What was uncle Khosrove's reaction to this?
- Q16. Why did the boys return back the horse? Was it fear or the prick of their conscience?

Long Answer Questions (120-150 words)

- Q1. What were the similarities between uncle Khosrove and Mourad?
- Q2. Mourad seemed to have a way with animals, birds and farmers. Explain.
- Q3. Give a brief character sketch of the narrator.

Value Based Question (120-150 words)

- Q1. Do you agree with Aram's definition of stealing? Why or why not? Explain.

Lesson 2
The Address

By Marga Minco

Summary

The story is about human predicament that follows war. It is a narrative that brings out the grief stricken account of how a daughter goes to her native place in Holland in search of her mother's belongings after the war. After ringing the door bell of the house, 46 in Marconi Street she waits with anticipation. The woman opened the door a chink, and gave no sign of recognition. The narrator introduced herself but the woman remained silent. The narrator saw the woman wearing her mother's green knitted cardigan. Whatever attempts the narrator made, the woman did not respond. She closed the door cautiously.

The pre war scenes flashed in the mind of narrator, when her mother had provided the address to her. She had gone home for a few days and she noticed the various things of her house missing. At that time her mother had told her about Mrs. Dorling. She happened to be an old acquaintance of her mother. Lately she had renewed the contact with her mother, and had been coming there regularly. Every time she left she took something of their precious possession with her. She told that she wanted to save all their nice possessions. The next day narrator had a fleeting glimpse of Mrs. Dorling lugging a heavy suitcase. At that time her mother had given her the address.

Many days after the war the narrator was curious to see her mother's things again and so she went to that address. As the first visit went in vain the narrator decided to visit the second time. Interestingly this time the woman was not there and her daughter opened the door. The narrator expressed the desire to wait for her. The narrator entered the room where all her mother's precious collections were kept. A musty smell emerged from the room. She was in a room amidst things which she knew and she didn't know. The things she wanted to see now troubled her, for it reminded her how her mother used to treasure them and kept them safely and taken care of them. The spoons the antique plates the cutlery everything reminded her of how well her mother had kept them.

Dorling's daughter was telling her how they had used the antique plates for eating and there was nothing special about it. The narrator told her that the cutlery set was of silver. Dorling's daughter was surprised and wanted to check. The narrator jumped up. The address was correct, the things were her mother's but now no more hers. She wanted to forget each and every article but that was difficult. She decided that the best thing was to forget the address. She consoled herself saying that her mother was no more there and these things reminded her of the past and now they were of no value as the mother was not there. Moreover now she lived in a small rented room where shreds of black out paper still hung along the windows and in her table drawer only a handful of cutlery could fit in.

Short Answer Questions

- Q1. Who is the narrator? What consequence she faced being the victim of war?
- Q2. Why did the narrator go to 46, Marconi Street?
- Q3. How was Mrs. S exploited by Dorling?
- Q4. How did Dorling behave with the narrator? Was it justified?
- Q5. What reason did Dorling give to Mrs. S for carrying away all her precious possessions?
- Q6. Was the narrator convinced about Dorling's intention? How do you know?
- Q7. Describe the first meeting of the narrator with Mrs. Dorling.
- Q8. Did the daughter of Mrs. Dorling know anything about the true owner of those antiques in their house?
- Q9. Describe how life gradually became better after the war.
- Q10. What did the narrator mean by saying "I was in the midst of things I knew and I did not know"?
- Q11. What were the narrator's fingers probing for in the table cloth?
- Q12. That's a nice box." The author said she heard her own strange voice. Why did she say so?

Long Answer Questions (120-150 words)

- Q1. "Have you come back"? Said the woman. "I thought that no one had come back" Explain her attitude with reference to this statement.
- Q2. Describe the second visit of the narrator to the address?
- Q3. Why did she decide to forget the address?
- Q4. Compare and contrast the characters of Mrs. S and Mrs. Dorling.
- Q5. "The Address" is a story of human predicament that follows war. Comment.

Value Based Question (120-150 words)

- Q1. "Greed and exploitation in any form makes a character loathsome." Do you agree?

Lesson 3 Ranga's Marriage

By M Venkatesha Iyengar

Summary

Shayna the narrator of the story is extremely proud of his village Saheli near Mysore. In those days in his village people still followed the traditional life style and therefore English language was not used by the villagers. The village accountant was the first one to send his son to Bangalore for study.

Ranga's homecoming was a great event for the villagers. People rushed to see him including the narrator. They expected a great change in him. But he showed no change at all. He still wore his "janewara" and showed respect to elders by doing the traditional "Namaskara". People were happy about it and narrator blessed him by saying that may he get married soon.

In matter of marriage however Ranga had different views. He did not believe in traditional arranged marriage and also said that one must always marry a matured girl. The narrator decided to falsify all his views and decided to get him married to Rama Rao's niece Ratna who was only eleven years old and had come to the village to her uncle's house.

Shyama very carefully plotted to arrange a meeting between the two. He called Ratna to his house and also sent for Ranga. Ratna was a good singer and while she was singing a devotional song Ranga arrived. Seeing a stranger Ratna stopped her singing but Shyama's plan was successful because Ranga had developed interest in Ratna. To heighten Ranga's emotions, he announced that the girl was married when Ranga started making enquiries about her. Ranga's shrivelled face and depressed mind showed that he had fallen for Ratna. The narrator went ahead with the second step of his plan. He went to the local astrologer and tutored him in all that he had to say when the narrator would bring Ranga to him for reading his horoscope. All said and arranged Shyama brought Ranga to the Shastri. Shastri through his fake calculations and tutored script convinced Ranga that Only Ratna was the girl for him. Shyama enjoyed seeing his plan mature, and after some time relieved Ranga by giving the information that Ranga could marry Ratna as she was not married. Ranga was overjoyed. Later in the day Shyama told Shastri how wonderfully he executed the plan to which Shastri felt offended.

Time flew. Ratna and Ranga were happily married and they invited Shyama to their son's b'day party. Out of respect to the old man they had named their son Shyama.

Short Answer Questions

- Q1. Describe the narrator's village.
- Q2. What did the village doctor mean by "flea pestered dog?"

- Q3. Why was Ranga's home coming an important event for the villagers?
- Q4. Was Ranga able to live up to his own views of marriage? Explain.
- Q5. Why does the narrator compare himself to a he-goat and Ranga to a lion?
- Q6. How did the narrator arrange Ranga and Ratna's meet?
- Q7. "Words mere words" In which context did Shyama say these words? Explain.
- Q8. Describe Rama Rao's niece.
- Q9. When and why did Ranga's face look like a roasted brinjal?
- Q10. Narrator explains in a very humorous manner the expression on Ranga's face when Ratna stopped singing at Ranga's arrival. Explain.
- Q11. Why did Shyama ask Ranga to accompany him to see Shastri
- Q12. How did Shastri act after being tutored?
- Q13. "There's greater truth in the shastra than we imagine". What does this statement tell us about him?
- Q14. How did Ranga honour the narrator at the end? Explain.

Long Answer Questions (120-150 words)

- Q1. What was the narrator's mission and how did he achieve it?
- Q2. Write a character sketch of the narrator.
- Q3. Astrologer's perceptions are based more on hearsay and conjecture than what they learn from the study of stars. Comment with reference to the story

Value Based Question (120-150 words)

- Q1. English is a priceless commodity. In what sense did the author mean it? In today's scenario what are your views about English?

Lesson 4
Albert Einstein At School

By Patrick Pringle

Summary

In this lesson Albert Einstein's early life at school is explained. In the school Albert's straightforward and honest behaviour was misunderstood. His History teacher thought him to be impolite and rude. He couldn't answer the History question about dates in the class and so his History teacher was annoyed with him. Albert also said that there was no point in learning dates as one could always see them in the books. He thought that ideas were more important than facts and figures. Albert told him that education should be about ideas and not facts. His History teacher felt that he was a disgrace to school. That afternoon when he left the school he felt miserable as he would have to come to school again the next day. He lived in a small room in the poorest quarters of Munich. Albert hated the atmosphere of slum violence. He had only one friend Yuri.

His cousin Elsa tells him that if he tried he could pass the exams. It was not difficult to pass exams. One just needed to repeat some events in the exams. Albert told that he was not good in learning things. He liked Music and Geology and Science. Albert was extremely good in Mathematics.

Albert did not like to remain in school. He asked Yuri to help him get a medical certificate showing that he suffered from a nervous breakdown. Yuri sent him to Dr. Ernest Weil. Yuri advised him not to deceive the doctor but be frank with him. The doctor readily helped him.

Albert's plan was to return to Milan where his father lived. He asked his Maths teacher for a reference. Mr. Koch, his Maths teacher, gave him a glowing reference saying that Albert was ready immediately to enter a college or institute for the study of higher Mathematics.

The next day before he could meet the Head teacher he was summoned by the Head teacher and asked to leave the school. Without mincing words, the Headmaster told, that his presence in the classroom made it impossible for the teacher to teach and the other pupils to learn. He refused to learn and was in constant rebellion, and no serious work could be done in his presence.

Albert walked out of the school without even turning back, and giving a last look at the school where he had spent five years.

Short Answer Questions

- Q1. Mr. Braun was speechless for a few moments. Why?
- Q2. What was the Einstein theory of education?
- Q3. What punishment did the History teacher give to Albert?
- Q4. Why did Albert hate his lodging?

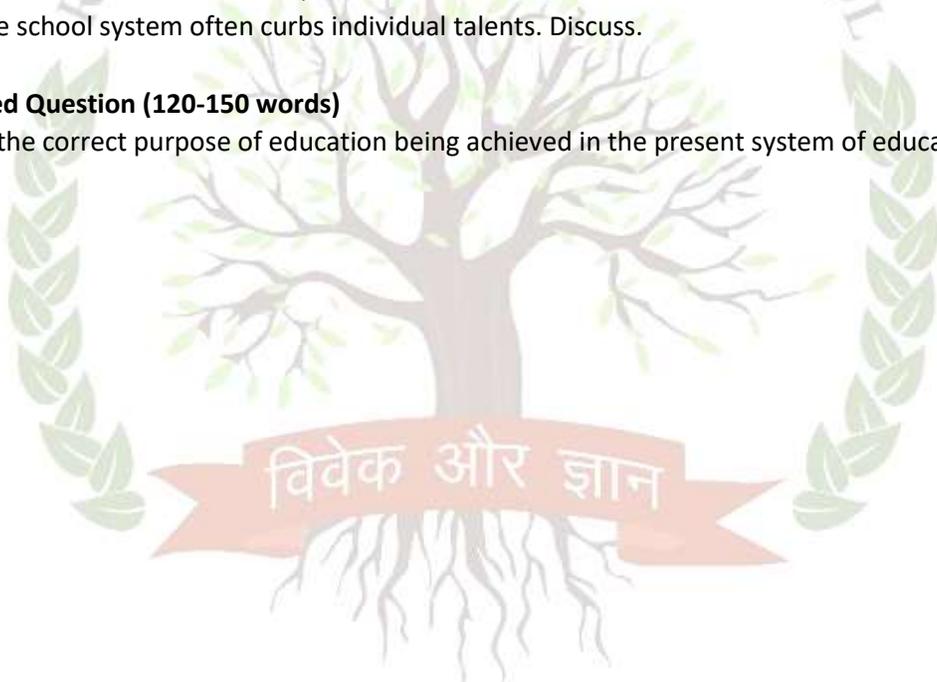
- Q5. What advice did Elsa give Albert regarding passing the examination?
- Q6. What did Albert confide in Yuri when they met?
- Q7. How did Albert decide to get rid of his school?
- Q8. Who was Ernest Weil and how did he help Albert?
- Q9. What advice did Yuri give to Albert before meeting Dr. Weil?
- Q10. Why did Yuri call Albert the world's worst liar?
- Q11. What advice did Yuri give to Albert after seeing the medical certificate?
- Q12. How did Mr. Koch help Albert?
- Q13. What did the Head teacher tell Albert when he met him?
- Q14. Why did Albert feel the medical certificate burning a hole in his pocket?
- Q15. How did Albert leave his school where he had spent five years?

Long Answer Questions (120-150 words)

- Q1. Explain information gathering and insight formation.
- Q2. Were the teachers interested in understanding Albert and bringing out his potential? Explain with reference to Mr. Braun, Mr. Koch and the Head teacher.
- Q3. The school system often curbs individual talents. Discuss.

Value Based Question (120-150 words)

- Q1 Is the correct purpose of education being achieved in the present system of education?



Rabindranath World School

Lesson 5
Mother's Day

By J. B. Priestley

Summary

This play by John Boynton Priestley deals with the theme that a mother is milled in her never-ending household work. Everyone in the family takes her work for granted and heavily depends upon her to make their lives click. In this process, her own needs are awfully neglected. She takes all the humiliations and sufferings in her stride but eventually there comes a time when she cannot stand it any longer.

The author has tried to convey a very clear message that mothers should be given due respect and their dignity should be maintained. The soft nature of a mother should not be misconstrued as her weakness.

Here Annie Pearson is the mother and the wife who is taken for granted by her children and even the husband. Day and night, she worked hard making food, preparing tea, ironing clothes and doing all other household chores so much so that children thought it to be their right to be served at all times by her.

She herself longed for a change but nobody thought of her. Her neighbour Mrs. Fitzgerald felt sorry for Mrs. Pearson's condition and wanted to help her. She wanted Pearson to be tough with her family. She advises Mrs. Pearson to be the mistress and boss of her family. After much dilly-dallying Mrs. Pearson agrees to change her personality with Mrs. Fitzgerald. Mrs. Fitzgerald does it with the help of black magic that she had learnt during her stay in the East.

That day the children were dumbfounded to see their mother drinking and smoking. To every work that they expected her to do for them, their mother now Mrs. Fitzgerald with the changed personality bluntly refused to do or to ignore.

Hereafter the play takes a dramatic turn and is extremely humorous. Mrs. Fitzgerald starts criticizing their stupid jokes and even underrates her own daughter's boyfriend. The children had never before seen her or heard her like this. They discuss her strange behaviour amidst themselves and arrive at the conclusion that she has gone crazy or had a concussion. Mrs. Fitzgerald in the personality of Mrs. Pearson tells her children what all she now expects from them, and how they all must behave with her. In the mean while the husband, George Pearson comes. By the time he understood the situation, his tongue was dead weight. He asked for the delay in laying tea though he did not feel like having any, his personality changed wife mocked him for being called names in the club by his so-called friends. The news was confirmed by the children to the stunned Mr. Pearson. She also threatens to slap his big fat silly face. Having full control of the situation she puts down her terms and conditions in front of all.

Original Mrs. Pearson could no longer bear the suffering of her dear family members and requests for the change back. It is all done but with the strict advice of Mrs. Fitzgerald to maintain her position and

never be lenient again. Everyone is relaxed to have their own mother back again, and promise to give her due respect and love and also to spend time with her.

Short Answer Questions

- Q1. What picture of Mrs. Pearson do we form in the beginning?
- Q2. Where did Mrs. Fitzgerald learn the basic magic spells?
- Q3. What are the reasons for Mrs. Pearson's misery according to Mrs. Fitzgerald?
- Q4. What is Mrs. Fitzgerald's advice to Mrs. Pearson?
- Q5. "It is easier said than done" who said and why?
- Q6. What changes occur in Mrs. Pearson's personality after Mrs. Fitzgerald's black magic?
- Q7. Which odd behaviour of the mother did the children notice?
- Q8. Describe how Dorris troubled her mother?
- Q9. How does Mrs. Pearson in Mrs. Fitzgerald's personality make fun of Charlie Spence?
- Q10. How is Dorris set right by her mother?
- Q11. How did Cyril behave with his mother?
- Q12. How does the changed mother tackle Cyril?
- Q13. Describe George. What did he expect from his wife?
- Q14. How does the changed wife take the husband to task?
- Q15. Why does Mrs. Fitzgerald (actually Mrs. Pearson) press for changing back to their real personalities?
- Q16. What last warning does Mrs. Fitzgerald give to Mrs. Pearson?
- Q17. Justify the title of the play "the Mother's Day".

Long Answer Questions (120-150 words)

- Q1. Compare and contrast the character of the two ladies.
- Q2. Describe how Mrs. Pearson is treated by her own children and husband before they are set right by Mrs. Fitzgerald.
- Q3. How does Fitzgerald earn all the rights of Mrs. Pearson in her own family?
- Q4. What universal issues does the play Mother's Day raise?

Value Based Question (120-150 words)

- Q1. We say that the mother is the queen of the house. Does the picture in our homes reflect that? After reading this play which flaws do you find in your own behaviour towards your mother?

Lesson 6

Birth

By A. J. Cronin

Summary

This story describes how an amateur doctor by his frantic attempts saved a still born child and its near collapsed mother. At dawn on that day his career saw a new dawn.

At midnight when Andrew reached home he found anxious Joe Morgan waiting for him. His wife after twenty years of marriage was expecting a baby. The case was complicated and immediate medical help was required. He accompanied Joe to the expecting mother who was in the care of Mrs. Morgan's mother and the midwife. Joe's last words were, he knew that the doctor would do well for them. There was a period of waiting and Mrs. Morgan wanted Andrews to be there, to which he agreed. A bit upset, his thoughts were about Christine, which were abruptly broken by Mrs. Morgan's words that the chloroform need not be given if it harms the baby for they were all awfully set upon this child. Andrews told that the anaesthetic would do no harm and they'll be alright.

After a long and harsh struggle, the child was born but a cold shiver of horror chilled the doctor's spine. For a doctor who had just begun his medical practice-it was doom. Joe's last words, Mrs. Morgan's worry – and all that he had promised loomed large in front of him. The mother too lay in a state of collapse before him. He was torn in a dilemma, whom to resuscitate first?

He handed over the child to the nurse who hurriedly placed the lifeless baby on the sodden newspapers below the bed. The doctor concentrated his efforts on the collapsing mother, injected her and after some feverish attempts, her heart strengthened. He now asked for the baby to which the nurse, made a frightened gesture. He couldn't waste a while and fished out the baby from the sodden newspapers. The child was perfectly formed. Its limp body was white and soft but most important of all it was still warm. It had died of asphyxia or lack of Oxygen in blood.

Andrew laboured and laboured, dipping the child in alternate trays of hot water and cold water, repeating the strenuous efforts like a clever juggler, rubbing the child with a rough towel, and crushing and releasing the chest under the palm of his hands. The midwife whimpered that it was stillborn. Mrs. Morgan stood leaning against the wall, praying, but with her eyes burning upon him. Beaten, in despair, he continued, trying to get breath in that limp body.

Finally, the miracle occurred, the palms of his hands felt, that slight heave, the sign of life returning in the limp body. The exquisite joy almost made him faint. He redoubled his efforts, and gradually the joyful iridescent bubble of mucous came out from one tiny nostril. The skin slowly turned pink and out came the baby's first cry.

The doctor walked out in the early dawn exhausted, tired, thinking that at last he had done it.

Short Answer Questions

- Q1. Why did Joe Morgan stand waiting for Andrew Manson at night?
- Q2. Andrew had no premonition that, that night would influence his whole future in Blaenily. How did this happen?
- Q3. Explain" the meditation had pursued a different course "
- Q4. Why did Andrew say to the old lady" don't fret mother, I'll not run away."?
- Q5. At what stage was Andrew in a dilemma and how did he act?
- Q6. Where did the midwife place the child and why?
- Q7. How did the child look when the doctor first saw him?
- Q8. What did Andrew guess to be the cause of the baby's being still born?
- Q9. What did the elderly midwife think about the doctor?
- Q10. Why does the doctor in the end describe the mucous as an iridescent bubble?
- Q11. There lies a great difference between text book knowledge and the world Of a practicing physician. How do you infer this?

Long Answer Questions (120-150 words)

- Q1. "Oh! God I've done something real at last." Why did Andrew utter such words?
- Q2. Andrew Manson was torn between two desires. What were the desires and how did he resolve them and with what results?
- Q3. Describe Andrew Manson's frantic efforts to save the child. How did he succeed in the end?

Value Based Question (120-150 Words)

- Q1. A doctor must remain committed to saving lives. Unfortunately, this commitment is rarely to be seen nowadays. Comment.

Lesson 7
The Tale Of Melon City

By Vikram Seth

Theme ---- In the Tale Of Melon City Vikram Seth satirizes the idiotic governance that is thrust on people sometimes. The bureaucracy and the professionals keep on passing the buck on each other in the poem. No one is ready to own their mistakes. The poet also satirizes the unenthusiastic, inert approach of the people in choosing their leader, although their choice directly affects the quality of their lives.

Summary

There was once a just and placid king. He issued a proclamation that an arch be constructed over the main street. The workmen worked accordingly. The king rode down the main road to inspect it. The arch was built too low and so it banged off the king's crown. It was a disgrace for the king. He was agitated and ordered that the chief of builders be hanged.

The chief pleaded that it was the workmen's fault. The king ordered all the workmen to be hanged. The workmen looked surprised. They pleaded that it was not their fault. The bricks were not of the right size. The king immediately altered his orders and summoned the masons who made those bricks. The masons shifted the responsibility on the architect. Now it was ordered that the architect must be hanged. The architect told the king that the king himself had made certain changes in the plan and so it was not his fault. The king felt that the issue was tricky and therefore needed counsel.

The wisest man was he and therefore the oldest and so he was carried to the court. His opinion was that the arch hit the crown and so the arch was the culprit. So, the arch must be hanged. The arch was led to the scaffold for hanging. Then a counsellor gave a new twist to the story saying that how can something that touched The Majesty's head be hanged. The king agreed to this also.

The crowd which was watching the whole drama were getting restless. They demanded some quick action. The king understood this and said finer points like guilt may be postponed. As the nation wants a hanging someone must be hanged. The noose was set up high and each man was measured. No one fitted except the king himself. So, the king was hanged by the king's orders.

The Ministers shouted, "long live the king", for the dead king. Now they had to choose a new king. Being very practical they decided that the next person to pass the city gate would choose the next king.

It so happened that the next man who passed the city gate was an idiot. The guards stopped him and when asked "who would be the next king?" he answered, "A Melon." So, a melon was carried to the throne, and made the king. When the people were asked why they chose a melon king they answered that it made no difference as the melon did not interfere in their peace and liberty. They were allowed to follow the principle of Laissez faire.

Short Answer Questions

- Q1. Was the King just and placid?
- Q2. Why did he want an arch to be constructed?
- Q3. What mishap occurred when the king rode under the arch?
- Q4. How did the incident affect the placid king?
- Q5. How did the chief of builders save himself?
- Q6. How did the workmen convince the king about their innocence?
- Q7. Whom did the masons blame for the mishap?
- Q8. Why did the king call the issue a tricky one?
- Q9. What did the wisest man counsel?
- Q10. How was the ridiculous act of hanging the arch avoided?
- Q11. Why was the crowd restless?
- Q12. What does it reflect about the nature of the mob?
- Q13. What did the king decide on judging the mood of the people?
- Q14. Who was finally hanged and by whose order?
- Q15. Comment on the loyalty of the ministers.
- Q16. What procedure was followed to select the new king?
- Q17. How did the melon become the king?
- Q18. What was the people's reaction to having a melon as the king?
- Q19. Explain the title of the poem.

Long Answer Questions (120-150 words)

- Q1. How just was the just and placid king?
- Q2. Explain the humour and satire in the poem?

NOVEL
The Canterville Ghost

By Oscar Wilde

Based on theme, plot, incidents or events

- Q1. The Canterville Ghost is a study in contrasts. Show how this is true in the context of the American family placed in an English setting.
- Q2. Show how Wilde has created humour by reversing the expected behaviour of the ghost and the haunted family.
- Q3. What message does the author want to convey through the story?
- Q4. Write the story in your own words.
- Q5. The ghost of Simon Canterville is the most colourful character. Elucidate.
- Q6. Show how the story is a satire on the American way of life.
- Q7. The antics of the twins are the main source of humour. Explain.
- Q8. How did the Otises bid farewell to the ghost?

Based on interpretation of character

- Q9. Describe the Otis family. What do you think of them?
- Q10. Who was Mrs. Umney? What role does she play?
- Q11. Who was the Duke of Cheshire? What do you know of him?
- Q12. Explain the character of Mr. Otis with examples.
- Q13. Where and why had Virginia disappeared? How was she found?

Chapter Wise Questions

Chapter 1

- Q14. Which truth was revealed about Lord Canterville about Canterville Chase?
- Q15. How can we say that Mr. Otis did not believe in ghosts?
- Q16. Describe the Otis family?
- Q17. What changes occurred in the weather as the wagon approached Canterville Chase?
- Q18. In what ways was Umney the house keeper strange?
- Q19. What was the link between Umney's fainting and removal of blood attain?

Chapter 2

- Q20. What was the reaction of the Otis family when the blood stains reappeared?
- Q21. How was the peace of the modern Americans disturbed by some strange noise at night?
- Q22. Describe the old man whom Mr. Otis encountered in front of his room.
- Q23. What did Mr. Otis offer the ghost and what was the ghost's reaction?
- Q24. Who were the people the ghost had successfully frightened earlier?

Chapter 3

- Q25. What was the strange thing that excited the Otis family but distressed little Virginia?
- Q26. Narrate the funny incident when the old armour fell from its stand.
- Q27. When Mrs. Otis offered Dr. Dobell's tincture what was the ghost's reaction?
- Q28. Explain Canterville ghost's encounter with another ghost.

Chapter 4

- Q29. Why did the ghost give up the effort of terrifying Otis family?
- Q30. How did the twins continually humiliate the ghost?
- Q31. How did the ghost prove that he had not lost his influence over the Stiltons?

Chapter 5

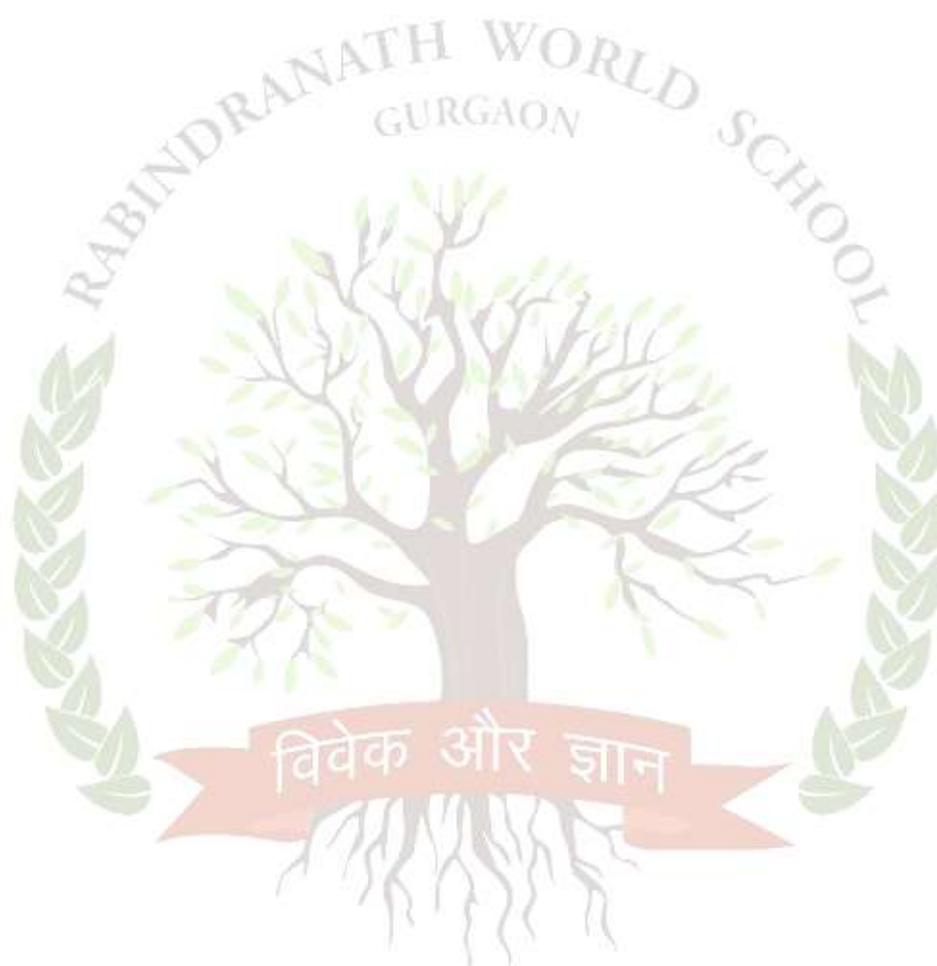
- Q32. Why was little Virginia shocked when she passed through the tapestry chamber?
- Q33. When the ghost praised Virginia, she became annoyed. Why?
- Q34. What did Virginia suggest the ghost to do to improve his life?
- Q35. What did the ghost plead Virginia to do for him?
- Q36. Explain the sentimental and emotional side of Virginia.

Chapter 6

- Q37. How did the family get to know about missing Virginia?
- Q38. How was the search for Virginia made by Otis family?
- Q39. What was the mystery of the blossomed Almond tree?

Chapter 7

- Q40. How did the death ceremony of the ghost take place?
- Q41. What was the mystery of the box of jewels and why did Mr. Otis refuse to accept it? Finally, to whom did the jewels go?



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