



### **TIPS FOR THE READING SECTION**

1. Don't expect to understand every word
2. Don't start reading the text before looking at the questions
3. Read the title of the passage very carefully, if given. Determine what clues it gives you about the passage. Use your general knowledge and experience of the world to form a picture about what the passage is all about. Look at the title and also the visuals, graph or map given to get some clue about the content.
4. Try to gather a general idea about each separate paragraph. Try to find out whether they support the main idea as indicated by the title or whether they present a different point of view.
5. Try to understand the writer's views and opinion. This will help you to interpret, evaluate and analyze various parts of the given passage.
6. Watch for keywords like causes, results, effects etc. Do not overlook signal words such as those suggesting controversy (e.g., versus, pros and cons), which indicate that the author is intending to present both sides of an argument.
7. Concentrate on the main ideas and ignore details. Most passages require at least two readings. Before choosing the answer, check the questions again to be sure you have understood them.
8. Get Better at Scanning - Scanning is a reading method that allows you to find information faster. When scanning, you no longer read everything word for word. You just move your eyes across the text smoothly in a wavelike motion. You don't stop to read details and you don't waste time with unnecessary information. This is a great method for understanding the main ideas of a text and for finding the information you'll want to read in more detail.

Hope these ideas are helpful. Good luck!



## PASSAGE I

**Read the passage given below and answer the questions that follow:**

### **The 'Underground Astronauts' in search of new human species**

By Sheena McKenzie, for CNN

Updated 1401 GMT (2201 HKT) May 4, 2016

(CNN)Hidden deep within the innards of a South African cave lay human evolution's equivalent of Tutankhamun's tomb. A treasure trove of 15 skeletons -- eight children, five adults and two adolescents -- all members of a previously unknown species of human ancestor.

In the field of paleontology, uncovering just one complete skeleton has been likened to winning the lottery, but lying here were over 1,500 fossils amounting to multiple jackpots. This was the largest collection of homin remains -- [part of the human lineage](#) -- ever discovered on the continent.

In 2013, American paleoanthropologist [Lee Berger](#) was tantalizingly close to finding them. But there was a catch. Separating Berger from this bounty of bones was a narrow passageway in the rock just 7 inches (18 centimeters) high, known as "Superman's Crawl." It was the only entrance and exit available to the fossils and would require superhuman powers to squeeze through it, particularly for a man of Berger's stature. The gap was roughly the width of a letterbox and was not really an option for Berger. But he found a way to get round it.

Berger posted a job description on [Facebook](#) calling out for skinny cavers to join his team at the [University of Witwatersrand](#) in South Africa. In reality, being skinny was not enough, as the soon-to-be employees would need to hold their breath in order to wriggle through the constricted passage. To Berger's amazement, over 60 qualified applicants got in touch. In the end, he chose an all-female team of six. He called them his "Underground Astronauts". Together, they were about to bring home a baffling new addition to the human family tree.

Berger had already firmly established himself in the field after discovering, in 2008, the fossils of yet another new species: *Australopithecus sediba*. Berger's nine-year-old son Matthew famously stumbled upon part of the skeleton -- "Dad I found a fossil!" -- while accompanying his father on a dig at the Malapa Nature Reserve, north of Johannesburg.

But it was his discovery of *naledi* that really set Berger's name in the paleoanthropology stone, as it were. Finding *Sediba*, some five years earlier, had cemented Berger's conviction that this area of South Africa had more treasures hidden beneath the surface. It had already been dubbed the "Cradle of Humankind" for its abundance of fossils discovered in the 20th century.

**Based on your reading of the passage, answer any four questions, out of the five given, by choosing the correct options. (1x4)**

1. Why was the discovery described as a ‘treasure trove’?



- A. Because it contained skeletons
  - B. Because it was historical
  - C. Because it uncovered the existence of a new species
  - D. Because it was thousands of years old
2. What could have been the job description posted in the advertisement put up by Berger?
- A. Situation wanted
  - B. Situation vacant
  - C. Professionals wanted
  - D. Skinny Adventure seekers Wanted
3. Name the place considered to be the 'Cradle of Humankind'?
- A. Africa
  - B. South Africa
  - C. Ethiopia
  - D. North America
4. How can the discovery be compared to the discovery of Tutankhamun's tomb?
- A. Both tombs had skeletons
  - B. Both tombs had treasures
  - C. Both were discovered by English Men
  - D. Both were milestones in our understanding of the past
5. Pick out the sentence which has the same meaning of 'constricted' as used in the passage.
- A. Smoking constricts blood vessels
  - B. These shoes are too small and they constrict my feet.
  - C. The expectation of violence constricts our lives.
  - D. A narrow, constricted life may be the result of poverty or lack of opportunity.

**Answer shortly any four questions, out of the five given.**

**(1x4)**

- 6. What difficulty did Berger face with regard to the find?
- 7. From the passage, choose two qualities required of "Underground Astronauts"?
- 8. What was the task assigned to this team of 'Underground Astronauts'?
- 9. What was the discovery Berger made in 2008?
- 10. Why is the place described as "cradle of civilization"?

<https://edition.cnn.com/2016/05/03/health/homo-naledi-human-species-lee-berger/index.html>

## **ANSWER KEY**

### **PASSAGE I**

- 1. C. Because it uncovered the existence of a new species
- 2. D. Skinny Adventure Seekers Wanted
- 3. A. Africa
- 4. D. Both were milestones in our understanding of the past
- 5. A. Smoking constricts blood vessels

6. The entrance of the cave was too narrow to reach. One had to squeeze in to get to the collection of fossils.
7. Skinny, and ability to hold breath for some time.
8. They had to wriggle into the cave and bring out the collection of fossils that would bring home a baffling new addition to the human family tree.
9. Berger had discovered fossils of yet another new species: *Australopithecus sediba* in 2008
10. Fossils of many new species of mankind have been discovered there.

## PASSAGE 2

**Read the passage given below and answer the questions that follow**

(Taken from *The Model Millionaire* by Oscar Wilde)

1. Unless one is wealthy there is no use in being a charming fellow. Romance is the privilege of the rich, not the profession of the unemployed. The poor should be practical and prosaic. It is better to have a permanent income than to be fascinating. These are the great truths of modern life which Hughie Erskine never realised. Poor Hughie! Intellectually, we must admit, he was not of much importance. He never said a brilliant or even an ill-natured thing in his life. But then he was wonderfully good-looking, with his crisp brown hair, his clear-cut profile, and his grey eyes. He was as popular with men as he was with women, and he had every accomplishment except that of making money. His father had bequeathed him his cavalry sword, and a *History of the Peninsular War* in fifteen volumes. Hughie hung the first over his looking-glass, put the second on a shelf between *Ruff's Guide* and *Bailey's Magazine*, and lived on two hundred a year that an old aunt allowed him. He had tried everything. He had gone on the Stock Exchange for six months; but what was a butterfly to do among bulls and bears? He had been a tea-merchant for a little longer, but had soon tired of pekoe and souchong. Then he tried selling dry sherry. That did not answer; the sherry was a little too dry. Ultimately, he became nothing, a delightful, ineffectual young man with a perfect profile and no profession.
2. To make matters worse, he was in love. The girl he loved was Laura Merton, the daughter of a retired Colonel who had lost his temper and his digestion in India, and had never found either of them again. Laura adored him, and he was ready to kiss her shoe-strings. They were the handsomest couple in London, and had not a penny-piece between them. The Colonel was very fond of Hughie, but would not hear of any engagement.

3. ``Come to me, my boy, when you have got ten thousand pounds of your own, and we will see about it,' he used to say: and Hughie looked very glum

on those days, and had to go to Laura for consolation.

**Based on your reading of the passage, answer any four questions, out of the five given, by choosing the correct options. (1x4)**

1. According to the author, it would be of meaning if  
(a). you are moneyed and intelligent.  
(b). you are moneyed and charming.  
(c). you are unemployed and charming.  
(d). you are a professional but unemployed.
2. Hughie's Achilles' heel was  
(a). he did not know how to make money.  
(b). he was too good looking for the modern times.  
(c). he inherited nothing much from his father.  
(d). he was unpopular despite being charming.
3. Select 'the great truths of modern times' that Hughie was oblivious of.  
(1). Poor should be practical and simple.  
(2). Romance is only for the affluent.  
(3). Being fascinating will be of no use for the unemployed.  
(4). No accomplishment matches making money.  
(a). 1, 2, 4  
(b). 1 & 2  
(c). 1, 2, 3, & 4  
(d). 1, 2 & 3
4. Hughie had an \_\_\_\_\_ attitude towards what his father left for him
5. The expression "what was a butterfly to do among bulls and bears" implies that Hughie was \_\_\_\_\_

**Answer any four of the following questions briefly.**

6. What did Hughie inherit from his father?

7. How did Hughie find his means of survival?





8. What was the evidence for Hughie Erskine not being intelligent?
9. Find words from the passage which mean the same as:
  - a) Ordinary or unromantic (para 1)
  - b) leave (property) to a person or other beneficiary by a will.

**Answers:**

1. (a) you are moneyed and intelligent.
2. (a) he did not know how to make money.
3. (c) 1, 2, 3, & 4
4. indifferent
5. Hughie was a misfit in the share market.
6. Hughie inherited his father's cavalry sword, and a History of the Peninsular War in fifteen volumes.
7. His aunt paid him two hundred pounds per year.
8. The evidence of Hughie Erskine not being intelligent was that he never said an ill- humoured or sensible thing.
9. (a) prosaic  
(b) bequeath

**PASSAGE 3**

**Read the passage given below and answer the questions that follow:**

In business, the value of having a mentor is well established. Many companies also have internal mentorship programs so that young professionals in the company can learn from the veterans in their midst.

Despite this acceptance of the necessity of mentorship, creative mentorship is far harder to come by, than seems possible. Though India has had a long history of such mentoring, through the Guru-shishya parampara prevalent in the arts and crafts learning system, the dynamics of the system is heavily dependent on the whims of the Guru or mentor. These people have ranged from strict disciplinarians demanding complete subservience to others who are lackadaisical and unmindful of their responsibilities.

To give this ancient tradition a modern twist, the internationally famed watch making

company Rolex has initiated the Rolex Mentor and Protégé Arts Intransitive. The Geneva based firm seeks out gifted young artists from around the world and brings them together with established mentors and maestro in their field, for a year of creative mentoring and collaboration on a one to one basis. So far two mentors have been chosen to guide potential talent among the youth. The Internationally renowned Sculptor Anish Kapoor and filmmaker Mira Nair are the two Indians who are currently directing youngsters in their chosen fields.

The proteges for this scheme are selected by International nominating companies and many of the duos for this Programme do not even come from the same Continent, or have a common Language. This year's programme which culminated in Mexico City included the Swiss Architect Peter Zumthor and a young Paraguayan, Gloria Cabral.

When asked about a mentor, Gloria said that a good mentor was someone who not only provided academic knowledge but also guided and inspired a person to something new. Recipients from the previous years too expressed similar thoughts. Israeli director Tom Shoval, said he had never even dreamt of getting a chance to work with Oscar Award winning Director of "Birdman", Alejandro Gonzales Inarritu. He recalls how his mentor took him to the Canadian Rockies to see first hand the reality process behind his new film, "The Revenant".

According to the company the aim behind starting such a project was to fill the vacuum that exists in philanthropy. Making it global and ensuring that the initiative was not confined to one form of art, the company has been able to serve the arts through many disciplines. Also such initiatives exerted interaction between various artistic disciplines by encouraging various artists to interact between artistic disciplines.

Having selected the maestro, a global search is now under way to find suitable protege for them. Each mentor is also given the opportunity to suggest his nominee from among a list of finalists made by the organizers. Once chosen, every protege is given a grant of 25,000 Swiss francs during the mentoring year. In addition, he or she is also given funds for travelling and other major expenses. Thus the new initiative has become an exciting way of connecting between the talented youth and the seasoned practitioner through an interactive platform.

**On the basis of your understanding of the passage answer the following questions with the help of the given options:**

- A). Companies have internal mentorship programmers
- 1) So that young professionals can learn from veterans
  - 2) As the company has a fair mix of talent

3) To propagate their Philadelphia tropical programme

- 4) To link with the rest of the

World B). The global search is now

under way

- 1) To find placements for the young
- 2) To find Protégé
- 3) Locate projects to engage the young
- 4) Advertise their watches

C). Which of the following statements is true in the context of the passage?

- 1) The Dynamics of mentoring does not depend on the whims and fancies of the mentor
- 2) Protege Arts Intransitive is a U.S based firm.
- 3) Many of the duos come from the same Continent and speak the same language.
- 4) Anish Kapoor and Mira Nair are the two Indian Mentors.

D). What is the relationship between(a)and(b)?

a).The Value of having a mentor is well established in business

b).Many companies have internal mentorship programmes

- 1) (a)is the cause of(b)
- 2) (b)is the cause of(a)
- 3) (a)is the reason for which(b)is not true
- 4) (b)is not the cause of(a)

E). Answer the following questions briefly.

- 1) What has been characteristic of Indian gurus?
- 2) What was the aim behind starting such a project?
- 3) Who is a good mentor in Gloria's opinion?

F). Find words from the Passage which mean the same

as: a). A great Performer

b). Not showing enough care

### **Answer KEY**

- A. 1.so that young professionals can learn from veterans
- B. 2.To find Protege
- C. 4.Anish Kapoor and Mira Nair

D. 1.(a)is the cause of(b)

E. 1.Indian gurus have ranged from strict discipline arians to those who are

lackadaisical and irresponsible.

.2.The aim was to make it global and ensuring that it was not confined to one form of art alone.

3. A good mentor was someone who not only provided academic knowledge but also guided and inspired a person to something new.

F. a). maestro

b). lackadaisical

## READING PASSAGE 4

### I. Read the passage given below and answer the questions that follow:

In 2014, film-maker Christopher Nolan approached DNEG, one of Hollywood's leading VFX companies, with a specific demand: He wanted his viewers to experience a journey through a black hole. There was no scientific evidence for what this would be like, since no one had ever done it. Therefore, Namit Malhotra, Chief Executive Officer of DNEG, consulted with astrophysicist Kip Thorne, who gave a formula for rendering what a black hole would look like when light passed through it. Namit's R&D, technology and creative teams went to work. They transformed that scientific formula into stunning imagery, the kind the world had never seen before. The resulting film, *Interstellar* (2014), won DNEG its second Oscar for best visual effects (after *Inception* in 2011).

"More than winning the Oscar, where it goes two steps beyond is that our work has been published in scientific journals", says Namit. For a man who started his career with an Apple computer in his father's Andheri garage, Namit has come a long way. Currently, his company employs 8,000 professionals in 16 cities across four continents. DNEG has won Oscars in the visual effects category for six films- *Inception*, *Interstellar*, *Ex Machina* (2015), *Blade Runner 2049* (2017), *First Man* (2018) and *Tenet* (2020). It is involved in more than 100 films a year. Just last month, four of its big-budget films released- *No Time to Die*, *Venom 2*, *Ron's Gone Wrong* and *Dune*.

Coming from a film background- he is the son of Bollywood film producer Naresh Malhotra and grandson of cinematographer M.N. Malhotra- Namit always knew he wanted to be in the entertainment business. Initially, his ambition was to become a filmmaker, but a paucity of funds soon put an end to that dream. In 1995, Namit enrolled in a computer graphics school. He later recruited three of his teachers at the school as co-founders of the editing studio, Video Workshop. In 1997, he merged Video Workshop with his father's Video Works to create Prime Focus, which is today the parent company of DNEG. (Prime Focus's creative services subsidiary, Prime Focus World, acquired DNEG in 2014.)

"People are wowed by the fact that we have won six Oscars", says Namit. "But that is not the 'wow' part. The 'wow' part is that I could set up my company with 50 kids who knew next to nothing. I was 18 years old, did not go to any big college and was not an engineer or a filmmaker. I had no professional experience. The first 45 people we hired were all like us,

with no skills or experience. It became a joke in our industry.'Oh you don't have any

experience? Go to Prime Focus,' they said. We were bringing fresh talent and literally teaching them from scratch. Children of chaiwallahs and paanwallahs were becoming editors and animators with us. We transformed the ecosystem." He recalls how, as a kid, he loved sports cars. Now that he can afford them, it is not a matter of envy. "My attitude is, if I can have it, anyone can."

Between 1997 and 2005, Prime Focus grew potentially, increasing its revenues from Rs. 35 lakhs to Rs.30 crore. The company entered the US market during the writer's strike there in 2007. Then came the Lehman crisis in September 2008. The investors started giving up on the company and stock price fell. That is when Avatar turned the tables, both for Hollywood and for Namit, in 2009. Inspired by Prime Focus's work on Avatar, Warner Bros approached the company to convert *Clash of the Titans* (2010) to 3D. While most of the visual effects companies Warner Bros approached said they could do it in eight months, Namit promised to do it in eight weeks, and promptly delivered. This launched Prime Focus into the big league, and projects- Star Wars, Transformers, Harry Potter- followed one after the other.

It was, however, an absolute struggle in the beginning. "We were more raw than any startup in the world", he says. "There were real challenges and concerns. That's why I moved bag and baggage to Los Angeles with my wife and children. I wanted [people in Hollywood] to realize that I am invested in their ecosystem".

Namit's favourite person in Hollywood has to be Nolan, with whom he has had the most fruitful collaboration. DNEG has won Oscars for its work on three of Nolan's movies- Inception, Interstellar and Tenet."Nolan and I have had some very engaging conversations, sharing our passion for films," says Namit. ( Source: THE WEEK)

**On the basis of your reading of the above passage answer the following questions briefly:**

I.

- a. For how many films did DNEG win Oscars ?
- b. Say whether the following statement is true or false:  
Namit comes from a film background
- c. What is the relationship between (i) and (ii)
  - i. The movie 'Avatar' became a superhit.
  - ii. Warner Bros approached the company Prime Focus
- d. Find words from the passage which mean the same as :
  - i. less than enough of something
  - ii. to start something new or to show something for the first time

II.

- a. Why did Namit Malhotra consult astrophysicist Kip Thorne ?
- b. What helped Namit to fulfil Nolan's demand ?
- c. How do you know that Namit started from scratch ?



- d. “Oh, you don’t have any experience ? Go to Prime Focus.” What does this remark indicate ?

- e. How do visual effects help a movie ?

### Answer Key

I.

- a. six
- b. true
- c. (i) is the cause of ( ii)
- d. i. paucity  
ii. launch

II.

- a. There was no scientific evidence for what a journey through a black hole would be like
- b. The formula that Kip Thorne gave for rendering what a black hole would look like when light passed through it.
- c. He did set up his company with 50 kids who knew next to nothing.
- d. They were treated in a derogatory way by the rest of the industry
- e. Visual effects make story telling more seamless

### READING PASSAGE 5

**Read the passage given below and answer the questions that follow:**

Glaucoma is a condition in which there is damage to the optic nerve that carries light impulses to the brain, allowing us to see. This may be associated with increased pressure within the eye or even with normal pressure.

Glaucoma is of public health importance globally because it is the third leading cause of blindness, after cataract and uncorrected refractive error. In India, there are an estimated 1.1 crore people living with glaucoma. The prevalence of glaucoma increases with age. The burden of the disease and therefore also of visual impairment and blindness tends to increase with age. According to the Central India Eye and Medical Study, the prevalence of glaucoma was found to be 3.45 per cent over the age of 40, 5.11 per cent over the age of 50 and 7.50 per cent over the age of 60. With increasing life expectancy, we expect the number of people with glaucoma and glaucoma-related blindness to increase in India.

One of the great challenges is the lack of diagnosis-not more than 10 per cent of patients have been diagnosed with glaucoma. The vast majority remains undiagnosed, unaware and untreated. Based on demographics, we can assume the 70 per cent of patients live in rural areas, where lack of accessibility to proper care results in a very small percentage of patients being diagnosed and treated on time.

There are two main types of glaucoma- primary open-angle glaucoma and primary angle-closure glaucoma. The first one is characterized by a silent, slow course and by typical

changes in the optic disc affecting the visual fields. It is asymptomatic, so the patient may not know that he/she has glaucoma. Therefore, it is important that all patients over 40 years have regular eye examinations. Primary angle-closure glaucoma is characterized by significantly elevated intraocular pressure and, if undetected and untreated, can lead to rapid loss of vision.

The diagnosis of glaucoma has improved a great deal because of modern clinical skills and instruments. This means that once a patient consults an ophthalmologist, there is a high possibility that the disease is detected at a very early stage, which helps in early initiation of treatment and a slowing down of the disease's progress.

Glaucoma may be treated using prescribed eye drops. There are several options available to help lower intraocular pressure. Many of these medications can be used in combination, so specialists may recommend up to three eye drops to enable more efficient lowering of intraocular pressure to the desired level. Some of the drops need to be used only once a day and others twice a day. It is of utmost importance to use the drops regularly. Most of the drops are now manufactured in India and are easily available. The challenge sometimes is affordability, but this should get better as public health care facilities start providing these medicines at a more affordable price.

Laser treatment can also help to treat glaucoma and lower eye pressure. It can be used for both types of glaucoma. Glaucoma surgery is commonly done for patients in whom the eye pressure cannot be lowered by drops. The introduction of newer surgical implant devices has also enabled better control of intraocular pressure.

Affordability and accessibility are the key barriers to glaucoma care. Even as we talk about creating affordable health care solutions in technology, medicine and health care infrastructure and delivery, there are significant challenges to achieve this. Expensive technology enables early detection of glaucoma. Less expensive technology is used to detect moderate to severe glaucoma. Government initiatives in providing medications at lower price points is a significant enabler. Surgical therapy continues to be a major area which needs to be tackled. (Source: THE WEEK – health)

**On the basis of your reading of the above passage answer the following questions briefly:**

**I.**

- a. Which type of glaucoma causes rapid loss of vision ?
- b. Which age group of patients is advised to have regular eye examination ?
- c. Fill in the blanks:

Affordability and accessibility are the key-----to glaucoma care.

- d. Find a word from the passage which mean the same as:
  - i. implanted in, occurring in, or administered by entering the eyeball
  - ii. deterioration in the functioning of a body part or organ

II.

- a. Why do we find maximum glaucoma patients in rural areas ?
- b. How can the progress of glaucoma be slowed down ?
- c. When is Glaucoma surgery required for a patient ?
- d. " Many of these medications can be used in combinations". What do you mean by this ?
- e. Which part of the eye is damaged due to glaucoma ?

### **Answer key**

#### **I.**

- a. primary angle-closure glaucoma
- b. All patients over 40 years
- c. barriers
- d. i. intraocular  
ii. Impairment

#### **II.**

1. Due to lack of accessibility to proper care, only a small percentage are diagnosed and treated on time.
2. Through early detection and initiation of treatment
3. When the eye –pressure cannot be lowered by drops , Glaucoma surgery is done.
4. To enable more efficient lowering of intraocular pressure to the desired level, specialists recommend up to three eye drops .Some of the drops need to be used only once a day and others twice a day.
5. The optic nerve that carries light impulses to the brain.



## CASE STUDY PASSAGES

### TIPS TO TACKLE CASE-BASED READING PASSAGE

1. Case Based factual passage is based on visual input such as statistical data, chart etc.
2. It tests a student's ability to analyse, compare, contrast and interpret data.
3. Read the passage carefully after going through the questions once. In the first reading try to find the context of the passage, understand the central idea and look for the supporting details

In the second reading, carefully observe all the given information in the passage as well as the chart/graph.

4. Ask questions to yourself about what you read and also find answers for the same.
5. Try to apply your prior knowledge and logical common sense. This provides a framework for any new information you gather from the passage
6. In order not to regret wasting precious time on petty speculations, read every question meticulously and then answer it. [More often than not, the answer to the question is hidden in plain sight but the barrier of jargon and sentences leads you in a different direction.]
7. Take advantage of the illustrations/ visual text as well. Look for each minute detail. The main features of the graph, table etc must be keenly observed before arriving at the correct option. There will be hidden traps. A reckless answer will cost 1 mark.
8. The first answer may be a good answer but it may not be the right answer. Arrive at the answer by eliminating 3 wrong ones. Ask yourself – Why this? Why not others?
9. Word skills aim at inferring different meanings of the words as used in the passage
10. Think, Reflect, Analyse, and Respond

Cracking this section requires consistent effort, motivation and most importantly, a whole lot of practice. Keep on practising.

**Hope these ideas are helpful. Good luck!**

## CASE STUDY PASSAGE I

Read the following passage

### What are children thinking during the coronavirus crisis?



Percentage sum is >100, since multiple answers are possible



Source: Forsa on behalf of Save the Children

<https://www.dw.com/>

During the coronavirus crisis, children have been seen as potential virus carriers or obstacles to parents working from home. But some little ones will suffer the most during this time.

"Mama, when is this corona gonna be over?" my 8-year-old asked the other day. He would love to go to the football field with his friends again. Well, unfortunately, Mama has no idea. Being a parent wasn't an easy job even in pre-coronavirus times. Just creating and maintaining the structure that makes family life possible in the first place is hard work.



Suddenly, everyone is on top of each other. Overstretched parents have to work, teach their children and also comfort and reassure their kids, despite their own existential concerns. Unachievable demands, especially for single parents.

### **Children under the radar**

"The abrupt closure of facilities and the lack of contact with friends and educators for weeks on end means a misunderstood and possibly traumatic loss of important attachment figures," the German Academy for Child and Youth Medicine said in a statement.

However, to date the political debate has hardly focused on the needs of children, aside from their performance in school.

"Children and adolescents have not been seen as persons with equal rights in previous decision-making processes, but rather as potential virus carriers," said the German Academy for Child and Youth Medicine. For children from difficult family backgrounds, this circumstance can be not only unjust but fatal.

### **Unheard calls for help**

Anna Wilden is worried. The social worker works in the Family Support Service — an outpatient, family help department of a children's home. She looks after families who turn to the Youth Welfare Office for help, which then sends families' cases to organizations like her children's home.

Wilden usually visits her clients in person. Since contact restrictions came into force, everything is now done over the phone — and that can be very one-dimensional.

"I no longer see facial expressions or posture," she explained. The subtext can often be lost — information that could be vital for social workers to know.

"If we suspect child endangerment, we naturally go to visit families," said Wilden. However, she said that since day care centers are closed, fewer and fewer reports of suspected child endangerment have been received by Child Welfare Services.

**Based on your reading of the passage, answer any three questions, out of the four given, by choosing the correct options.**

**( 1x3)**

1. What aspect of life did majority of kids long for when they had to remain indoors during Corona times, according to the data given?
  - A. happy family
  - B. teachers
  - C. friends
  - D. games
2. How were children and adolescents perceived by the adult world during Covid era?

A. decision makers

- B. potential virus carriers
- C. responsible individuals
- D. irresponsible citizens

3. From the data given, what is the percentage of children who are lonely and scared?

- A. 20%
- B. 38%
- C. 13%
- D. 7%

4. Why does the speaker's son wish Corona to be over?

- A. To go to school
- B. To play football
- C. To attend party
- D. To go to park

Based on your reading of the passage answer any three questions, out of the four given, by choosing the correct options. (1x3)

- 5. What reasons does the writer say, that made parenting challenging during coronavirus times?
- 6. According to the speaker, how has Covid adversely affected the little ones at home?
- 7. Why was Anna Wilden concerned about not meeting her clients?
- 8. What reason does the speaker cite for fewer cases of child endangerment?

<https://edition.cnn.com/2016/05/03/health/homo-naledi-human-species-lee-berger/index.html>

## PASSAGE I

## ANSWER

## KEY

- 1. C. friends
- 2. B. potential virus carriers
- 3. A.20%
- 4. B. To play football
- 5. Overstretched parents have to work, teach their children and also comfort and reassure their kids, despite their own existential concerns

6. The abrupt closure of facilities and the lack of contact with friends and educators for weeks on end means a misunderstood and possibly traumatic loss of important attachment for kids at home.

7. Anna Wilden can no longer see facial expressions or posture which provides information that could be vital for social workers to know.
8. Covid forced closure of care centres resulting in fewer and fewer reports of suspected child endangerment.

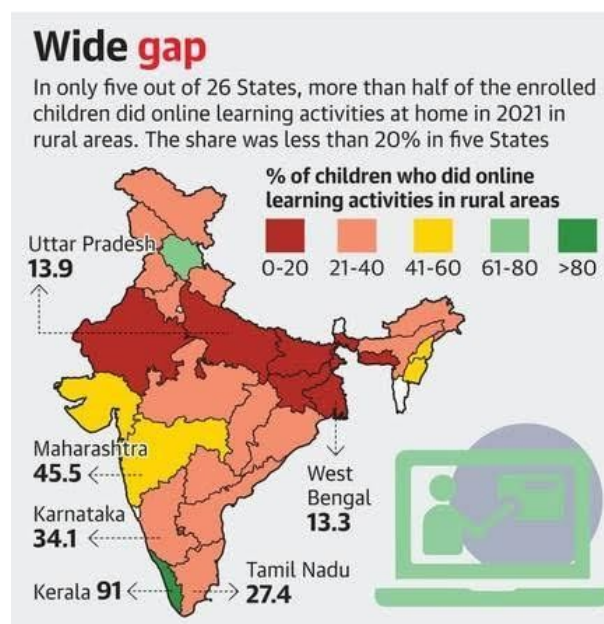
## Case Study Passage 2

### School enrolment fell during pandemic: Annual Status of Education Report

( Published in The Hindu on 17th November 2021)

The percentage of rural children who were not enrolled in school doubled during the pandemic, with Government schools seeing an increase in enrolment at the expense of private schools, according to the **Annual Status of Education Report (ASER) 2021**. Over a third of children enrolled in Classes 1 and 2 have never attended school in person.

However, enrolment does not necessarily mean that learning took place. In a survey of over 76,000 households with children aged six to 14, ASER found that while 92% of children had textbooks for their grade, only a third had access to any other learning resources or support. With smartphone availability and access limited, online learning was restricted to a quarter of students, though there were major differences in the experience of students from different States. For instance, 91% of students from Kerala and almost 80% from Himachal Pradesh had online education, but only 10% from Bihar and 13% from West Bengal.



### ***Phone survey***

Due to the pandemic, ASER's 16th annual report was based on a phone survey assessing enrolment in schools and tuition classes, and access to devices and learning resources, rather than the organisation's usual face-to-face survey which assesses learning outcomes and children's competencies in reading and arithmetic skills. In 2018, only 2.5% of children were not enrolled in school.

### ***Major shift***

In both the 2020 and 2021 surveys, that figure had jumped to 4.6%. Government school enrolment spiked significantly from 64.3% in 2018 to 70.3% in 2021, while private school enrollment dropped from 32.5% to 24.4% over the same period. "The shift to government school enrolment could be a result of financial distress, the closure of affordable private schools and the movement of migrants to rural areas," said ASER Centre director Wilima Wadhwa.

"Although it is not clear if this is a permanent phenomenon or will be reversed post the pandemic, it is important to ensure that government schools and teachers are equipped and given the necessary resources for this surge in enrolment," she added.

This is particularly true for Class 1 and 2 students, as 37% of those enrolled in government schools have never even stepped into a physical classroom before. "The habit of going to school, sitting in a classroom, and teaching in a classroom has been disrupted significantly. We need to ask if this disruption can be repaired simply by reopening schools," said Madhav Chavan, president of Pratham, the educational NGO which is the parent organisation of ASER, emphasising that a "business as usual" approach could not be imposed.

### ***Tuition classes***

During the pandemic, almost 40% of students took tuition classes, as many parents struggled to provide the learning support students were not receiving from closed schools. Although textbook distribution was a success story in most States, with 92% of students having the texts for their grade level, many students did not receive much else. Just over a third of students enrolled in closed government schools in 2021 received worksheets, phone messages or any other sort of learning activities or materials in the week of the survey.

Smartphone access was a challenge in the delivery of online education. Although availability almost doubled to 68%, only a quarter of children even in homes with smartphones were able to access it whenever needed. In smartphone owning households, 26% of children had no access to the device at all, while 47% had only occasional access. “Going forward, there is a need for device libraries, so all children can have access to needed devices,” said Rukmini Banerji, Pratham CEO.

About a quarter of children had access to some form of online education, whether content shared through WhatsApp or live classes, while over 20% listened to lessons broadcast on television and radio. About 65% of students did some type of traditional learning activity during the week of the survey, with engagement ranging from 44% in Jharkhand to almost 90% in Kerala.

“As students return to school, it is important to start by assessing where they are, rather than teaching from where the curriculum thinks they should be. Teachers must be given the tools and agency to carry out such an assessment, so that no child is left stranded,” said Dr. Wadhwa.

**Based on your understanding of the passage answer the following questions**

**by choosing the correct option**

1. The pandemic has affected school education in \_\_\_\_\_ areas more and has had a \_\_\_\_\_ in the education system of the country. a). Urban , positive impact  
b). Rural, positive impact  
c). Urban, negative impact  
d). Rural, negative impact
2. Name the only state where more than 80% of the enrolled students did online learning activities at home in 2021 in rural areas.  
a). Himachal Pradesh b). Kerala  
c). Nagaland  
d). Maharashtra

3. Statement 1 : ASER found that while 92% of children had textbooks for their grade, only a third had access to any other learning resources or support.



Statement 2: Non-availability of smartphones and limited access to networks have disrupted efficient online learning .

- a). Both the statements are true. Statement 2 is the reason for statement 1.
  - b). Both the statements are false
  - c). Statement 1 is a fact whereas Statement 2 is hypothetical.
  - d). Statement 1 and 2 are hypothetical.
4. In future opening \_\_\_\_\_ will help all children in rural areas to have access to devices as and when they need it.
- a). Tuition classes
  - b). Smart phones
  - c). Device libraries
  - d). Government school

Answer the following questions in one or two sentences.

- 5. What could be the reasons for the spike in enrolment in Government schools?
- 6. What used to be the assessment tools and strategies of ASER before the pandemic?
- 7. What do you mean by a “business as usual” approach?
- 8. How can we ensure that no child is left stranded in the process of learning, according to Dr. Wadhwa ?

### **Answers**

#### **VSA**

Q1 d) Rural, negative

impact Q2 b) Kerala

Q3 a) Both the statements are true. Statement 2 is the reason for statement

1 Q4 c) Device libraries

#### **SA**

Q5 - The shift to government school enrolment could be a result of financial distress, the closure of affordable private schools and the movement of migrants to rural areas.

Q6 - ASER used to have a face-to-face survey which assesses learning outcomes and children's competencies in reading and arithmetic skills.



Q7 - “Business as usual” approach means an ongoing and unchanging state of affairs.

Q8 - We can ensure that no child is left stranded in the process of learning by devising proper assessment strategies to find where the children are, rather than teaching from where the curriculum thinks they should be. Teachers should be equipped with the tools and agency to carry out such an assessment, says Dr.Wadhwa.

### **CASE STUDY PASSAGE 3**

#### **(Case Study)**

The idea that coffee is bad for the heart pops up periodically. It was found that regularly drinking very strong coffee could sharply increase cholesterol levels. Researchers find that isolated fat like chemicals, cafestol and kahweol are responsible for the rise.

It turned out that the European brewing method- boiling water sits on the coffee grounds for several minutes before straining- produces high concentrations of cafestol and kahweol. By contrast, the filter and percolation methods remove all but a trace of these chemicals. Moreover, the studies involved large amounts of coffee-5-6 cups a day. Research also shows that regular moderate coffee drinking does not dangerously raise blood pressure.

“For heart disease, I think, the issue is closed.” -says Meir Stampfer an epidemiologist at Harvard who has studied many aspects of coffee and health. “Coffee drinking at reasonable levels is unrelated to heart risk.” Evidence suggests that coffee may help fend off Parkinson’s disease.

Scientists at Massachusetts general hospital, USA, found indirect evidence that caffeine may actually combat Parkinson’s. The caffeine seemed to protect mice brain cells from depletion of the nerve chemical dopamine- the problem underlying Parkinson’s in humans. However, these are preliminary findings, human studies havenot consistently supported caffeine’s protective role.

The studies on coffee and cancer are also reassuring. You may remember a brief coffee scare in the early 1980’s when a single study linked coffee with pancreatic cancer. Many studies since then have shown that the association is either extremely weak or non-existent. If there is a connection between coffee and bladder cancer, it possibly just applies to coffee junkies. Studies show that coffee seems to have no adverse influence on the risk of colon cancer.

Caffeine is such a powerful stimulant that the international Olympic committee and the National Collegiate Athletic Association set limits on how much can remain in the blood during competition. In addition to boosting physical endurance, caffeine increases alertness and improves mood. The buzz come at a price though.

People who drink more than they are used to may become restless and unable to sleep.

The question now arises; how much to drink? For most people, however, there is virtually no risk in consuming upto 3 normal cups a day. For healthy adults, the FDA has cited 400 mg a day- that’s about 4 or 5 cups of coffee- as an amount not generally associated with dangerous negative effects. The FDA has not set consumption of caffeine by children and adolescents.

The amount of caffeine included in some common food and beverages are

- One 8-ounce cup of coffee; 95-200 mg
- One 12-ounce can of cola; 35-45 mg
- One 8-ounce energy drink; 70-150 mg
- One 8-ounce cup of Tea: 14-60mg

**Based on your understanding of the passage answer any 4 out of the 6 questions by choosing the correct option**

1. Select the correct inference with reference to the following  
“for heart disease, I think, the issue is closed,” says Meir Stampfer
  - a. Considerable research had been done to set a relationship between coffee and heart issues
  - b. No link was found between coffee and heart issues
  - c. Heart issues are not the central concern for researches related to coffee
  - d. Heart diseases and coffee seems to have no relation to each other
2. The international Olympic Committee and The National Collegiate Athletic Association stand on the assumption that
  - a. Drinking coffee is absolutely detrimental
  - b. Drinking coffee may be consumed to a monitored extent
  - c. Drinking coffee is favourable to the players in every way possible
  - d. Showering on rival teams cups of coffee so that they become restless and cannot sleep
3. Based on the data given in the box above choose the option that lists the statements that are true with respect to the amount of caffeine in food.
  1. An 8-ounce cup of tea has more caffeine than an 8-ounce cup of coffee
  2. An energy drink like red bull has about 70-150 mg of caffeine
  3. A 12-ounce can of cola has less caffeine than an 8-ounce cup of coffee
  4. A latte at Starbucks has about 14-60 mg of caffeine
    - a. 2 & 3
    - b. 1 & 3
    - c. 2 & 4
    - d. 1 & 4
4. Select the appropriate counter argument to the given argument  
**Argument :** Coffee is related to cancer
  - a. No research is able to establish a link between coffee and cancer
  - b. Coffee does not produce any element that is related to cancer
  - c. The scare talked off is baseless and there is no proof of such a relation
  - d. Only coffee junkies are prone to cancer
5. Choose the option that lists the statements that are not true with respect to coffee intake in human beings
  - a. The premise that coffee helps fend off Parkinson’s disease is still a disputable issue
  - b. Some studies indicate that coffee has an adverse influence on the risk of colon cancer
  - c. People who drink much more coffee than they are used to may have difficulty in sleeping
  - d. Drinking coffee at reasonable levels does not leads to heart diseases
6. Select the option that displays the correct cause-effect relationship.

(a)	Cause	Effect
	Drinking coffee	Sleep

(b)	Cause	Effect
	Drinking coffee	Pleasant behaviour

(c)	Cause	Effect
	Drinking coffee	Cognitive functioning

(a)	Cause	Effect
	Drinking coffee	Anxiety

Answer the following in one or two sentences

7. How can we combat Parkinson's disease through coffee intake?
8. How does the filter and percolation methods of brewing coffee help the intake of coffee?

#### ANSWER KEY

1. B 2. B 3. A 4. A 5. B 6. C
7. Nothing conclusive can be said hence a blanket ban.
8. Leaves some residues of these harmful chemicals.



## INFORMAL INVITATIONS

### Main Characteristics:

Informal invitations follow the pattern of ordinary personal letters. These letters are written to relatives, friends and acquaintances.

- It is written in the first person (I/We)
- The sender's address is written as usual but the receiver's address is not mentioned.
- The date of writing the invitation is given but it is not compulsory to write the year.
- The salutation is 'Dear + name'.
- The complimentary close is Yours lovingly/Yours affectionately
- Various tenses of the verb are used unlike the formal invitation.
- The invitation does not ask for a reply as in the formal invitation. However, it is polite to reply to the invitation
- The vocabulary is less formal.

### Marking scheme: 3 Marks

<u>Format</u>	<u>1</u>
Content	1
Expression	1

### SOLVED QUESTIONS

#### Question 1:

Rohit has successfully cleared CBSE-PMT. He wants to celebrate his admission to Shivaji Medical College, Nagpur by throwing a party to his friends. Write an informal invitation giving details of venue, time and date. Do not exceed 50 words.

33/427  
Priya  
Nivas  
New Delhi

15 July 20XX

Dear Varun,

I am extremely happy to inform you that I have secured 80th rank in the CBSE-PMT and have got admission in Shivaji College, Nagpur. To celebrate the occasion, I am throwing a party to my old friends at Hotel Kanishka at 9.00 p.m. on 23 July, 20XX. Please join us for the dinner

Yours  
affectionately  
Rohit

**Question 2:**

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

Appu Vihar  
MG Road  
Kadavanthara

20th December 2021

Dear Vineet,

I am extremely happy to invite you to the house-warming-ceremony of our newly constructed house at Kadavanthara on 31st December. The ceremony is at 10 a.m. followed by lunch at 1.00 p.m. Kindly do join us on this auspicious day. Looking forward to see you in person.

Yours lovingly  
Gokul

**Question 4:**

Your parents have completed 25 years of happy married life. Invite your aunt, living in Hyderabad, to join you in the Silver Jubilee celebration of their marriage at your residence.

Prathush Vihar  
Athira Nagar  
Palakkad  
20th December 2021  
Dear Aunt

My parents, Sh. R.S. Ramesh and Smt. Parvathi will be completing 25 years, of their happy, prosperous and eventful married life next month. We are going to celebrate the Silver Jubilee of their married life on 5th January, 2022. It will be a simple ceremony at 10am. Only family members and close friends are invited.

Do join us on this auspicious day.  
Yours affectionately  
Smriti

**INFORMAL REPLIES****Reply to Informal Invitations: -**

It is an essential courtesy to reply to an invitation. The layout of a reply to an informal invitation is also informal, like the invitation.



The reply is written in the first person. The salient points in the reply to an informal invitation are: -



- acknowledging the invitation
- Include date, time, venue
- mention acceptance/ refusal (It is essential to give a reason for refusing an invitation.)
- making use of warm and simple language.

## ACCEPTANCE

### Question

1. You have been invited to an evening bash at the Narula's by Vibhu, your close friend to celebrate his selection in NDA. Respond to the invitation. You are Nitin of 56, Gautama Enclave, New Delhi-56.

### Answer:

56, Gautama Enclave,  
New Delhi-56.  
10 May 2021  
Dear Vibhu,

Thank you very much for your pleasant invitation. I'll join the evening bash at Narula's on 16th May at 6 p.m.

With best wishes  
Nitin

## REFUSAL

### Question

2. You are Aakash/Varsha. You have been invited to attend the wedding of your friend's sister during Winter break. Respond to the invitation, regretting your inability to attend it.

3/22  
Preethi  
Vihar  
Thrissur  
20 December, 20XX

Dear Neha,  
Thank you for your cordial invitation on the occasion of your sister's wedding. I, however, regret my inability to be with you on this happy occasion as we shall be leaving for Shimla on 23rd December. Do convey my regards and best wishes to the couple.

Yours friend  
Aakash / Varsh

**Question 3:**

You are Manoj /Mini. You have been invited to attend a birthday party of your closest friend. Respond to this invitation.

**Acceptance**

217 MIG Flat  
Surya Vihar, New  
Delhi 15 March,  
20XX

Dear Sruthi

Received your invitation for your birthday party on 25 March, 20XX at 5 pm at Hotel Janpath. I am extremely happy to know that all our old friends are likely to be there. I would like to confirm my participation. Looking forward to the joyous occasion.

Your loving friend  
Manoj/Mini

**Refusal**

Dear Sruthi,

I acknowledge with thanks your kind invitation to your birthday party on the 25th March. I regret to inform you that I will not be able to join you in the celebrations due to some very urgent and unavoidable prior engagements that may keep me tied down here on that day. Wishing you a very happy birthday.

Your loving friend  
Manoj/Mini

**SAMPLE QUESTIONS**

1. You are Ankit Verma. Your friend from Malaysia is in the hostel. Invite him to join Diwali Celebrations with you at your residence.
2. You are Manoj. You are going on a picnic with a group of your classmates to Karna Lake, near Karnal. Write an informal invitation to your friend Mohit to join you on that day.
3. Nikhil has come out successful in the I.I.T Entrance Examination. He has decided to have a party for his friends. Write an invitation giving details of venue, time and date. Do not exceed 50 words.
4. You are Atul Gupta. You are opening a new branch of your business house NEW LIGHT FURNISHINGS at C-32, Ansal Plaza, Delhi. Write an invitation to your uncle to attend the
5. inauguration ceremony and bless you.
6. You are Akshya / Aakriti. You have been invited to participate in a seminar on 'Fundamental Rights of Children', organized by the Lions Club of your

distinct. Respond to the invitation conforming your acceptance by writing a letter to the Secretary of the club.



## FORMAL INVITATIONS AND REPLIES

Formal Invitations are written to invite guest(s) to a formal event like the celebration of a special occasion or day or programme. It can be classified as the following

- *Card-type invitation*-usually meant for larger numbers of people.
- *Letter-type invitation*-usually meant for VIPs or special guests.

On receiving an invitation, it is important to respond to the invitation as a courtesy to the host. This will help the host to make arrangements for the smooth conduct of the event. These can be classified as

- *Card-type reply*-written in response to a card-type invite
- *Letter-type replies*-written in response to a letter-type invite

### Marking Scheme

- Format-1 mark
- Content-1 mark
- Expression-1

mark **Word Limit: 50**

### words Card-type

#### invitations

- It is written in the third person and in the simple present tense.
- Usually, it has only two sentences.
  - The first sentence announces the name of the host, the event and the time, date and venue.
  - The second sentence provides information about the Chief Guest.
- In addition, the following features are also included.
  - RSVP (*Répondez Si'l Vous Plâit*)-It is a French phrase that means Please Reply which provides the details of the person to contact to accept or decline the invitation.
  - A note may be added to provide any additional information.
- A variety of fonts and font sizes may be used to make the design more appealing.
- The invitation is to be enclosed in a box.

#### Replies to Card-type invitations

- It is written in the third person and in the simple present tense.
- The date of reply is to be written on the top left corner.
- The name of the sender, the host, and event and the time, date and venue are clearly mentioned.
- Acceptance or refusal of the invitation has to be mentioned clearly.
- The reply is to be enclosed in a box.



## Model Card Type Invitation-1

The Students, Staff and Management of  
**Chiranjiv Bharati School, Palam Vihar**  
 cordially invite you to the

Sender

Institution

Invitation phrase

Event

# Annual Day Celebrations

to be held at 04:00 p.m. on the 1st of December, 2022 in the school auditorium.

Time, date and venue

**Ms. Himani Yadav, the Superintendent of Police, Gurugram**  
 has kindly consented to be the Chief Guest.

Chief Guest

RSVP

The Programme Coordinator, +91 95234 68254

Contact person

Kindly note:

Guests are requested to be seated by 03:00 p.m.

This card admits two.

Notes

3.High tea will be served before the event.

### Reply Accepting the Invitation

18th November, 2021

Date

Sender

Host

auditorium.

Event, time, date and venue

They are happy to accept the invitation and extend their felicitations.

Statement of acceptance or regret.

### Reply Declining the Invitation

18<sup>th</sup> November, 2021

Mrs. and Mr. Apte thank the students, the staff and management of Chiranjiv Bharati School for the invitation to their Annual Day Celebrations at 4.00 p.m. on 1<sup>st</sup> December, 2021 in the school auditorium.

They extend their felicitations. However, they regret their inability to attend the event due to a prior commitment.



## Model Card Type Invitation-2

The Resident Welfare Association of  
**DD Platinum Planet, Kathrikadavu**  
cordially invite you to the

# ***New Year's Day Celebrations***

to be held at 09.00 p.m. on the 31<sup>st</sup> of December, 2021  
in the Apartment Club House.

**Mr. Martin Joseph, eminent vocalist**  
has kindly consented to be the Chief Guest.

### RSVP

The Programme Coordinator, +91 55234 68254

### Kindly note:

1. Guests are requested to be seated by 8.30 p.m.
2. Entry by invitation only.
3. Kindly keep your mobile phones switched off.

## Reply Accepting the Invitation

18<sup>th</sup> December, 2021

Ms. Shubhangi Sreekumar thanks the Resident Welfare Association for the invitation to the New Year's Day Celebration to be held at 9.00 p.m. on 31<sup>st</sup> December, 2021 in the Apartment Club house.

She is happy to accept the invitation and extends her best wishes.

## Reply Declining the Invitation

18<sup>th</sup> December, 2021

Ms. Shubhangi Sreekumar thanks the Resident Welfare Association for the invitation to the New Year's Day Celebration to be held at 9.00 p.m. on 31<sup>st</sup> December, 2021 in the Apartment Club house.

She regrets her inability to attend the event owing to a prior commitment and extends her best wishes.

### **Letter-type invitations**

- It is written in the format of a formal letter.
- All the details of the event, the place, date and time are to be clearly mentioned.
- It is addressed to a few special invitees.



## Replies to Letter -type invitations

- It is also written in the format of a formal letter.
- The name of the sender, the host, and event and the time, date and venue are clearly mentioned.
- Express gratitude for the invitation and appreciation for the initiative.
- Acceptance or refusal of the invitation has to be stated clearly.

### Model Letter Type Invitations-1

Blooms Reading Room 14/55 E, Begumpet Telangana	Sender
15 <sup>th</sup> January, 2022	Date
Ms. Priya Kuriyan 14, Castle Rock Towers Banjara Hills, Hyderabad	Receipient
Subject: <u>Invitation as Chief Guest to Literary Fest, 2022</u>	Subject
Madam	Salutation
Blooms Reading Room is organizing a Children's Literary Fest on 21 <sup>st</sup> February, 2022 at 7.00 PM at Tagore Exhibition Grounds, Banjara Hills. It would be a matter of great pride for all of us at Bloom Reading Room if you could attend the programme as the Chief Guest. A tentative schedule of the programme is attached for your perusal.	Event, time, date and venue
Thank you	Complimentary Close
Yours faithfully RK Dhawan President	

## Reply of Acceptance

14, Castle Rock Towers Banjara Hills, Hyderabad Telangana
15 <sup>th</sup> January, 2022
Blooms Reading Room

14/55 E, Begumpet  
Telangana

Subject: Reply to Invitation as Chief Guest to Literary Fest, 2022

Dear Mr. Dhawan

Thank you for your gracious invitation. I commend your efforts in promoting love for reading amongst youngsters. It would be an honour to attend the event. Do send me the detailed programme list.

Thank you

Yours sincerely  
Priya Kuriyan

### **Reply declining the invitation**

14, Castle Rock Towers  
Banjara Hills, Hyderabad  
Telangana

15<sup>th</sup> January, 2022

Blooms Reading Room  
14/55 E, Begumpet  
Telangana

Subject: Reply to Invitation as Chief Guest to Literary Fest, 2022

Dear Mr. Dhawan

Thank you for your gracious invitation. I commend your efforts in promoting love for reading amongst youngsters. However, I regret to say that I will be unable to accept the invitation because of a prior engagement. Wish you the very best in this endeavour.

Thank you

Yours sincerely  
Priya Kuriyan



### Model Letter Type Invitation-2

Ryan International School  
Jai Singh Nagar  
Jaipur

24<sup>th</sup> February, 2022

The Principal  
Rotary Public School  
Najafgarh, Delhi

Subject: Invitation for Inter-school Quiz competition

Madam

We are pleased to invite your school to participate in the 25<sup>th</sup> edition of the Mastermind Inter School Quiz Competition to be conducted in our school on 1<sup>st</sup> April, 2022. You may send a team of 5 participants and an escort teacher. A brochure is attached for your reference. Looking forward to your enthusiastic participation.

Warm Regards

Yours faithfully  
Poonam Saxena  
Principal

### Reply of Acceptance

Rotary Public School  
Najafgarh, Delhi

24<sup>th</sup> February, 2022

The Principal  
Ryan International School  
Jai Singh Nagar  
Jaipur

Subject: Reply-Invitation for Inter-school Quiz competition

Madam

We at Rotary Public School thank you for your gracious invitation to the Inter-school Quiz Competition to be held on 1<sup>st</sup> April, 2022. It would be an honour to participate in this event. The details of the participants are enclosed.

I extend my best wishes for the successful completion of this event.

Thank you

Yours faithfully  
Suman Singh  
Principal

### **Reply Declining the Invitation**

Rotary Public School  
Najafgarh, Delhi

24<sup>th</sup> February, 2022

The Principal  
Ryan International School  
Jai Singh Nagar  
Jaipur

Subject: Reply-Invitation for Inter-school Quiz competition

Madam

We at Rotary Public School thank you for your gracious invitation to the Inter-school Quiz Competition to be held on 1<sup>st</sup> April, 2022. However, I regret to state that it would be impossible for us to participate in this year's event due to the scheduling of the school sports day on the same day. I extend best wishes for the success of the event.

Thank you

Yours faithfully  
Suman Singh  
Principal

### **Strategies to answer questions**

1. Read the question carefully and identify the kind of invitation or reply that is asked.  
- Card type/Letter type
2. Recognize the important details provided in the question that must be included and remove any extraneous information.
3. Brainstorm and note down points to be included in the answers.
4. Write your answer in the appropriate format and pay attention to the accuracy of language.
5. Revise your work.

## Practice Questions

1. You are Dr. Amit Gupta, an eminent educationist. You have been invited to preside over an Inter Zonal Declamation competition by Nalini, the President of English Literary Club of Government Model Sr. Sec. School, Sector-20, Chandigarh. Write a reply accepting the invitation. (CBSE Sample Paper)
2. You are the President, Literary Society of Sunshine International School. Draft an invitation to author, Ms Manjul Bajaj requesting her to conduct a workshop on creative writing in your school. You are Romi/Rohit of Zenith Public School. (CBSE Sample Paper)
3. Your school is planning to organise a talk on the 'Importance of Promoting Art Education' at all levels. You plan to invite The Director, Delhi School of Art, as a Key Note Speaker. As CCA Coordinator of Vidya Mandir Vidyalaya, draft an invite for the same giving all the necessary details. (CBSE Sample Paper)
4. You are Dr. Stanzin, a certified art therapist from Leh. You have been invited by G. D Public School, Jammu, to conduct a seminar for students on 'Art Therapy the Way Forward'. This seminar is to introduce students to the usefulness of art in analysis, using appropriate format and fluency, appropriacy of style and tone analysis, using appropriate format and fluency, appropriacy of style and tone dealing with personal and social problems. Write your reply, in about 50 words accepting the invitation.
5. Sunrise Global School, Agra is going to organize a one-act play competition in the school auditorium. You have decided to invite noted stage artiste, Nalini to grace the occasion. Draft a formal invitation for her in about 50 words. You are Karuna/Karan Cultural Secretary. (CBSE 2016)
6. The Literary Club of your school is putting up the play, "Waiting for Godot". As the Secretary of the Club, draft an invitation to famous writer Sudesh Gupta to be the guest of honour at the function. (CBSE 2014)
7. Your friend, PV Sathish has invited you to attend the wedding of his sister Jaya. You find that you have an important paper of pre-board examination on the day of the wedding. Thus, you cannot attend the event. Write a formal reply to the invitation expressing your regret. You are Puneet/Puneeta Vij, M-114, Fort Road, Chennai. (CBSE 2017)
8. You are the Secretary of the Arts Club of your neighbourhood. Draft an invitation to be sent to the residents of the neighbourhood about a Musical Extravaganza planned to pay tribute to the Ghazal king, Jagjit Singh at Kamani Auditorium.
9. You have received an invitation from Oswald Theatre Club for a special preview of the latest Superman film. Draft a reply expressing your willingness to attend the event.
10. Draft an invitation on behalf of Dr Kapoor regarding a workshop on Mental Health during the Pandemic for residents of your neighbourhood.



## APPLICATION FOR JOB

Job applications demand a formal and precise treatment. Their format is almost the same as that of the forwarding cover letter and is usually accompanied by a curriculum vitae/resume/bio-data.

### (A) COVERING

#### **LETTER Content:**

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

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

**Para 2:** Reason for applying

Share your interest and competence level. Key words that can be used- (young, dynamic, communication skill, committed to hard work, qualification, etc.)

**Para 3:** Stating the suitability.

Concluding statement- 'My Bio-data is enclosed herewith for your perusal/ sympathetic consideration.'

### (B) Bio-Data – Bio-data/ Curriculum Vitae/ Resume. It should include:

1. Full Name:
2. Address
3. Contact No.:
4. E-mail ID:
5. Date of Birth:
6. Educational Qualifications:
7. Professional Qualifications:
8. Work Experience:
9. Skills
10. Languages Known:
11. Hobbies and Interests
12. Achievements
13. Salary Expected:
14. References

: (1)

(2)

#### DECLARATION

Place:

Date:

Signature:

Name:



**Word Limit: 120-150** (Marks: 05 M Format: 01M, Content: 02M, Expression: 02M)

### **Points to Remember**

Identify the newspaper, magazine, person, or other source from which you learned about the position. Specify what job you seek and briefly describe your major qualifications for the position.

Explain how your education has prepared you for the position by discussing such things as significant courses, seminars, professors, presentations, projects, etc.

Discuss other qualifications relevant to the position.

Refer to your enclosed or attached resume and the kind of information that can be found there.

Solicit an interview and provide information about how and when you can be contacted.

### **Example Phrases**

- ✓ perfectly match my qualifications
- ✓ according to the advertisement
- ✓ am submitting my resume
- ✓ am applying for
- ✓ am confident that
- ✓ am certain that an ideal candidate for the position of
- ✓ are compatible with
- ✓ as described in
- ✓ as indicated in your job description
- ✓ as advertised in

### **Example Phrases**

- ✓ a wide variety of
- ✓ ability to perform at
- ✓ am expert in
- ✓ am fluent in
- ✓ am qualified as a
- ✓ am responsible for
- ✓ am currently supervising the work of
- ✓ as a result of my experience in
- ✓ because of my broad background in
- ✓ certified by the state as
- ✓ enabled me to progress from
- ✓ energy, experience, and skills are focused on
- ✓ extensive experience in
- ✓ have confidence in my ability to
- ✓ have the knowledge, skills, and experience necessary to
- ✓ have had considerable experience with



- ✓ have been working in the office of
- ✓ have a broad background in

### EXAMPLE

You are Sanush / Saneesha of 11, MG Road, Cochin. You have seen an advertisement in The Hindu for the post of Chief Chef in a 5-Star Hotel. Apply for the job with complete biodata.

Write in 125-150 words.

11, MG Road

Kochi

4 January 2022

The Managing Director

The Radisson Hotel, Cochin

Sir

**Sub:** Application for the post of Chief Chef

This is with reference to the advertisement published in the esteemed daily. The Hindu on December 20, 2021. I have completed my BHM in Hotel Management from MG University and MBA from Cochin University. I intend to apply for the post of chief chef in your esteemed organization.

Please find enclosed my bio data for the said purpose. I am hard working, honest and punctual. I assure you that I shall work with full devotion and sincerity.

In anticipation of an early reply

Yours truly

Sanush





### BIO – DATA

Name	Sanush
Date of Birth	11 January, 1989
Contact No.	8128780560
Marital Status	Unmarried
Educational Qualifications	<ul style="list-style-type: none"><li>• Master of Business Administration, Cochin University, Kerala (2013)-95% Marks.</li><li>• Graduation in Hotel Management, SH College, (2011) -94% Marks</li></ul>
Experience	Trainee at the Taj Hotel, Cochin. (May 2013-Dec. 2013)
Skills	Excellent interpersonal skills & communication skills
Languages Known	Hindi and English
Hobbies and Interests	Reading and Travelling
References	<b>1. Prof. M. S Menon</b> , SH College, Kochi. <b>2.Mr. PM Prabhakaran</b> Principal KV Port Trust

### **PRACTICE QUESTIONS**

1. You are Ketan Pandey of 63, Civil Lines, Delhi. You saw an advertisement in 'The Hindu 'for the post of Accountant in a reputed firm. Write an application in 120 – 150 words to the Area Manager of Gayatri Consultants, 2, Barakhamba Road, New Delhi, giving your detailed bio- data.
2. Bal Vidya Public School, Bhilai, urgently requires a post-graduate teacher to teach Political Science for which they placed an advertisement in 'The Bhilai Express'. You are Sanjay / Sanjana Sharma from 21, Vasant Marg, Bhilai. Draft a letter including a CV, applying for the advertised post (120 - 150words)
3. You are Mr. K L Sareen. You have seen an advertisement in **The Hindustan Times** for the post of the marketing manager. Write an application with complete bio-data.
4. You are Varun / Vani, a resident of M-204, Block-C, Dilshad Garden and an MBA from Amity University. You come across an advertisement in **The Times of India** published by ICICI Bank, New Delhi. Write an application for the post of Business development Manager followed by your complete bio-data.



## **PRACTICE QUESTION – ANSWERS**

### **Q1.**

63, Civil

Lines Delhi

12th February, 2019

The Area Manager

Gayatri Consultants

2, Barakhamba

Road, New Delhi

Sir

**Subject** Application for the post of Accountant

This is in reference to your advertisement in The Hindu dated 10<sup>th</sup> February, 20XX for the post of accountant in your consultancy firm. I hereby wish to apply for the same.

Attached here with is my resume. If I am considered for the above mentioned post, I would whole-heartedly and honestly contribute towards the progress of your esteemed and reputed organisation. I assure you hard work and professionalism on my part.

Yours sincerely

Ketan Pandey

**Resume**

**Name:** Ketan Pandey

**Father's name:** Rampal Singh



**Date of birth:** 5th April 1993

**Address:** 63, Civil Lines, Delhi

**Academic Qualifications:**

Degree	Board/ University	Year	Division
Graduation	CBSE	2008	First
B.Com	Jammu University	2011	First
M.Com	Jammu University	2013	First

Experience: Accountant, ASD Pvt. Ltd. India, November 2013 – Present

Expected salary: Rs. 60,000 per month

Languages fluency: English,

Hindi Hobbies: Music and sports

Marital status: Unmarried

Contact information: 8059XXXXXX / [ketanXX@gmail.com](mailto:ketanXX@gmail.com)

Reference : 1.

2.

**Q2.**

21, Vasant Marg

Bhilai

01 April 2019

The Principal



Bal Vidya Public School, Bhilai

Sir/Madam

Subject: Application for the post of a post-graduate teacher

In response to your advertisement in 'The Bhilai Express', dated March 25, 2019, for the post of a postgraduate Political Science teacher in your renowned school, I wish to offer my candidature.

I am a Trained Post Graduate in Political Science with 75% marks. I have achieved many certificates for co-curricular activities in my school and college level. I am a dedicated and industrious person who can adjust in any condition and not let my work hamper in any way. With my knowledge, I will surely be able to add value to your school. I am available for an interview on any day of your convenience. If given a chance to serve you, I assure you that I shall work with utmost sincerity and dedication up to your satisfaction for further growth and fame of the organisation.

Yours

faithfully

Sanjana

Sharma Encl. :

Bio-data

**BIO-DATA**

<b>Name</b>	Sanjay/Sanjana Sharma
<b>Date of Birth</b>	25 July 1984
<b>Address</b>	21, Vasant Marg, Bhilai

<b>Phone</b>	9810085694
<b>E-Mail</b>	<a href="mailto:sanjsharma@gmail.com">sanjsharma@gmail.com</a>
<b>Marital Status</b>	Unmarried



<b>Age</b>	28 years
<b>Nationality</b>	Indian
<b>Professional Experience</b>	(i) Have been working as a PGT Political science in Modern School, Bhilai since April 2018 till date.
<b>Academic Qualifications</b>	(i) B.ED (ii) M.A. in Political Science (iii) B.A in Political Science
<b>Hobbies</b>	Trekking and reading
<b>Strengths</b>	Good communication skills, computer literate, proficient in English, Hindi and German
<b>Names and Address of References</b>	(i) Mr Vijay Mathur, Principal D.A.V School, Gurudwara Rd. Delhi  (ii) Prof. Satish Ohri Dept.of Commerce Punjab University, Chandigarh

### **Q.3**

2 M K Gandhi Marg  
Delhi –110005

3rd April 2019

The Advertiser

Post Box No.

436

The Hindustan Times

Kasturba Gandhi Marg

New Delhi-110075



Sir

Sub: Application for the post of Marketing Manager

This is with reference to your advertisement dated 30th March 2019 published in 'The Hindustan Times' for the post of a marketing manager and I wish to apply for the same.

I have one year of experience working as a marketing executive with Wipro India Ltd. I am diligent and dedicated professional with good interpersonal skills. In view of my qualification, learning and exponential growth in just a year, I consider myself suitable for the post.

My detailed bio data is enclosed herewith for your kind perusal and consideration.

If selected, I assure you that I shall prove to be a valuable asset to the company and endeavour to satisfactorily meet the requirements of the job. If you find my profile strong and worthy enough to serve your firm, kindly contact at any time suitable to you. I will be thankful for your kind consideration.

Yours truly

K L Sareen

Encl:

Biodata

Photocopies of degrees and testimonials

#### **BIO-DATA**

<b>Name</b>	Kishori Lal Sareen
<b>Father's Name</b>	Shri Hari Narayan Sareen
<b>Date of Birth</b>	4th May 1978
<b>Age</b>	25 years

Sex	Male
-----	------





<b>Marital Status</b>	Single
<b>Nationality</b>	Indian
<b>Permanent Address</b>	H-3, G.T. Karnal Road, Delhi
<b>Contact No.</b>	9658412598
<b>Educational Qualifications</b>	M.Sc. Physics, Delhi University MBA. IIM, Lucknow
<b>Experience</b>	1 year at Wipro India Ltd. as Marketing Executive
<b>Hobbies</b>	Reading, Travelling, Playing football and Tennis I have won championships in both the Games at school as well as college levels.
<b>References</b>	1. Prof. Ravi Ranjan, 34, Ramnarayan College, Sonapat 2. Dr. Harry Peter 45-C, Rajendra Place New Delhi-110005

#### **Q.4**

M-204, Block-C  
Dilshad Garden  
Delhi

3 April 2019

The Manager  
ICICI Bank New Delhi

Sir

Sub:- Application for the post of Business Development Manager

With reference to your advertisement published in ‘The Times of India’ dated 28th March 2019 inviting applications for the position of Business Development Manager, I hereby offer my candidature for the same. I am a young and dynamic youth with an experience of 2years in the most prestigious banks. My experience has taught me to build strong and healthy relationships at the workplace to work smoothly. I have the ability to work in a team. I understand the value of this position and assure you that I shall never do injustice to my post. These qualities make me a suitable candidate for the above- mentioned post.

I am enclosing my bio-data herewith to enable you to make an assessment of my suitability for the post I have applied for. In case my application is considered, I am available for the interview at any time suitable to you. If selected, I assure you that I shall work with utmost dedication and sincerity to your full satisfaction. In anticipation of a favourable response.

Yours

faithfully

Varun

Encl. Bio-data and Testimonials

#### BIO-DATA

<b>Name</b>	Varun
<b>Date of Birth</b>	12 Jan 1994
<b>Age</b>	25 years
<b>Sex</b>	Male
<b>Marital Status</b>	Single
<b>Nationality</b>	Indian

<b>Permanent</b>	M-204, Block-C, Dilshad Garden
------------------	--------------------------------

<b>Address</b>	
<b>Contact No.</b>	8695485699
<b>Educational Qualifications</b>	1. M.B.A from Amity University (Year of passing 2017) 2. B.Com (Hons.) from Delhi University (Year of passing 2015) 3. 10+2 CBSE Board (Year of passing 2012)
<b>Work Experience</b>	1. Have been working as an Assistant Manager at HDFC Bank for 1 year 2. Worked as Business Executive at Axis Bank for 1 year
<b>Hobbies</b>	Painting, Singing
<b>References</b>	1. Dr. Rajesh, Professor, Amity University 2. Mr. Anil Shai, Manager, HDFC Bank



## **REPORT WRITING**

A report is a factual description of an event, incident happened or a programme conducted. It is a systematic and well-organized presentation of facts and findings. A report is written for a clear purpose and for a particular audience.

### **Types of Reports**

- For News Paper
- For

Magazine Points to

Remember

- Be brief and to the point.
- Report an event in the order in which things happened.
- Stick on to the word limit.
- Use formal language
- Avoid jargons.
- Must use uniform verb tense, preferably past tense.

### **Format**

**HEADLINE / TITLE:** Catchy and brief

**BYLINE:** A Sub Headline/Name, rank, position etc. of the person writing the report (it can also come at the end).

**OPENING PARAGRAPH:** A brief mention of what happened, where, how and the most prominent consequence/effect along with the day, date and time when it took place.

**DETAILS:** Paragraph 2 & 3 give details of the event being reported. Eye witness account (along with some quotes) is also included. In case of accidents, loss of life and property is listed, cause of the accident is included, police action, rescue operation and damage control exercise are detailed. Compensation and help announced by government is mentioned.

**CONCLUSION:** A remark as to how the event had an impact on people.

### **Tips for report writing**

- Keep sentences short and simple.
- Focus on the objective.
- Use every day English.
- Plan well before you start writing
- Use a clear layout



## **Sample Report.**

Q. You are Ashima/Akshit. The Women Empowerment Organisation (WEO) in collaboration with Child and Women Care Society (CWCS), celebrated The Women Empowerment Day recently in Community centre, Pocket B, Rohini. As the city correspondent, write a report in 120-150 words for the city magazine, The Today.

### **Women's Empowerment Day Observed --Ashima, Staff Reporter**

New Delhi, March 3: The Women Empowerment Organisation (WEO) in association with Child and Women Care Society (CWCS), both NGOs, observed the Women Empowerment Day at Community centre, Pocket B, Rohini today. The main purpose was to create awareness of Women's rights and to empower women.

Members of fifty Self-Help Groups (SHGs) formed by WEO and CWCS in the area participated in the programme. The programme began with a welcome dance by the renowned dancer, Shobha Advait and was followed by a talk by Ms. Shefali Gupta, Deputy Director of WEO.

Ms. Aradhna Srivastava, District Magistrate, Rohini, stressed upon the importance of education for girls. She also gave details about the Sarva Shiksha Abhiyaan (Education for All), an initiative by the Government under which students are given books free of cost. Ms. Radhika, the Director of WEO gave a speech detailing the various free classes organized by the society to teach young girls painting and soft toy making, which could be developed for self-employment. She also made the audience aware about the need for women's safety and the various free defence classes organized by the organization.

Dr. Aniket, State Coordinator, CWCS, made the gathering aware of the importance of observing Women's Day and informed the women about various governmental schemes to help and empower them. Later, a play named 'Narishakti' was staged. A total of 1500 people participated in the function. The participants expressed their gratitude to the organizers as they were now better informed.

## **PRACTICE QUESTIONS**

1. You are Aniket/Ankita. You participated in a career counselling programme organized by Dream Careers. You had the opportunity of listening to professionals from various fields like food technology, Biometric Sciences, nanotechnology, media management etc. Write a report of the programme in 120-150 words
2. You are Tapan / Tripti, a student of H.P Public School. Students of two schools from Germany visited your school as part of a cultural exchange programme. Students of your school put up a cultural show to welcome them. Write a report in the programme for your school magazine in 120 - 150 words.



3. You are Radha/Ramesh. As part of E-learning promotion drive, your school was invited to visit 'The New Learning – E-learning', a prominent E-learning company. Write a report on the visit for your school magazine in 120 - 150 words.
4. You are Asma, the Head girl of Queens Public School, Delhi. Recently your school hosted the Regional level CBSE Quiz competition. Write a report of this event for your school newsletter in about 120 - 150 words.
5. You are Devesh/Devika. As an active member of the Health Club of your school, you had participated in a first aid training camp organized by the Red Cross Society of Malaviya Nagar. Write a report on the camp and its activities for your school magazine in 120 - 150 words.



## **LITERATURE**

### **THE RATTRAP**

**SELMA**

**LAGERLOF**

#### **THEME**

This is the story of a peddler who steals 30 kronor from a crofter's house, gets trapped in a forest and meets an iron master who mistakes him to be his regimental friend. He sends his daughter Edla to take him home from his iron works. The kind behaviour, love, care and generosity shown by this girl really transforms him and he leaves his old ways.

#### **CHARACTERS IN THE STORY:**

A peddler

A crofter

An iron Master

Edla Willmansson

#### **GIST OF THE LESSON:**

The story is based on the universal theme that the essential goodness in man can be awakened through understanding and love.

The story revolves around the belief that the whole world is nothing but a big rattrap with all its temptations used as baits.

The author uses the rattrap as a metaphor to justify the theme and basic idea that the world offers riches and joys as baits to trap man

The peddler in the story was a vagabond who sold ratttraps with a little thievery on the side to make both ends meet. He had no worldly possession to call his own, not even a name.

It amused him to think of the world as a rattrap and all the material possessions as bait as the world, he felt was never kind to him.



He takes shelter at a crofter's cottage. The crofter welcomed him, gave him dinner, shared his pipe, played Mjolis with him also confided in him about his income and showed him where he put it.

Next morning, the Peddler steals the money and takes the back roads to keep away from people and gets lost in the jungle at night. While he wanders in the forest he realises that he has also got caught in the rattrap and that the money was the bait for him.

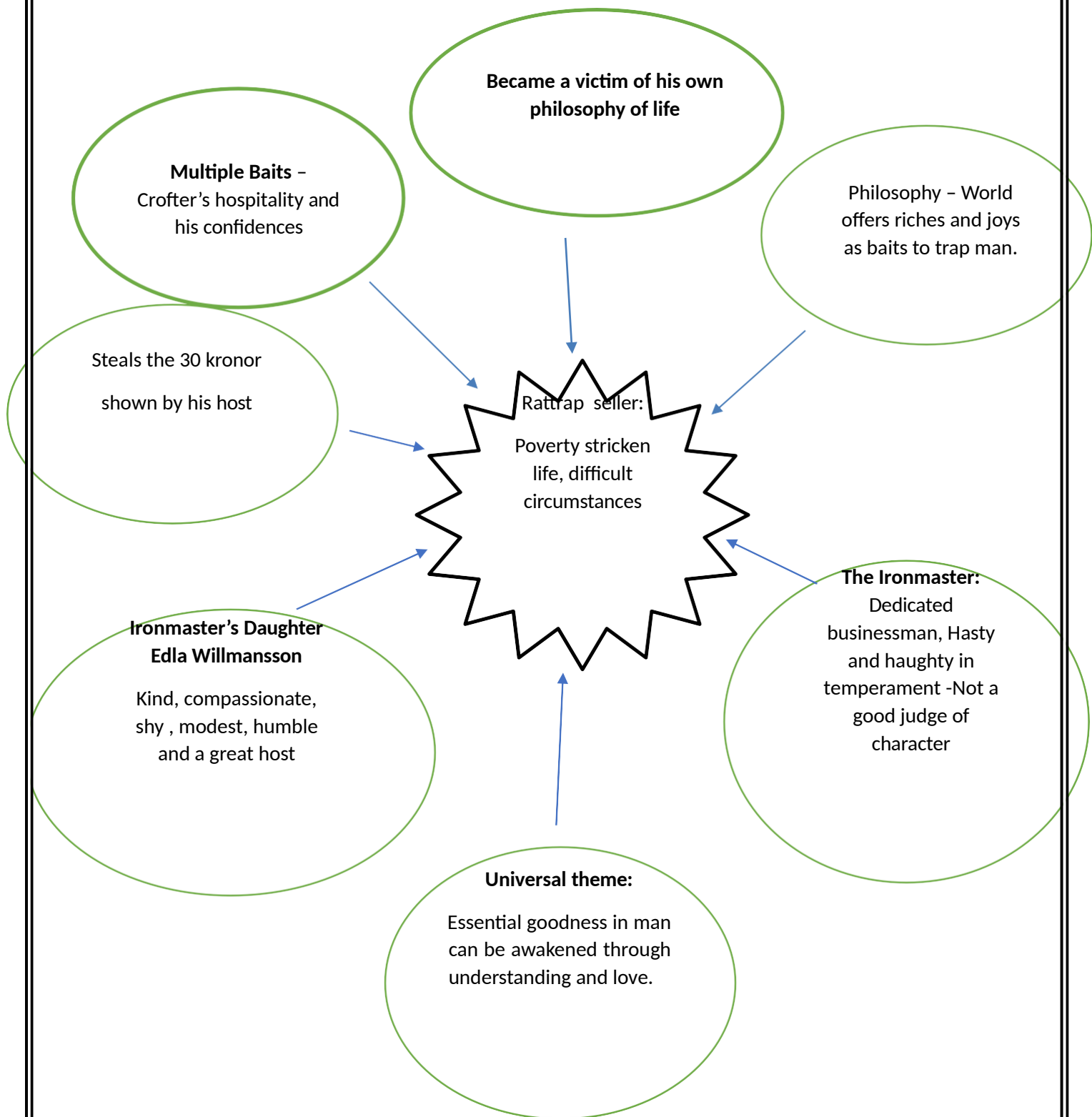
Finally reaches Ramsjo ironworks, where he takes shelter for the night. The blacksmith and his assistant ignore him but the master mistakes him to be an old acquaintance and invites him home. The Peddler does not correct the ironmaster, hoping to get some money out of him. But at the same time, he declines his invitation because of the fear of being caught for stealing crofter's money.

The ironmaster then sends his daughter who persuades him to go home with her. She notices his uncouth appearance and thinks that either he has stolen something or he has escaped from jail.

The Peddler is scrubbed, bathed, given a haircut, a shave and a suit of old clothes of the ironmaster. In the morning light, the iron master realises that he is mistaken and that he is not the Captain. He wants to call the Sheriff. The peddler is agitated and breaks out that the world is rattrap and he too is sure to be caught in it. The ironmaster is amused but orders him out. The compassionate Edla convinces her father that they should spend the Christmas day with him.

The Peddler spends the whole of Christmas Eve eating and sleeping. The next day at church, Edla and her father come to know that the Peddler is a thief who stole thirty kronor from the poor crofter.

Back home, they found a letter addressed to Edla, signed as Captain von Stahle and a rattrap as a gift from the crofter. In the rattrap were the three ten kroner notes of the crofter.





### **The Rattrap Seller:**

- Poverty stricken life, difficult circumstances.
- Begging, petty thievery and selling ratttraps occasionally were his means of livelihood.
- Morally not upright
- Spares not even his host - the old crofter-cheats him of his 30 kronor.
- Takes advantage of situations and opportunities. Philosophical and thoughtful .
- Basic/inherent goodness in him is brought out through the kindness of Edla.

### **Ironmaster's Daughter Edla Willmansson:**

- Kind, compassionate, shy, modest, humble and a great host.
- With a keen perception and an extremely sharp observation, she zeroes in on the fact that the peddler had robbed someone or was on the run. She could even judge that he did not seem to be lettered.
- In a subtle way she brings out the hidden but inherent goodness of the peddler by liberating him from the 'philosophical' trap; of his own raking.
- Persuasive
- Truly/aptly deserves the titles: Honourable and Noble.

### **The ironmaster**

- Successful Businessman famous for supplying good quality iron products.
- Was an army officer earlier
- Dedicated businessman
- Hasty and haughty in temperament.
- Not good at judging people

### **OBJECTIVE TYPE QUESTIONS:**

#### **STAND ALONE MCQS**

- 1) What was the content of the package left for Edla by the peddler?



- (A) A small rattrap with 30 kronor in it      (B) A small bangle  
(C) A necklace      (D) A diamond ring
- 2) Peddler signed himself as Captain von Stahle because:
- (A) he didn't want to hurt the iron master and his daughter.  
(B) he forgot his name.  
(C) he wanted to meet Edla's expectations of him being an army man.  
(D) he was the real Captain von Stahle
- 3) The ironmaster had mistaken the identity of the rattrap peddler and thought him to be:
- (A) an old regimental comrade.      (B) an old servant.  
(C) an old employee.      (D) an old cousin of his wife.
- 4) After following the sound of the regular thumping, where did the peddler finally land?
- (A) Majolis    (B) Forest    (C) Manor house    (D) Ramsjo Iron mills
- 5) Why did the ironmaster not seem pleased with the guest the next morning?
- (A) Because the peddler was poor  
(B) Because he was not Nils Olof  
(C) Because the peddler was a thief  
(D) Because the peddler was a rattrap seller
- 6) Why did the peddler want to be nice to Edla?
- (A) Because she was clever and cunning  
(B) Because he had decided to change  
(C) Because she treated him like a real Captain  
(D) Because basically he was a nice person
- 7) Why did the crofter show his money to the peddler?
- (A) Because he wanted to flaunt



- (B) Because he was rich
- (C) Because the peddler seemed incredulous
- (D) Because the peddler looked at him ridiculously
- 8) Why did the peddler turn to the forest?
- (A) Highway was full of thieves
- (B) Highway was full of traffic
- (C) He was in fear of being caught
- (D) The forest interested him more
- 9) Rattrap is a metaphor used for:
- (A) humans and their life. (B) thieves and robbers.
- (C) attractions and distractions. (D) human greed and distractions.
- 10) Why do you think the peddler finally changed his ways?
- (A) because of the crofter's hospitality
- (B) because he wanted to change
- (C) because of the respect given by Edla
- (D) because of the invitation given by the ironmaster
- 11) What would have happened if Edla would have gone by her father's decision?
- (A) the peddler would have gone back to his old ways
- (B) the peddler would have changed any way
- (C) the peddler would have never got out of the forge
- (D) the peddler's perception would have changed
- 12) What worked as a bait for the peddler?
- (A) joys (B) shelter (C) food (D) money
- 13) Peddler signed himself as Captain von Stahle because:



- (A) he didn't want to hurt the iron master and his daughter.
- (B) he forgot his name.
- (C) he wanted to meet Edla's expectations of him being an army man.
- (D) he was the real Captain von

Stahle KEY

1 A	2 C	3 A	4 D	5 B
6 C	7 C	8 C	9 D	10 C
11 A	12 D	13 C		

### EXTRACT BASED MCQS

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

1. Who is the vagabond here?

- (A) Peddler (B) Blacksmith
- (C) Ironmaster (D) Ironmaster's daughter

2. What kind of life did he lead?

- (A) Happy and full of joy. (B) Sad and monotonous.
- (C) Nonchalant. (D) Meditative.

3. What was the thought that struck him one day?

- (A) One should fear the fear itself.
- (B) Rattrap is a must for today's world.
- (C) The world is a rattrap.
- (D) None of these



4. Pick up the word which has the same meaning as 'to walk with difficulty'.

- (A) Vagabond      (B) Plods      (C) Entertaining      (D) Monotonous

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

1. Who was the 'old man' in the given lines?

- (A) The Peddler      (B) The Ironmaster  
(C) The Blacksmith      (D) The Crofter

2. Why did the old man show the stranger ten kronor bills?

- (A) He thought that the bills were fake.  
(B) He suspected that his guest did not believe him.  
(C) He was furious with the return of his hard work.  
(D) He wanted to show-off to the guest.

3. What did the stranger do later?

- (A) Stole the money.  
(B) Replaced the fake money with the genuine money.  
(C) Purchased a car with the money.  
(D) Left the money where it was.

4. Pick out the word which has the similar meaning as 'unwilling or unable to believe something'.

- (A) Incredulous      (B) Wrinkled      (C) Kronor      (D) Stuffed

III) "The blacksmiths glanced only casually and indifferently at the intruder. He looked the way people of his type usually did, with a long beard, dirty, ragged and with a bunch of rattaps dangling on his chest. He asked permission to stay and the master blacksmith nodded a haughty consent without honouring him with a single word."



1. Who is the intruder here?

(A) Rattrap peddler      (B) Ironmaster      (C) Edla      (D) Crofter

2. How did he look like?

(A) Shabby      (B) Ragged      (C) Long beard      (D) All of these

3. Where did he want to stay?

(A) Forge near the railway station.      (B) Forge near the furnace.

(C) Ship ready to sail off.      (D) Blacksmiths' courtyard.

4. Which word in the passage is the antonym of 'refusal'?

(A) Indifferently      (B) Dangling      (C) Permission      (D) Haughty

IV) "But it occurred to him that if the fine gentleman thought he was an old acquaintance, he might perhaps throw him a couple of kronor. Therefore, he did not want to undeceive him at all"

1. Who is referred to as the fine gentleman?

2. What is Kronor?

3. Which word in the above extract is the synonym of

"thought" 4. Who did not want to undeceive whom?

V. "Wherever he turns he is chased away. Always he is afraid of being arrested and cross examined. I should like to have him enjoy a day of peace with us here – just one in the whole year"

1. Who spoke the above lines?

2. To whom is the above extract addressed ?

3. Whom does the speaker want to enjoy a day of peace?

4. Why did the speaker want "he" to enjoy a day of peace?





## EXTRACT BASED QUESTIONS ANSWER KEY

EXTRACT I	EXTRACT II	EXTRACT III	EXTRACT IV	EXTRACT V
1 A	1 D	1 A	1. iron master	1. Edla
2 B	2 B	2 D	2. Swedish currency	2. Iron Master
3 C	3 A	3 B	3. occurred	3. rattrap seller
4 B	4 A	4 C	4. Rattrap seller - ironmaster	4. Edla invited him for Christmas cheer and he should not miss it

## SHORT ANSWER QUESTIONS

1) From where did the peddler get the idea of the world being a rattrap?

During one of his usual plodding, the peddler thought on the subject of rattraps. It presented him with the idea of the world being a rattrap and he grew fond of thinking that way as the world had not been kind to him

2) Did the peddler expect the kind of hospitality that he received from the crofter?

No, the peddler did not expect the kind of hospitality that he received from the crofter. This was because he was greeted by 'sour' and unfriendly faces whenever he knocked on doors and requested for shelter.

3) Why was the crofter so talkative and friendly with the peddler?

The crofter was a lonely fellow who lived on his own in a little gray cottage by the roadside. He had no wife or children, and craved for company and friends. So, one day when the peddler turned up at his doorstep, he was happy to find someone to talk to, to be relieved of his boredom and monotony.

4) Did the peddler respect the confidence reposed in him by the crofter?

No, the peddler did not respect the confidence reposed in him by the crofter. In fact, he betrayed his trust by robbing the thirty kronors from him.

However, later in the story, his conscience was awakened by his stay with Edla Wilmanson and he decided to return the money.

5) What made the peddler think that he had indeed fallen into a rattrap?

After stealing the money, the peddler tried to escape through the forest but soon got lost. Left in despair, he recollected his own thoughts on the world being a giant rattrap. A sudden realisation came to him that he had finally got himself caught in the rattrap because he allowed himself to be tempted by the bait, the thirty kronor bills. Similarly, on his way to the ironmaster's home, he felt himself caught in the trap.

He was again haunted by such thoughts when the ironmaster, on realising the truth about the peddler, threatened to get him arrested. The rattrap seller expressed himself strongly realising that the worldly bait had tempted and trapped him.

6) Why did the ironmaster speak kindly to the peddler and invite him home?

The ironmaster of the Ramsjo Ironworks spoke kindly to the peddler because he had mistaken him for an old regimental comrade, Captain von Stahle.

The ironmaster wanted to help the peddler, not only in regaining his health but also in taking up a new job. Moreover, the ironmaster was a lonely fellow who lived with his daughter after the death of his wife and the departure of his sons. As he longed for some company on Christmas Eve, he invited the peddler to his home.

7) Why did the peddler decline the invitation?

The peddler was alarmed at the idea of spending the night at the house of the ironmaster because he had not made an attempt to correct the ironmaster when he was mistaken for an old acquaintance.

Moreover, he was anxious about the fact that he had the stolen thirty kronor bills with him, and accepting the invitation "would be like throwing himself voluntarily into the lion's den". Therefore, the peddler thought it better to decline the invitation.

8) What doubts did Edla have about the peddler?

When Edla went to the iron mill to fetch the peddler, she noticed that he was frightened. She had doubts that the peddler had stolen something or had escaped from prison. His appearance and behaviour also left her in doubts whether he was actually an educated man, as claimed by her father.

9) When did the ironmaster realise his mistake?

The ironmaster realised his mistake the next day when the peddler turned up at breakfast. The valet had bathed the peddler, cut his hair, shaved him and given him clothes. The ironmaster realised that he had been deceived in recognising the person because of the reflection of the furnace, the previous night.

10) Why did Edla still entertain the peddler even after she knew the truth about him?

Edla had a kind and sympathetic heart that was pained by the plight of the poor peddler. She requested her father to allow him to spend one day with them in peace as a respite from the struggle he had to endure round the year. Her principles did not allow her to throw this man out of her house on the Christmas Eve especially when they had already promised him a “Christmas cheer”. Moreover, she had been in high spirits that morning thinking of the ways in which she could help the tramp. Therefore, even after knowing the truth, Edla wanted to entertain the peddler.

11) Why was Edla happy to see the gift left by the peddler?

Edla showed great trust in him by letting him stay at their manor on the Christmas Eve. But the news about the robbery had left her dejected. So she was overjoyed when she reached home to find the package and the letter left by the peddler. This gesture of appreciation from the peddler made her happy.

12) Why did the peddler sign himself as Captain von Stahle?

Throughout his life, the peddler had never known respect. He was always treated coldly by the world. For the first time in his life, he was honoured and respected as if he were a captain. Even after the truth was exposed, the daughter continued to treat him in a similar way. The way he was treated encouraged him to behave in a like manner. He signed the letter as Captain von Stahle so as to underline the impact of Edla's goodness on him.

13) The reader's sympathy is with the peddler right from the beginning of the story. Why is this so? Is the sympathy justified?

From the beginning, the rattrap seller is shown as a victim of his situation and not a downright evil character. The peddler had to resort to beggary and stealing because his business is not profitable enough to make both ends meet. His condition of penury does not allow him to be fully righteous. Moreover, we find that he lacks friends and guide to steer

him in the right path. The sympathy is justified because in the end we find out that the peddler

is capable of appreciating genuine goodness and hospitality. When he is treated with respect and kindness, he reciprocates the same in the best way he can.

14) What are the instances in the story that show that the character of the ironmaster is different from that of his daughter in many ways?

Edla and her father had different natures. She had more convincing power than the father and was able to persuade the peddler to accept the invitation. We also find that the ironmaster's hospitality was limited to his old comrade. But, the daughter was pained by the plight of the peddler and continued to treat him well even after the truth about his identity was revealed. Again, after finding about the robbery of the crofter's money, while the ironmaster was more concerned with the possibility of the peddler robbing them as well, the daughter is more pained by the betrayal of her trust. We also find that while the father was impulsive and reckless in nature, the daughter's behaviour was more mature and controlled.

15) The story also focuses on human loneliness and the need to bond with others.

The Rattrap deals with the issues of human loneliness and the need to bond with others. Not only the peddler but also other characters like the crofter, the ironmaster and Edla emphasise this fact.

The peddler's conscience had left him because he had been lonely in his predicament, for a long time. But Edla's kindness and hospitality changed him. The crofter, on the other hand, is a lonely fellow whose craving for company leads him to give shelter to a vagabond, and he ends up getting robbed. Even, the ironmaster and his daughter suffer from loneliness. They crave company on Christmas Eve and are excited when they get the opportunity to serve a guest.

16) What made the peddler finally change his ways?

The experience of the peddler at the manor of the Willmanssons made the peddler change his ways. Earlier he had never known a true sympathiser or well-wisher. He had no friend to steer him on the right path. Though the crofter was hospitable to him and even the ironmaster had almost offered him help, they failed to leave any impact on him. It was Edla who, through her genuine care and understanding, was finally able to change the peddler for the better.

17) The story is both entertaining and philosophical. Answer :

The story is told in the form of a fairy tale with a happy ending. The narrative is interesting with many surprises and attention-grabbing dialogues. The twists and the unexpected reactions of the characters often astonish the reader making the story entertaining.

However, the author has carefully managed to weave philosophical elements into the storyline. The rattrap peddler's comparison of the whole world with a giant rattrap makes this an interesting commentary on how such people end up getting trapped in the giant chasm. The story also makes an observation on the inherent goodness of people. It also showcases how goodness and kindness shown by some people can change others' perspective.

18) How does the metaphor of the rattrap serve to highlight the human predicament?

Answer :

The metaphor of the rattrap signifies that the world exists only to trap people by setting baits for them. Whenever someone is tempted by the luxuries, he ends up being caught in a dangerous trap. The author, thus, makes a much deeper comment on the woeful plight of those in pursuit of the worldly pleasures, which often lead them to unfortunate situations. The story helps in realising the importance of general goodness and kindness. The peddler is saved from the snare of the huge rattrap called world only when he appreciates the kindness to him by Edla.

## **Indigo**

**- Louis Fischer**

### **Title**

- Focuses on the exploitation of the indigo sharecroppers in Champaran by British landlords.
- The British forced the peasants to grow indigo on 15 per cent of their land, and then surrender the entire harvest as rent. This was done by long-term contract.
- Germany had developed synthetic Indigo and consequently the British planters extracted money from the sharecroppers as compensation to release them from the 15 per cent arrangement.
- The peasants wanted their money back and engaged lawyers.



- Gandhiji helped the sharecroppers to regain their land, self-respect, confidence and 25 per cent of the compensation amount.

### **Themes**

- An uneven battle between the oppressor and the oppressed. Injustice of landlord system in Bihar.

The Champaran peasants, the sharecroppers are exploited by the rich and influential English landlords. The issue of indigo harvesting and high handed attitude of the British becomes a road to freedom for the sharecroppers.

- The leadership shown by Mahatma Gandhi to secure justice for oppressed people through convincing argumentation and negotiation.

Persistence and patience of Gandhi help him in ensuring justice for the peasants of Champaran.

- Need to develop qualities like self-reliance, strong will and courage and stand up openly against injustice of any kind.

Fight one's own battles in times of adversity instead of depending on others. Liberate oneself from the fear of any kind.

- The initiation of Civil Disobedience Movement, Non- Cooperation Movement and fight for freedom.

Champaran episode becomes a turning-point in Gandhi's life and India's struggle for freedom as well.

- Efforts made by Gandhi to improve the health conditions as well as social and cultural life of the peasants in Champaran villages.

- Contributions made by ordinary Indians to the freedom movement. Fighting for a noble cause.

### **Main points of the lesson**

- Louis Fischer visited Gandhi in 1942 at his ashram in Sevagram.
- Gandhi explained how he had decided to ask the British to leave India.
- Annual convention of the Indian National Congress party was organized in Lucknow in 1916.

- Rajkumar Shukla met Gandhi there and introduced himself as a sharecropper from Champaran and requested him to visit his district, Champaran. He told Gandhi about the injustice of the landlord system in Bihar.
- Raj Kumar Shukla was illiterate but resolute. For weeks he never left Gandhi's side. He followed Gandhi everywhere until he agreed to visit Champaran.
- Rajkumar Shukla met Gandhi at Calcutta and from there took a train to Patna and went to meet Dr Rajendra Prasad who was out of town. The servants at Rajendra Prasad's residence thought Gandhiji to be an untouchable.
- He sent a telegram to his friend, Professor J.B. Kripalani of the Arts College in Muzzafarpur. He reached Muzzafarpur on 15th April 1917 to get detailed information about the conditions in Champaran. He was welcomed by Prof. J.B Kriplani and his students.
- He stayed at Professor Malkani's house for two days. Malkani was a teacher in a government school. In smaller localities, Indians were afraid of showing sympathy to the supporters of home rule.
- The news of Gandhi's arrival and the nature of his mission spread quickly. Sharecroppers assembled in large number to see their champion.
- Gandhi met some lawyers who were handling the cases of sharecroppers. Gandhi chided the lawyers in Muzzafarpur for collecting big fee from the sharecroppers.
- Sharecropping system oppressed the peasants. Champaran district was divided into estates owned by Englishmen and worked by Indian tenant farmers.
- The British landlords forced the peasants to grow indigo on 15 per cent of their land, and then surrender the entire harvest as rent. This was done by long-term contract.
- In the meantime, Germany had developed synthetic Indigo and consequently the British planters extracted money from the sharecroppers as compensation to release them from the 15 per cent arrangement.
- Many signed willingly. Those who resisted, engaged lawyers. The landlords hired thugs.
- The peasants, who had signed, wanted their money back.
- Gandhi reached Champaran and visited the secretary of the British landlord's association, but he was not given any information because he was an outsider.



- Gandhi then met the British Official Commissioner of Tirhut division who asked Gandhi to leave Tirhut immediately. Instead of returning, he went to Motihari, the capital of Champaran and started gathering complete information about the indigo contract. Several lawyers accompanied him.
- Gandhi was on his way to meet a peasant who was maltreated by the British landlords. He was stopped by the police superintendent's messenger who served him a notice asking him to leave. Gandhi received the notice but disobeyed the order – Civil Disobedience. A case was filed against him.
- Gandhi was summoned to appear in the court. A large crowd gathered near the court. Motihari was black with peasants. The spontaneous demonstration around the courthouse was the beginning of their liberation from the fear of the British. Gandhi helped the officers to regulate the crowd.
- He was in a conflict of duties —whether to obey law or respect inner conscience. He disobeyed the legal orders to be obedient to the voice of conscience. Gandhi gave his statement that he was not a lawbreaker, but he disobeyed the law so that he could help the peasants.
- Gandhi was released without bail and later on the case was dropped. Civil Disobedience had triumphed.
- Gandhi had many interviews with the lieutenant-governor in the upcoming days. The lieutenant-governor appointed an official commission of inquiry into the indigo sharecroppers' situation. Gandhi was made the representative of the sharecroppers.
- There were multiple pieces of evidence of the landlords and British officials for illegally taking money from the sharecroppers.
- Gandhiji agreed to 25% refund of the compensation amount by the landlords. The landlords were obliged to surrender part of the money, and with it, part of their prestige.
- The peasants realized that they had rights and defenders. They learned courage.
- Gandhi took effort to improve the health conditions as well as social and cultural life of the peasants in Champaran. He opened six schools in Champaran villages and took the help of volunteers like Mahadev Desai, Narhari Parikh, and his son, Devdas.
- Kasturbai, wife of Gandhi taught the ashram rule on personal cleanliness and community sanitation. Gandhi got a doctor to volunteer his service for six months.

- Gandhi refused to accept the help of Charles Freer Andrews as he wanted the people of Champaran and the lawyers to learn the lesson of self-reliance.

### **Important personalities**

Rajkumar Shukla	A poor, emaciated peasant in Champaran — deeply distressed by the sharecropping system — complained to Gandhi about the injustice of landlord system in Bihar — illiterate, but resolute — never left Gandhi's side until he agreed to visit Champaran.
Mahatma Gandhi	Prominent political leader — visited Champaran on the request of Rajkumar Shukla — to solve the issue of sharecropping system — disobeyed the order to leave Tirhut — Civil disobedience in India's struggle for freedom — spent almost a year in Champaran — instilled courage in the peasants — sole representative of the peasants in an official commission of inquiry into the indigo sharecroppers' situation — agreed to 25 per cent refund of the compensation amount by the landlords — taught people the lesson of self-reliance — a true leader with persistence and patience — convincing argumentation and negotiation — ensured justice for the peasants of Champaran.
Rajendra Prasad	A lawyer in Bihar — lived in Patna — who later became President of Congress party and of India — The servants at Rajendra Prasad's residence thought Gandhiji to be an untouchable.
Sir Edward Gait	Lieutenant Governor who ordered to drop the case against Gandhi. As a result of several meetings with Gandhi, an enquiry commission was set up to investigate the problems of sharecroppers.
Charles Freer Andrews	An English pacifist and devoted follower of Gandhi. He was willing to stay at Champaran and help Gandhi.



Professor J.B.Kripalani	A professor at the Arts College, Muzzafarpur — along with a large body of students, welcomed Gandhi at Muzzafarpur railway station.
Professor Malkani	A teacher in a government school — Gandhi stayed at his home for two days.
Reverend J.Z.Hodge	A British missionary in Champaran — observed the entire episode at close range.
Mahadev Desai and Narhari Parikh	Two young disciples of Gandhi — volunteer teachers in the villages of Champaran.
Kasturbai	Wife of Gandhi — taught ashram rules on personal cleanliness and community sanitation — talked to women about personal cleanliness.
Devadas	Gandhi's youngest son — came to Champaran to support and help his parents.

**Very short answer questions ( Stand-alone MCQs)**

1. Rajkumar Shukla met Gandhi for the first time at
  - (A) Calcutta
  - (B) Lucknow
  - (C) Cawnpore
  - (D) Ahmedabad
2. Which among the following statements about Rajkumar Shukla is incorrect?
  - (A) He was a peasant from Champaran.
  - (B) He was resolute in nature.
  - (C) He was a poor yeoman who was a regular visitor to Rajendra Prasad.
  - (D) He was a faithful disciple of Gandhi.
3. Which among the following statements is correct?
  - (A) Gandhi was happy with taking the cases of sharecroppers to law courts.
  - (B) Gandhi wanted to make the peasants of Champaran free from the fear of the British.
  - (C) Gandhi and Rajendra Prasad were the representatives of the peasants in the official commission of inquiry into the indigo sharecroppers' situation.



- (D) Gandhi was ready to furnish bail for 120 minutes.
4. Gandhi refused the help of Charles Freer Andrews in Champaran episode because
- (A) Charles Freer Andrews was a pacifist.
  - (B) Charles Freer Andrews had to go to Fiji Islands on an official tour.
  - (C) Gandhi wanted to teach the people of Champaran the lesson of self-reliance.
  - (D) Gandhi did not have any faith in an English man.
5. The British missionary who observed the entire episode in Champaran very closely was
- (A) J Z Hodge
  - (B) Charles Freer Andrews
  - (C) Edward Gait
  - (D) Louis Fischer
6. Who were the two volunteer teachers in the schools of Champaran villages?
- (A) Professor Malkani and Professor J B Kripalani
  - (B) Rajendra Prasad and Brij Kishore Babu
  - (C) Maulana Mazharul Huq and Rajkumar Shukla
  - (D) Mahadev Desai and Narhari Parikh
7. The servants of Rajendra Prasad did not permit Gandhi to draw water from the well because
- (A) they considered Gandhi as an outsider.
  - (B) Gandhi was in poor dress.
  - (C) they thought that Gandhi was an untouchable.
  - (D) Gandhi argued with the servants.
8. Gandhi went to Muzzafarpur to
- (A) meet the secretary of the British landlord's association.
  - (B) attend the annual convention of the Indian National Congress.
  - (C) collect complete information about the condition in Champaran.
  - (D) meet a peasant who was maltreated by the British landlords.
9. Gandhi stayed in the home of.....in Muzzafarpur
- (A) Professor J B Kripalani
  - (B) Rajendra Prasad
  - (C) Professor Malkani
  - (D) Maulana Mazharul Huq



10. Gandhi chided the lawyers of Muzzafarpur because they were
  - (A) collecting big fee from the sharecroppers.
  - (B) supporting the British landlords.
  - (C) not able to present their arguments effectively in the law courts.
  - (D) not at all supporting the peasants in gaining justice.
11. According to the long-term contract, Englishmen compelled the Indian peasants to plant \_\_\_\_\_ of their rented land with Indigo.
  - (A) two twentieths
  - (B) three twentieths
  - (C) four twentieths
  - (D) one twentieth
12. Gandhi felt that it was useless for the peasants to go to law courts because
  - (A) the peasants were crushed and fear-stricken.
  - (B) the peasants were illiterate.
  - (C) the peasants' demands were unfair.
  - (D) the British judges were unbiased.
13. The secretary of the British landlords' association refused to provide Gandhi any information about the issue in Champaran because
  - (A) Gandhi was an ordinary man in appearance.
  - (B) he considered Gandhi as an outsider.
  - (C) he was suspicious about Gandhi's mission.
  - (D) the issue was in the notice of the law court.
14. The officials at Motihari court sought the cooperation of Gandhi to
  - (A) finish the proceedings of the case quickly.
  - (B) settle the issue between peasants and landlords.
  - (C) regulate the crowd around the courthouse.
  - (D) collect some evidences from peasants.
15. What percentage of refund to the farmers did Gandhi agree to?
  - (A) 50
  - (B) 25
  - (C) 15
  - (D) 20
16. What was the medicine given to anyone with malaria fever?

- (A) quinine
- (B) Quinine plus sulphur
- (C) Castor oil
- (D) Quinine plus castor oil

17. Which among the following statements is true?

- (A) Gandhi stayed in Champaran for an uninterrupted period of one year.
- (B) Gandhi's youngest son Devadas came to Champaran at the beginning of the Champaran episode.
- (C) Gandhi had demanded 50 per cent refund from the planters.
- (D) The British planters continued Indigo sharecropping system till India got freedom.

18. Select the suitable option for the given statements.

- (1) Gandhi took initiative to open primary schools in Champaran villages and appealed for teachers.
- (2) Gandhi never contented himself with large political or economic solutions.
- (A) (1) is true, but (2) is false
- (B) (2) is true, but (1) is false.
- (C) Both are true and (1) is the reason for (2)
- (D) Both are true and (2) is the reason for (1)

19. Select the suitable option for the given statements.

- (1) During his stay in Champaran, Gandhi forgot to focus on the welfare of residents at his ashram.
- (2) Kasturbai was asked to address the filthy state of women's clothes.
- (A) (1) is true, but (2) is false
- (B) (2) is true, but (1) is false.
- (C) Both are true
- (D) Both are false

20. Select the suitable option for the given statements.

- (1) Gandhi's lawyer friends thought that it would be helpful to them if they had Charles Freer Andrews on their side.
- (2) Gandhi asked Charles Freer Andrews to cancel his official tour to the Fiji Islands.
- (A) (1) is true, but (2) is false

- (B) (2) is true, but (1) is false.
- (C) Both are true
- (D) Both are false

### **Extract Based MCQs**

1. Read the given extract to attempt questions that follow.

The sharecropping arrangement was irksome to the peasants, and many signed willingly. Those who resisted, engaged lawyers; the landlords hired thugs. Meanwhile, the information about synthetic indigo reached the illiterate peasants who had signed, and they wanted their money back.

- (i) Which among the following is not true regarding the sharecropping arrangement in Champaran?
  - (A) The land owners were Englishmen.
  - (B) Landlords compelled the peasants to plant 15 per cent of the land with indigo.
  - (C) 15 per cent of the indigo harvest had to be surrendered as rent.
  - (D) This arrangement was done by long-term contract.
- (ii) The landlords hired thugs to
  - (A) make the peasants plant indigo.
  - (B) extort money from peasants
  - (C) protect the rights of peasants
  - (D) reap the indigo harvest
- (iii) Which country developed synthetic indigo?
  - (A) England
  - (B) France
  - (C) Germany
  - (D) Italy
- (iv) The word 'irksome' means
  - (A) comfortable
  - (B) pleasant
  - (C) agreeable
  - (D) tedious

2. Read the given extract to attempt questions that follow.

Several days later, Gandhi received a written communication from the magistrate informing him that the Lieutenant-Governor of the province had ordered the case to be dropped. Civil disobedience had triumphed, the first time in modern India. Gandhi and the lawyers now proceeded to conduct a far-flung inquiry into the grievances of the farmers.

- (i) 'The case' referred in the above passage is the case charged against
  - (A) the British landlords for not returning money to farmers.
  - (B) Professor Malkani for harbouring Gandhi in his home.
  - (C) Gandhi for disobeying the commissioner's order to leave Tirhut.
  - (D) Charles Freer Andrews for supporting Gandhi.
- (ii) Which among the following was not a part of the inquiry into the grievances of the farmers?
  - (A) Collection of documentary evidences from farmers.
  - (B) Writing down the depositions by thousands of peasants.
  - (C) Collection of photographs and videos which depict the abuse to farmers.
  - (D) Preparation of notes on evidences given by farmers.
- (iii) Civil disobedience triumphed for the first time in modern India in the year
  - (A) 1916
  - (B) 1917
  - (C) 1947
  - (D) 1918
- (iv) 'Far-flung' in the above passage means
  - (A) brief
  - (B) systematically planned
  - (C) quick
  - (D) widespread

3. Read the given extract to attempt questions that follow.

Gandhi protested against the delay. He read a statement pleading guilty. He was involved, he told the court, in a "conflict of duties"— on the one hand, not to set a bad example as a lawbreaker; on the other hand, to render the "humanitarian and national service" for which he had come. He disregarded the order to leave, "not for want of respect for lawful authority, but in obedience to the higher law of our being, the voice of conscience."



- (i) Gandhi protested against the delay in
    - (A) trial at the court
    - (B) grant of bail
    - (C) refund to farmers
    - (D) setting up of inquiry commission
  - (ii) Gandhi complied with
    - (A) law of the land
    - (B) order of the commissioner
    - (C) his inner voice
    - (D) the instruction of his lawyer friends
  - (iii) “Humanitarian and national service” referred here is
    - (A) protest against the injustice meted out to tenant farmers in Champaran.
    - (B) opening of schools in Champaran.
    - (C) improving health conditions in Champaran.
    - (D) teaching the ashram rules on personal cleanliness and community sanitation.
  - (iv) The passage given above reflects Gandhi’s
    - (A) sincerity to people
    - (B) integrity
    - (C) love for humanity
    - (D) All the above
4. Read the given extract to attempt questions that follow.
- The official inquiry assembled a crushing mountain of evidence against the big planters, and when they saw this they agreed, in principle, to make refunds to the peasants. “But how much must we pay?” they asked Gandhi. They thought he would demand repayment in full of the money which they had illegally and deceitfully extorted from the sharecroppers.
- (i) Who are ‘they’ referred in the above passage?
    - (A) The lawyers in Bihar
    - (B) The farmers in Champaran
    - (C) The British landlords in Champaran
    - (D) The judge and the prosecutor at Motihari court
  - (ii) The official commission of inquiry was appointed by

- (A) The police superintendent
  - (B) The Viceroy
  - (C) The Lieutenant-Governor
  - (D) The judge
- (iii) Gandhi demanded a refund of
- (A) 25 per cent
  - (B) 35 per cent
  - (C) 15 per cent
  - (D) 50 per cent
- (iv) The above passage gives a clue about Gandhi as a
- (A) man of humility
  - (B) negotiator
  - (C) pacifist
  - (D) social reformer

5. Read the given extract to attempt questions that follow.

Gandhi's lawyer friends thought it would be a good idea for Andrews to stay in Champaran and help them. Andrews was willing if Gandhi agreed. But Gandhi was vehemently opposed. He said, "You think that in this unequal fight, it would be helpful if we have an Englishman on our side. This shows the weakness of our heart. The cause is just and you must rely upon yourselves to win the battle. You should not seek a prop in Mr. Andrews because he happens to be an Englishman."

- (i) Who was Mr. Andrews?
- (A) An English lawyer
  - (B) A high-ranking British officer
  - (C) An English pacifist
  - (D) A British planter
- (ii) Gandhi's words in the above extract reflect his vision of
- (A) Non-violence
  - (B) Civil disobedience
  - (C) Truth
  - (D) Self-reliance
- (iii) The 'unequal fight' here is

- (A) the fight between Champaran sharecroppers and British landlords
  - (B) the disagreements between Gandhi and lawyers
  - (C) the conflict between the judge and the Lieutenant Governor
  - (D) the fight between Champaran peasants and the judge
- (iv) The meaning of the word ‘vehemently’ in the above extract is
- (A) In a strong and emotional way
  - (B) In an indifferent and casual way
  - (C) In an arrogant and dominating way
  - (D) In a thoughtless and careless way

### **Short answer questions**

1. How did Rajkumar Shukla establish that he was resolute?

Rajkumar Shukla was determined to take Gandhi to Champaran. He had come to Lucknow to speak to Gandhi about the injustice of the landlord system in the district of Champaran. He accompanied Gandhi everywhere. Shukla followed Gandhi to the ashram near Ahmedabad. For weeks he never left Gandhi’s side. Gandhi finally told him that on a particular date he was to be in Calcutta. Shukla waited at the appointed spot in Calcutta to take Gandhi with him.

2. How was Gandhi treated at Rajendra Prasad’s house?

Rajkumar Shukla led Gandhi to the house of Rajendra Prasad. The servants knew Shukla as a poor yeoman who was pestering their master to help the indigo sharecroppers. Gandhi was clad in simple dress and he was the companion of a peasant. Hence, the servants treated him like an untouchable peasant. He was not permitted to draw water from the well lest some drops from his bucket pollute the entire source.

3. Why did Gandhi agree to a settlement of 25 per cent refund to the farmers?

The amount of refund was less important than the fact that the landlords had been obliged to surrender part of the money, and with it, part of their prestige. The peasants saw that they had rights and defenders. They learned courage. Moreover, he wanted to break the deadlock on the percentage of refund between the landlords and the peasants. So, Gandhi agreed to a settlement of 25 per cent refund to the farmers.

4. Why did Gandhi oppose to Charles Freer Andrews helping him in Champaran?

Mr. Charles Freer Andrews was an Englishman and Gandhiji did not want his help. He did not believe in seeking a prop in him. Since, the cause was good, he believed that their victory was certain. He wanted that the lawyers must not take any help from an English man as their fight was against the English. He wanted to teach the lesson of self-reliance to the lawyers and peasants in Champaran.

5. What strategy did Gandhi follow in removing the problems of sharecroppers?

Gandhi collected complete information about the conditions in Champaran. He discussed the problems with lawyers and concluded that taking the cases of peasants to law courts would do little good. He disregarded the commissioner's order to leave Tirhut. He liberated the peasants from the fear of the British. He convinced the peasants that they had rights and defenders. He was the only representative of the peasants in the inquiry commission and he collected crushing mountain of evidence against the big planters. He negotiated with the British landlords for refund to the peasants.

6. Why did Gandhi chide the lawyers who represented the interests of group of sharecroppers of Champaran?

Gandhi chided the lawyers for collecting big fees from the sharecroppers to fight their case in law courts. He felt that taking the cases of sharecroppers to law court would do little good when they were crushed and fear-stricken. He wanted to liberate the peasants from the fear of the British.

7. Why did the British landlords free the sharecroppers from growing Indigo? What did they want instead?

The sharecroppers planted 15 per cent of their holdings with indigo and surrendered the entire indigo harvest to the British landlords as rent. The British came to know that Germany had developed synthetic indigo and it would lead to the fall in the price of natural indigo. The British released the peasants from the 15 per cent arrangement and in return, asked them to pay compensation for the release.

8. How do we know that ordinary people too contributed to the freedom movement?

Ordinary people also contributed a lot to the freedom movement with utmost spirit. It was Rajkumar Shukla, an ordinary peasant, who initiated Gandhi's fight in

Champan. Thousands of peasants demonstrated around the courthouse where Gandhi was summoned, which made the British feel challenged and baffled. Professor J.B.Kripalani along with a large body of students received Gandhi at Muzzafarpur railway station. Thousands of sharecroppers from Champan arrived on foot to see Gandhi. The lawyers of the town called on Gandhi to brief him about the issue of sharecropping system.

9. What made the British realize that the Indians could challenge their might hitherto unquestioned?

Gandhi was summoned to appear in the Motihari court. A large crowd gathered near the court. Motihari was black with peasants. The spontaneous demonstration around the courthouse was the beginning of their liberation from the fear of the British which made them realize that the Indians could challenge their might.

10. Though the sharecroppers of Champan received only one-fourth of the compensation, how can the Champan struggle still be termed a huge success and victory?

Gandhiji's persistent efforts, firm determination, and resolution led to his success in Champan. He went to Champan at the request of an illiterate peasant and there he listened to the grievances of the sharecroppers and started the Civil Disobedience Movement. He succeeded in his mission and the landlords withdrew their claims over their estates and reverted the lands to the farmers. The peasants learnt courage and realised that they had rights and defenders. The landlords obliged to surrender part of their money and prestige.

11. What were the conditions of sharecroppers of Champan?

Champan district was divided into estates owned by Englishmen and worked by Indian tenant farmers. The British landlords forced the peasants to grow indigo on 15 per cent of their land, and then surrender the entire harvest as rent. This was done by long-term contract. In the meantime, Germany had developed synthetic Indigo and consequently the British planters extracted money from the sharecroppers as compensation to release them from the 15 per cent arrangement. Many signed willingly. Those who resisted engaged lawyers. The landlords hired thugs. The



peasants, who had signed, wanted their money back and they fought their case in court.

12. What did Gandhi do to improve the health conditions in Champaran?

Health conditions in Champaran were miserable. Gandhi got a doctor to volunteer his services for six months. The three medicines available in Champaran were castor oil, quinine and sulphur ointment. Anybody who showed a coated tongue was given a dose of castor oil. Anybody with malaria fever received quinine and castor oil, and anybody with skin eruptions received sulphur ointment and castor oil.

13. What was 'conflict of duties' in which Gandhi was involved? What did he choose?

The conflict of duties that Gandhi faced was that on the one hand he did not want to be labelled as a lawbreaker and on the other hand, he wanted to listen to the voice of his conscience and help the peasants of Champaran. He chose the higher law of his being, the voice of his conscience.

14. What was the typical Gandhi pattern of politics?

Gandhi's politics was intertwined with the practical day-to-day problems of the millions. His was not a loyalty to abstractions; it was a loyalty to living, human beings.

15. How was the Champaran episode a turning point in Gandhi's life?

The Champaran episode proved to be a turning point in Gandhi's life as he realised his own power and made the Indians realise their power. He declared that the British could not order him in his own country. For the first time civil disobedience triumphed as a part of India's struggle for freedom. In everything he did, he tried to mould a new free Indian who could stand on his own feet and thus make India free. It was during this period that he decided to urge the departure of the Britishers.

**Long answer questions**

1. Give an account of Gandhiji's efforts to secure justice for the poor indigo sharecroppers of Chamaparan.

Hints:

Gandhi's journey to Champaran along with Rajkumar Shukla — stayed at Muzzafarpur for two days — met the lawyers — chided them for collecting big fee from poor farmers — declared that the real relief for peasants would be to be free from fear — arrived at Champaran — met the secretary of the British landlords' association — met the Commissioner of Tirhut division — disobeyed the order to leave Tirhut — Civil disobedience — unwilling to furnish bail — protest against the delay in trial at the court — ready to court arrest for the cause of the peasants — case dropped — interviews with the Lieutenant-Governor — appointment of inquiry commission — collected crushing mountain of evidence against the British landlords

— agreed to 25 per cent refund to farmers — helped the peasants to gain courage — the British planters abandoned the estates — lands were reverted to farmers — indigo sharecropping disappeared.

2. Describe how, according to Louis Fischer, Gandhi succeeded in his Champaran campaign.

Hints:

Gandhi succeeded in Champaran campaign by his unique leadership — fight against injustice shown to tenant farmers — protest against exploitation — effort to alleviate the distress of poor indigo farmers — Gandhi's method of non-cooperation and non-violence — Civil disobedience for the first time in modern India — Gandhi's visit to Muzzafarpur — discussion with lawyers — collection of complete information about sharecropping system — mass participation in the movement — peasants learned courage — Gandhi as the representative of peasants in the inquiry commission — far-flung inquiry — systematic collection of evidences against the British planters — realisation of own rights and strengths — lesson of self-reliance.

3. How did the court scene at Motihari change the course of India's struggle for freedom?

Hints:



Gandhi disobeyed the order of the commissioner to leave Tirhut — being the champion of sharecroppers, he was arrested on his arrival at Motihari — brought to

law court — hearing the news of the arrest, a large number of peasants gathered at the court — spontaneous demonstration around the courthouse — liberation from the fear of the British — the officials failed to regulate the crowd — sought Gandhi's help — baffled government — trial postponed — Gandhi refused to furnish bail — Gandhi was released without bail due to the pressure built by the protest of the farmers outside the court — the case of civil disobedience against him was dropped — for the first time civil disobedience triumphed as a part of India's struggle for freedom.

4. How did Gandhi prove that his politics was not a loyalty to abstractions; it was a loyalty to living, human beings?

Hints:

Gandhi reached Champaran at the entreaty of an unlettered peasant named Rajkumar Shukla — made lots of efforts to secure justice for the poor indigo sharecroppers — stayed there for a period of almost one year — made the peasants free from the fear of the British — taught them the lesson of self-reliance — solved the problems of sharecroppers — focused on the improvement of cultural and social conditions in Champaran villages — opened primary schools — arranged volunteer teachers — got the help of doctors to improve health conditions — medicines arranged — focused on personal cleanliness and community sanitation.

5. Gandhiji said, "Freedom from fear is more important than legal justice for the poor." How does it become clear from the lesson 'Indigo' that freedom from fear is an essential condition for justice?

Hints:

Exploitation of indigo farmers by British landlords — Farmers resorted to legal help to fight cases against the landlords — not too many got encouraging results and also, this could only get them short term benefits — farmers were terrorized and crushed under the exploitation by landlords — Gandhi's practical and far-sighted approach — felt that if the downtrodden farmers could be released from fear, rest everything would fall into place — no need of going to law court — started an exercise in empowering the farmers and giving them lessons in courage through his own example — Civil disobedience — dealt with all the clever moves of the British fearlessly and boldly without getting intimidated by their orders.



6. Why do you think Gandhi considered the Champaran episode to be a turning point in his life?

Hints:

Champaran peasants suffered exploitation, injustice and atrocities at the hands of the British land owners — Gandhi was appalled at the condition of the sharecroppers — tried to alleviate the pain and sufferings of the distressed peasants — was even willing to go to jail — inspired the lawyers to work for the welfare of the peasants — thousands of farmers demonstrated to show solidarity with Gandhi — he emerged as a live politician — Champaran movement as a national movement in the course of freedom struggle — eradicated fear from the minds of the ordinary people — forced the British to refund a part of money they had taken illegally from the peasants — the might of the British was challenged — after the political struggle, Gandhi stayed back in Champaran — improved the cultural and social background of Champaran villagers — taught the lawyers and the villagers a lesson in self-reliance.

7. On the basis of your reading of the account of Champaran in “Indigo”, write a brief character sketch of Mahatma Gandhi.

Hints:

Gandhi — a man of outstanding qualities — unassuming and modest — dogged determination — thorough and organized — empathy/compassion for sharecroppers — persistent worker — fearless — far-sighted and practical — persuasive and good convincing power — good negotiator — humanitarian and holistic approach — thinks not only of political or economic solutions but also concerned with social and cultural progress as well as health issues.

**Answer Key**

**Stand-alone MCQs**

1	B
2	D
3	B

4	C
5	A
6	D

7	C
8	C
9	C
10	A
11	B
12	A
13	B
14	C
15	B
16	D
17	C
18	D
19	B
20	A

### **Extract based MCQs**

Extract No. / Qn. No.	(i)	(ii)	(iii)	(iv)
Extract 1	C	B	C	D
Extract 2	C	C	B	D
Extract 3	A	C	A	D
Extract 4	C	C	D	B
Extract 5	C	D	A	A

# SHOULD WIZARD HIT MOMMY?

By JOHN

UPDIKE

## SUMMARY

Characters:

Jack, father

Clare,

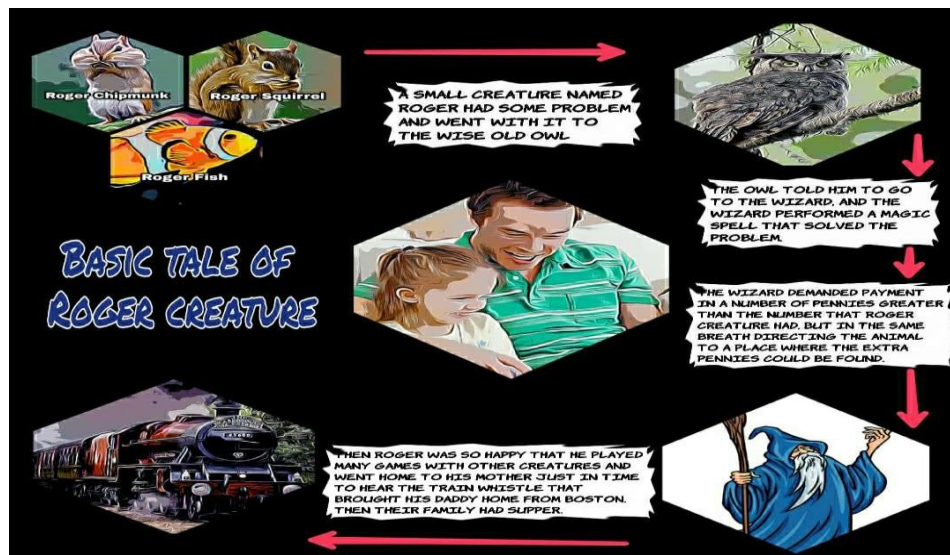
mother Jo,

daughter

Bobby, Jo's two years old brother

Basic Tale narrated by Jack

*(Illustrated by Rasha Ameena, student of Class XII, KV INS Dronacharya, Kochi)*

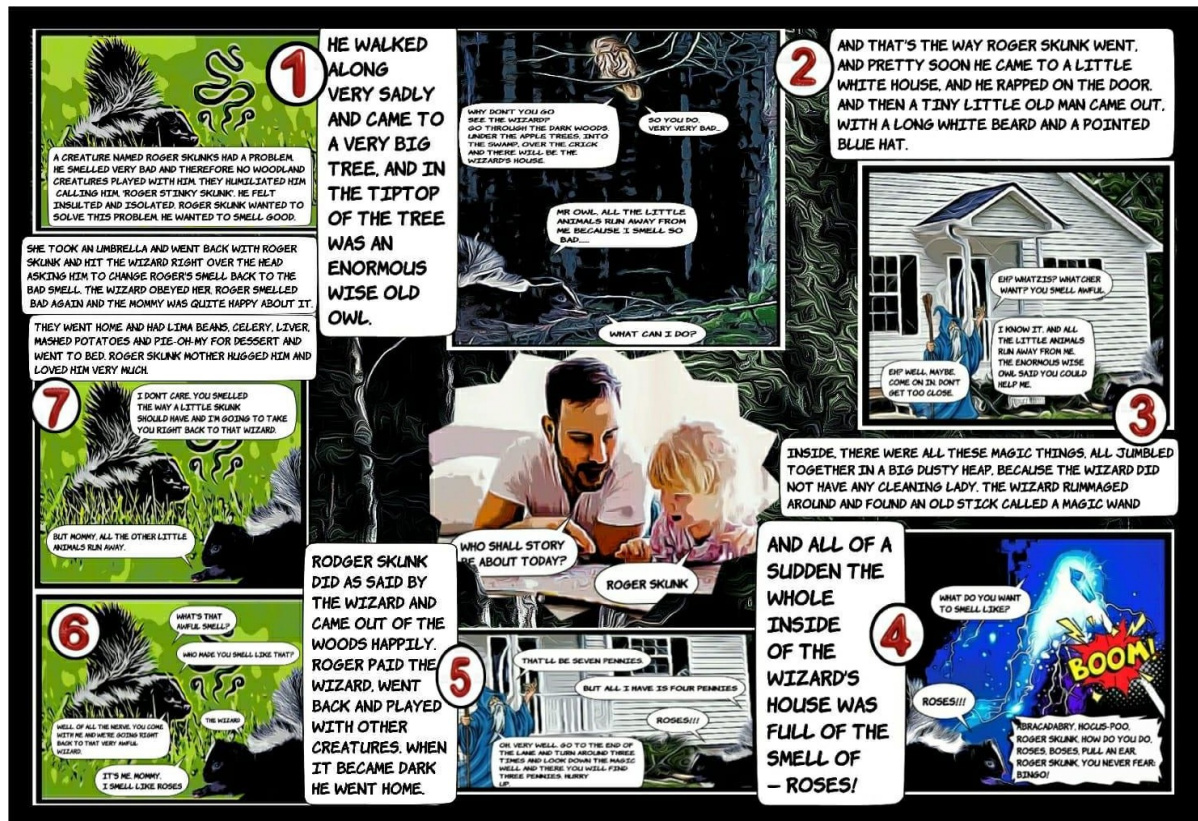


Jack tells his daughter Jo a bed time tale every day in the evenings and for Saturday naps. This practice started when Jo was two years old. She is four years old now. Within these two years, Jack has narrated the same bed time story with slight variations.

- A small creature, usually named Roger (Roger Fish, Roger Squirrel, Roger Chipmunk), had some problem
- Roger went to the wise old owl
- The owl told him to go to the wizard
- The wizard performed a magic spell and solved Roger's problem
- The wizard demanded a number of pennies for solving the problem
- Roger didn't have enough pennies to pay the wizard
- The wizard directed him to a place where extra pennies could be found
- Roger followed wizard's advice and found the extra pennies and paid the wizard
- Roger happily played many games with other creatures and later went home
- Roger's daddy came home from Boston. The family had their supper

## Jack narrates Roger Skunk's story

(Illustrated by Rasha Aameena, student of Class XII, KV INS Dronacharya, Kochi)



- A creature named Roger Skunk had a problem: He smelled very bad and therefore no woodland creatures played with him. They humiliated him calling him, 'Roger Stinky Skunk'. He felt insulted and isolated.
- Roger Skunk wanted to solve this problem. He wanted to smell good.
- He went to see the wise old owl
- The owl directed him to the wizard
- Roger Skunk went through the dark woods, into the swamp, over the crick and came to a little white house. He rapped on the door and the wizard came out.
- The wizard performed a magic spell and made Roger Skunk smell like roses
- The wizard asked for seven pennies but Roger had only four pennies.
- As per the wizard's instructions, Roger went to the end of the lane and turned around three times and found the three pennies in the magic well.
- Roger paid the wizard, happily went back and played with other creatures.
- But Roger Skunk's mommy didn't like the way Roger smelled. She got angry, took an umbrella and went back with Roger Skunk and hit the wizard right over the head asking him to change Roger's smell back to the bad smell. The wizard obeyed her. Roger smelled bad again and the mommy was quite happy about it. She hugged him and loved him very much.

## Now, Jack is facing a crisis

- He doesn't have any new stories to tell Jo.
- Jo is growing up and doesn't accept the story Jack narrates. She keeps asking questions and expects new stories
- She corrects him when he mistakenly refers to Roger Skunk as Roger Fish
- She fakes her expressions listening to the story which irritates Jack
- She insists on a different ending to the story: she wants the wizard to hit the mommy back
- Jo doesn't fall asleep in naps anymore.

## The argument between Jack and Jo

- Jo doesn't want the story to end the way Jack narrates it. She doesn't approve of Skunk's mommy's behavior and wants Skunk to smell good. She even wants the wizard to hit the mommy back on her head.
- Jack doesn't like Jo's version of the story. Jo doesn't accept Jack's ending of the story. The debate continues.

## Questions asked by Jo while Jack narrated the story

- Are magic spells real?
- When Jack told her spiders eat bugs, she turned to her mother and asked, "Do they really?"
- When Clare told her God was in the sky and all around them, she turned to her father and asked, "Is He really?"
- Will the wizard die?

## SHOULD WIZARD HIT MOMMY? The debate

FOR (Yes, wizard should hit the mommy back and should not change Skunk's rose smell back to bad smell)	AGAINST (No, the mommy was right in hitting the wizard and changing Skunk's smell back to bad smell)
Jo's version	Jack's version
Roger Skunk has every right to smell good and his mommy shouldn't impose her choice on him	Mommy is right in what she did
Roger was insulted and humiliated by other creatures. So, he took the right decision by getting his smell changed	She doesn't want anyone else to decide her child's identity. She accepts her child as he is and doesn't want him to change for others
The wizard need not be punished for making Skunk smell like roses. He did it on the	The wizard didn't do it out of concern. He



request of Skunk.	was paid for it.
The mommy shouldn't have hit the wizard for no fault of his	The wizard should have advised Skunk to remain as he is, rather than accepting his request for money
The mommy doesn't respect the sentiments of Roger Skunk	The mommy knows her child better than anyone. She wants Skunk to accept himself the way he is and have self-esteem.
An individual should have the freedom to make his/her own choice	One should not be influenced by the opinions and treatment of others.

### VSAQs

1. "This custom, begun when she was two, was itself now nearly two years old..." Which 'custom' is referred to here?
2. How old is Jo's brother? What is his name?
3. How old is Jo?
4. "Having a fresh hero momentarily stirred Jack to creative enthusiasm..." who is the 'fresh hero'?
5. How did other animals make fun of Roger Skunk?
6. What did Jack say in response to Jo's question, "Are magic spells real"?
7. "He felt being an old man suited him". What does this refer to?
8. What did Roger Skunk want to smell like?
9. How did Roger Skunk's mommy react when he reached home smelling like roses?
10. Why did Roger Skunk's mommy hit the wizard?
11. How did other animals react when Roger Skunk smelled bad again?
12. Where did Roger Skunk find the extra pennies for the wizard?
13. What did Clare say when Jack came downstairs after narrating the story?
14. What do you understand by the expression, "caught in an ugly middle position"?
15. How did Jack imitate the wizard's voice?
16. What made Jack miss a beat in the narrative?
17. What is a 'crick'?
18. What does the expression, "interval rheumy" mean?
19. Why did Jo put her hand out to touch the lips of Jack when he was about to conclude the story?
20. What does 'evenshiladee' refer to?

### SAQs

1. How does Jo want the story to end and why?
2. What is the basic tale Jack narrated to Jo?
3. What problem did Roger Skunk have?
4. How did the owl help Roger Skunk?

5. What did Jack think of while narrating the way the woodland creatures treated Roger Skunk?
6. Jack refers to the new phase in Jo's life. What is it? What does it show about Jo's nature?
7. How did Jack bring special effects in story telling?
8. How does Jack describe the wizard's house?
9. Which expression of Jo annoyed Jack after he chanted the spell? What does he compare it to?
10. How did other woodland creatures receive Roger Skunk after he smelled of roses?
11. How does Jack like women to be?
12. How did Roger Skunk's mummy react when he came home smelling sweet?
13. Jack and Jo have an argument about the ending of the story. What is it?
14. What are the instances in the story where you find Jack's own childhood experiences and personal beliefs influencing his story telling?
15. Why is Jack unable to change the ending of the story as Jo wants it to be?
16. What makes Jack feel caught in an ugly middle position?
17. Which are the moral issues raised by the story?
18. One of the frustrations in Jack was that he was unable to help his wife. What do you think of him as a husband?
19. The rite of telling bed time stories to Jo is a futile exercise now. Give reasons.
20. Why does Jack feel empty in his head?

### **Extract Based Questions**

1. "Having a fresh hero momentarily stirred Jack to creative enthusiasm."
  - A) Who is the fresh hero?
  - B) Why does it inspire Jack?
  - C) Who is he narrating the story to?
  - D) How old is the custom of his story telling?
2. "Jack continued with zest, remembering certain humiliations of his own childhood..."
  - A) When does Jack remember it?
  - B) Why does Jack remember his childhood?
  - C) What does the word 'zest' mean?
  - D) Do you think Jack's story telling is influenced by his own personal beliefs and experiences? Give a reason
3. "But downstairs a chair scraped, and he realized he must get down to help Clare..."
  - A) Who is Clare?
  - B) Why did Jack think of helping Clare?
  - C) What is Clare doing downstairs?
  - D) What is Jack's attitude to women?
4. "This was a new phase, just this last month, a reality phase..."
  - A) What does 'reality phase' refer to?
  - B) Which quality of Jo is shown in these lines?
  - C) How does the new phase affect Jack and his story telling?
  - D) Do you think this is a part of one's growing up?

5. “An expression in which Jack was startled to recognize his wife feigning pleasure at cocktail parties...”
- A) Which expression is referred to here?
  - B) How does Jack take his wife’s expression at parties?
  - C) What does the word ‘feigning’ mean?
  - D) How does Jo’s expression affect Jack?

### **Long Answer Questions**

1. ‘Should wizard hit Mommy?’ Imagine this to be the topic for a debate. Write your opinions for or against the topic. Substantiate your arguments with instances from the story.
2. Jack is in a crisis as a story teller, father and husband. Elucidate.
3. How do Jack’s personal beliefs and experiences influence his story telling? Illustrate with reference to the story.
4. The story on the surface appears to be about a father telling bedtime tales to his daughter. But it addresses many other issues like the challenges in parenting, the tendency of adults in suppressing the questions of children etc. Comment on this.
5. Jo’s questions seem to distract Jack from storytelling, but she doesn’t deliberately disturb the flow of the narrative. Her questions and concerns are relevant. Give a detailed character sketch of Jo.

### **On the Face of It**

**Susan Hill**

The play features a lame, old man and a small boy withdrawn because of his ‘horrible’ face. The man strikes up a friendship with the boy and helps him to come out of the cocoon.

He starts appreciating the things of beauty around him because of the man who taught him to watch, listen and think to help him feel the world. The old man is also lonely in spite of his attempts to bridge the gap by leaving the garden open and by not shutting things out with curtains. The boy gains courage to face the world. The man tells him that acid can consume only his appearance but his attitude is letting acid to ‘eat’ him.

He has succeeded in instilling confidence in the boy thus giving him power to break the shackles of his family. He rushes towards the garden to help the old man but is shocked to see the man lying motionless as he fell down from the tree while trying to pluck crab apples. Derry will never go back to his old seclusion thanks to his brief association with Mr. Lamb.

#### **Theme**

Loneliness and mental pain experienced by people with disabilities form the theme of the play. Insensitive attitude of society makes people like Derry to be cynical. Mr Lamb’s empathetic handling of the situation helps Derry forget about his ‘short comings’ and to try to seek the world which has a whole face.

#### **Title**

First impressions need not necessarily be the best impression. The warnings of Derry's mother fall on deaf ears as his attitude towards Mr Lamb has changed and is not to be guided by impressions people form on the face of it. Appearances can sometimes be deceptive as people tend to change their opinion after a second look. The title is apt as Mr Lamb has given Derry courage to face the world even with 'half' a face and to not to take things at its face value.

### Plot/Important Events

- Friendship between a lame, old man (Mr Lamb) and a 14 year old boy with a 'horrible' face (Derry).
- Derry enters into Lamb's garden mistaking it to be an empty place.
- He wants to leave at the earliest after noticing the elderly man's presence.
- Mr Lamb tries to engage the boy in a conversation despite his resistance.
- Derry does not want people to show their sympathy and this is revealed through his words "*You think, 'Poor boy.' But I'm not.*"
- Derry feels that the man is changing the subject when he seeks the boy's help for picking apples.
- He knows that acid has consumed him as he is no longer the same Derry.
- Mr Lamb tries to convince the boy that what matters is the perspective. People treat one green, growing plant as a 'weed' and another as a 'flower.'
- Mr Lamb teaches Derry a great lesson when he says that he does not want to put on trousers to cover up his tin leg.
- Mr Lamb neglects Derry's attempts to go back to his weakness by talking about crab apples, weeds, spider, sun flowers and so on.
- Derry's insistence that Beast should never have changed into a handsome prince shows his hatred against the callous attitude of the society.
- He doesn't want his mother to kiss him for he knows that she does so because she has to.
- Mr Lamb tells him that the '*world's got a whole face, and the world's there to be looked at.*'
- The woman at the bus-stop stands for people who are insensitive and do not appreciate the feelings of people like Derry.
- Mr Lamb reinforces his point when he tries to tell the boy that the same bees hum and buzz depending on how we look at it.

- The first positive sign is when Derry laughs a lot after listening to the story of a man who locked himself up in a room for he was afraid.
- Mr Lamb spends his time reading books. He doesn't have curtains for he does not believe in '*shutting things out, shutting things in.*'
- Mr Lamb, unlike Derry's family members, tries to boost his confidence by reminding him of what he has rather than what he has lost.
- Derry is apprehensive and is not ready to accept his friendship.
- Lamb reinforces his point when he says that each one is unique.
- The teenager is not ready to appreciate her mother's concern by saying '*People fuss.*'
- The boy becomes confident and leaves the garden telling the old man that he will come back since he can run as he has not got a tin leg.
- Lamb's loneliness gets revealed when he tells himself that no one is going to come back.
- Derry's mother is not able to understand the old man though her own son is a victim of the callous attitude of the society.
- Derry defies her and reaches the garden only to see Mr Lamb lying motionless.

### **Main Characters**

**Mr Lamb** - an old man, lives in a house full of books & windows without curtains.

Lonely - leaves the garden gate open

Spends his time watching, listening & thinking

'lamey Lamb' for he has lost his leg in war.

Appreciates everything God has made.

**EMPATHETIC** – identifies with the boy and helps him overcome his drawback.

reassuring

Helped the boy to recognise his potential.

**Derry** – 14 year old boy with a half-burnt face

Lacks confidence – not able to face people.

**Escapist** – lame excuses to run away instead of facing the world

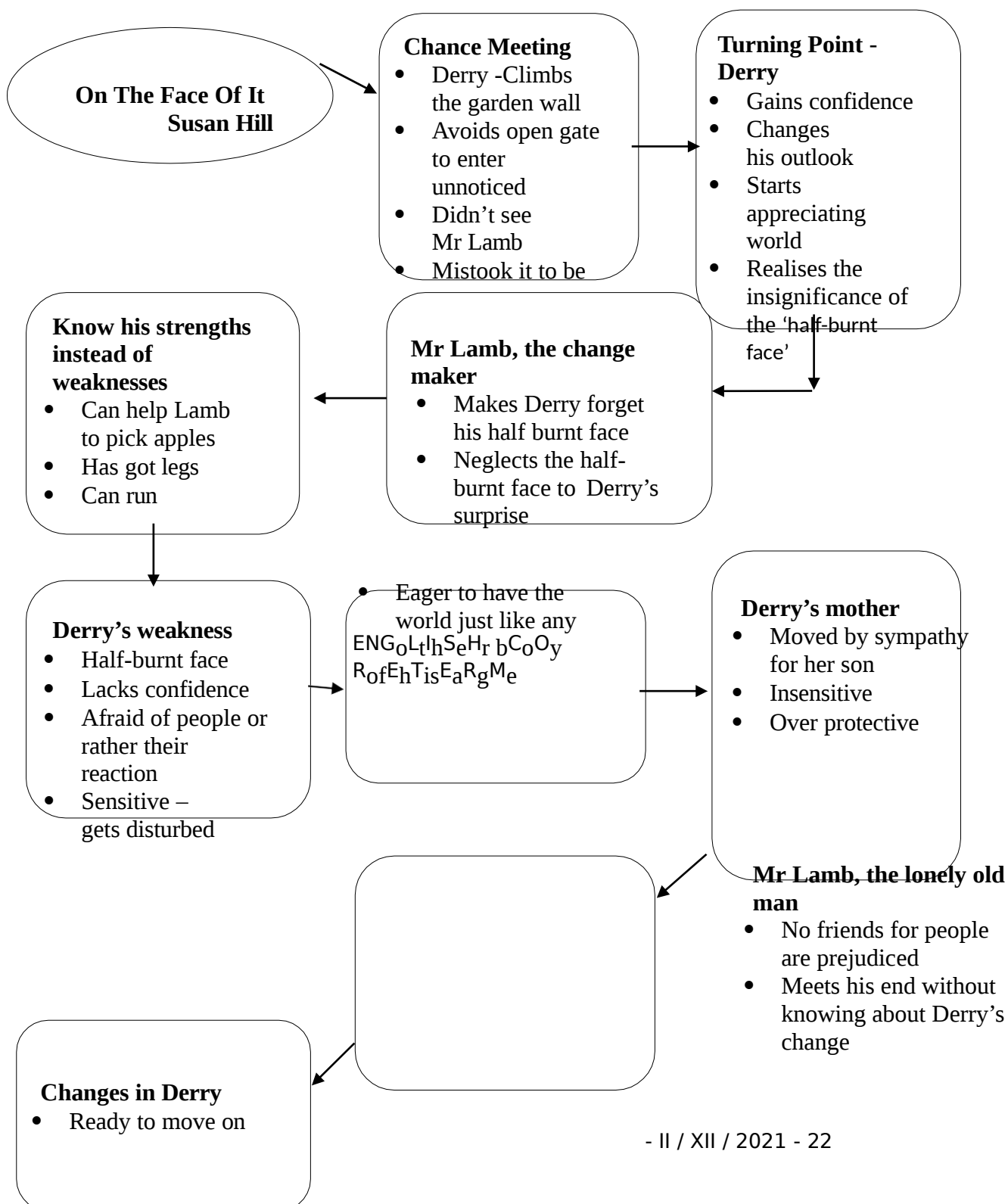
Hates the society/world – insensitive, callous

**Derry's mother** – insensitive, prejudiced – warns Derry to not to return to Lamb's house

has **sympathy** for her son but not for others who are like him.

Over protective – out of her concern she constantly reminds the boy about his weakness.

Representative of the callous society



**Callous Society**

- Woman  
at the  
bus stop  
– ‘ a  
terrible  
thing’
- ‘sympathe  
tic’ visitor  
– Derry  
should  
stay with  
people  
like him
- Derry’s  
mother -  
prejudiced

**Questions for Practice**

Q1. Why did Derry laugh after listening to the story of a man who locked himself in a room?

- a) Others laughed at him
- b) slipped over a banana peel
- c) bus ran over him
- d) picture fell on his head

Q2. Why doesn't Mr Lamb use curtains at the windows?

- a) To hear rain on the roof
- b) To not to shut things in and shut things out
- c) To not to let boys steal apple
- d) All of these.

Q3. Why does Mr Lamb invite Derry to give him a hand?

- a) To make jelly
- b) To pick apples
- c) Since September is the best time of the year
- d) Since Mr Lamb is lame

Q4. Why is Derry drawn towards Mr Lamb?

- a) Lamb's physical disability
- b) Lamb's pessimistic approach
- c) Lamb's positive attitude
- d) Lamb's sympathy

Q5. How can Mr Lamb hide his handicap?

- a) By locking himself up
- b) By gaining confidence
- c) By wearing trousers
- d) By not talking to people

Q6. **Assertion (A)** Mr Lamb grows weeds in one part of his garden.

**Reason (R)** There is nothing God made that doesn't interest Mr Lamb.

- a) A is true but R is false
- b) Both A and R are correct but R is not the correct explanation for A
- c) A is false but R is true
- d) Both A and R are correct and R is the correct explanation for A





Q7. Classify (1) to (4) as **Fact (F)** or **Opinion (O)**, based on your reading of *On The Face Of It*.

- (1) Mr Lamb lives in a house without curtains
  - (2) Beast should never change into a handsome prince.
  - (3) One side of Lamb's face got burned
  - (4) *It's bound to make you feel bad things....and say them.*
- a) F – 1 & 3 ; O - 2 & 4
  - b) F - 1, 2, 3; O - 4
  - c) F - 2; O - 1, 3 & 4
  - d) F- 3 & 4; O - 1 & 2

**I Read the given extract to attempt the questions that follow.**

*Everyone is. It doesn't matter who they are, or what they say, or how they look. How they pretend. I know. I can see.*

Q1. Why does Derry say that everyone is afraid of him?

- a) He is short tempered
- b) He is reserved
- c) He hates others
- d) His face is ugly because of the

scar Q2. What is it that he can see?

- a) What others think
- b) What others read
- c) What others see
- d) What others feel

Q3. What do others think when they see his face?

- a) That's a terrible thing
- b) That's the ugliest thing
- c) They feel sorry for the boy
- d) All of these

Q4. Who does 'I' refer to?

- a) Lamb
- b) Susan Hill
- c) Derry
- d) Derry's mother



Q5. Select the option that does not display a cause-effect relationship.

a)	Cause	Effect
	Half burned face	People are afraid

b)	Cause	Effect
	Half burned face	People feel sorry

c)	Cause	Effect
	Half burned face	People laugh at him

d)	Cause	Effect
	Half burned face	Looks ugly

### Answer Key

Q1.d Q2.b Q3.b Q4.c Q5.c  
Q6.d Q7.a Q1.d Q2.a Q3.d Q4.c  
Q5.c

Read the given extracts to attempt the questions that follow.

II *“And no one’ll kiss me, ever. Only my mother, and she kisses me on the other side of my face, and I don’t like my mother to kiss me, she does it because she has to. Why should I*

*like that? I don’t care if nobody ever kisses me.”*

Q1. Who is the speaker?

Q2. Why does his mother kiss on the other side of his face?

Q3. Why is he not happy when his mother kisses him?

Q4. Identify the work and the author.

III *“I don’t like being near people. When they stare....when I see them being afraid of me.”*

Q1. Who am ‘I’?

Q2. Why do I not like to be near people?

Q3. Why are they being afraid of me?

IV *“They talk about me. Downstairs, When I’m not there. ‘What’ll he ever do?*

*What’s going to happen to him when we’ve gone?”*

Q1. Who are they?

Q2. Who are they talking about?

Q3. Why are they talking about him?



V ***“Been told. Warned. We’ve not lived here three months, but I know what there is to know and you’re not to go back there.”***

Q1. Who is the speaker?

Q2. Who does the speaker not allow to go to?

Q3. Where is the speaker not allowing the person to go to?

Q4. Why does the speaker say ‘*you’re not to go back there*’?

Attempt the following questions in not more than 40 words.

Q1. Why did the boy enter Mr Lamb’s garden?

Q2. Why did Derry insist that he has to go?

Q3. Why did the boy climb the garden wall?

Q4. Why does Derry say that people are afraid of him?

Q5. Mr Lamb has allowed weeds to grow in his garden. Why?

Q6. Why does Derry ask Mr Lamb to put on trousers?

Q7. Derry says that the beast should have stayed a monstrous beast. What has made him say so?’

Q8. How does Mr Lamb try to overcome his loneliness?

Q9. Mr Lamb is leading a lonely life despite his attempts to overcome his loneliness. How do we know about his loneliness?

Q10. Why does he not like being near people?

Q11. How did the man who locked himself up meet his end?

Q12. Why do children call him ‘Lamey-Lamb’?

Q13. How does Mr Lamb spend his time?

Q14. Why is Derry’s mother not allowing him to go to Mr Lamb’s garden?

Q15. *It’s bound to make you feel bad things....and say them. I don’t blame you.* When and why does the mother say so?

Q16. *I want the world....I want it....I want it....*What does Derry do to not to lose the world?

Q17. Why does Derry weep after he reaches the garden?’

**Attempt the following in about 120-150 words.**

Q1. Derry is an escapist. Elucidate



Q2. The callous attitude of the society towards people with disability is the theme of the play. Justify.

Q3. Why is Derry's mother hesitant to send her son to Mr Lamb's garden?

Q4. Mr Lamb's brief association leaves a lasting impression in the mind of Derry, the 14 year old boy. Comment.

Q5. Mr Lamb is able to change the boy because of his empathetic approach. How is it different from the attitude/response of other characters in the play?

Q6. Mr Lamb and Derry know that the actual pain or inconvenience caused by a physical impairment is often much less than the sense of alienation felt by the person with disabilities. Explain

### **EVANS TRIES AN O - LEVEL**

Colin Dexter

#### **Dramatis Personae**

The Secretary of the Examinations Board

The Governor of HM Prison, Oxford

James Evans, a prisoner

Mr.Jackson, a prison officer

Mr.Stephens,a prison officer

The Reverend Stuart McLeery, an

invigilator Mr. Carter, Detective

Superintendent Mr.Bell, Detective Chief

Inspector

#### **SUMMARY**

The story takes place at Her Majesty's Prison, Oxford. The Governor of the prison has a telephonic conversation with the Secretary of the Examination Board regarding the examination to be conducted for a prisoner called Evans. Evans was the only one to take advantage of a governmental programme to teach prisoners foreign languages. He had opted for O-level German ,completed the course and was now ready to sit for an exam.

The Governor informs the Secretary that Evans has no record of violence. They arrange for the exam to be conducted in Evans' own cell. One of the parsons from nearby St. Mary Mags shall be appointed as the invigilator.



There was something that the Governor had not informed the Secretary. Evans has a track record of trying to escape from jail. The Governor doubts whether this German examination is yet another escape attempt by Evans. He decides to be extra careful.

Elsewhere, in the recreation wing of the prison, we can see the German tuition teacher wishing Evans 'GUTEN GLUCK'. We get to know that Evans doesn't know even the simplest of words in German. Yet he assures the tuition teacher that he may 'surprise' everybody.

Jackson, a world war veteran and Stephens, a newly appointed officer, were put in charge of security during the exam. Jackson makes sure that all potential weapons are removed from the cell. Evans is a little irritated by the removal of his nail scissors but he controls himself. Evans begs Jackson for permission to retain his red and white bobble hat which he tells is his lucky charm.

Next we see Reverend Stuart McLeery, the invigilator heading toward the Prison. Not much of his person is seen in his long clerical coat and thick spectacles. May be he was dressed so due to the cold and rainy weather. He was carrying a suitcase containing the papers needed for his duty.

Meanwhile Jackson and Evans are in the latter's prison cell. From the forms that he had to sign, Evans has already understood that his invigilator is a parson. He also learns from Jackson that his cell is bugged and the Governor will be listening in.

By this time, McLeery has reached the prison gates. He is escorted to Evans' cell. In his room, the Governor suddenly has a doubt- what if McLeery inadvertently brought in some weapon?

So the man is called out again and searched. In the suitcase Jackson finds a semi-inflated rubber ring which, on questioning McLeery reveals that, is for him to sit upon as he suffers from haemorrhoids. Jackson is embarrassed that he had unknowingly hurt the man's dignity and ends his search there.

The exam starts. The Governor, after hearing Evans complaining of the presence of officer Stephens' presence in the cell, orders that he may be made to stand outside the cell. Later he gets a call from the exam department about a correction slip. The governor tells the caller at what time the exam began.

Stephens watches vigilantly through the peep-hole for a while. But when he sees that nothing is happening, he relaxes his caution. Half way through the examination ,Evans asks for permission to put on his blanket. When Stephens sees this he again becomes careful.

Five minutes before the end of the examination, the Governor picks up the phone. At that time there is a call for Stephens. The Governor's voice tells him to lock Evans back in the cell after the exam and to escort McLeery to the gate.

Exams gets over. The invigilator who comes outside seems somewhat thinner to Stephens. His Scottish accent also seems stronger.

After escorting McLeery outside Stephens goes back to check on Evans for the last time. All Pandemonium breaks loose when Stephens sees a severely injured McLeery there, whom for an instant ,Stephens had thought to be Evans.

The Governor is summoned and McLeery, conscious now but dripping with blood, claims that he knows where Evans has gone. He hands over the question paper to the Governor the last sheet of which apparently contains instructions for Evans ' escape. Detective Carter arrives from the police station ,and McLeery, who claims that he can spot Evans, leaves with him.

The Governor scolds Jackson and Stephens thoroughly for their carelessness. Then he tries to decipher the clues in the question paper. The word 'NEUGRABEN' leads him the word Newbury and he immediately contacts the police station there to search for Evans, confident that he will be caught very soon.

Carter calls to inform that they have lost Evans on the way. The Governor is also informed that McLeery who had grown worse had been dropped at the Examination offices ,from where he has been transferred to the Radcliffe Hospital.

After a few minutes, the Governor calls the hospital. The receptionist informs him that there is nobody of that name with them. Yes, the ambulance had gone to pick him up but it had returned empty.

At that time realization hits the Governor- it was Evans who had gone out as the injured McLeery. And his accomplice who had brought him everything he needed, had gone out first.



Upon searching his flat, they see the real McLeery tied up and thrown on the floor. He tells them how two men overpowered him and took his exam papers away.

In the next scene, we see Evans, happy, free, well fed , in Chipping Norton, congratulating himself on his escape. His friend had come dressed in two pairs of all articles of clothing and he had changed clothes under the blanket. In the escape van his friends had provided him with soap and water to wash away the blood and the map of Oxfordshire so that he can reach his hideout- the hotel Golden Lion.

He reaches the hotel, smiles at the girl at the reception who is yet another friend of his, reaches his rooms and freezes at the doorway-the Governor is sitting on his bed.

The Governor informs Evans that it is no use trying to escape- he has men surrounding the hotel and the girl at the reception also works for him.(Both lies) Evans covers his face, in desperation it seems, and falls on a chair. Then a bit later they discuss the finer points of Evans' escape almost like old friends. Evans admits that his friend had brought him pig's blood in the rubber tube. The Governor tells him that the serial number of Evans answer paper and the correction slip had led him to The Golden Lion in Chipping Norton. The Governor also learns that another friend of Evans had acted as the tuition teacher and had helped him coordinate his escape plan.

They come down to the reception. The girl behind the desk informs the Governor that the van is ready to transport the convict. Evans winks at her and she winks back. At the van , a silent prison officer handcuffs Evans. He settles down in the van and waves the Governor goodbye.

As the van turns around the corner, the silent officer removes Evans' handcuffs. The driver asks, in a heavy Scottish accent, where they shall head to. Evans suggests Newbury- the police will not be in a hurry to search Newbury again as they have already been fooled once with that name. They speed away. Evans has escaped again!

## **THEME**

The story describes the conflict between the criminal and the law imposing authorities and how a sharp criminal manages to escape from the prison fourth time befooling the prison officials. It shows the lack of intelligence, alertness and sharp – wittedness on the part of the prison authorities.

### Lesson at a Glance:

James McLeery, who is known as 'Evans the Breaker', appears slimmer and his Scots accent sounds broader.

In this story Evans is in HM prison, Oxford and is all set to take his O-level German exam

The Governor has taken special permission from the Examination Board to conduct Evans' exam in his own cell itself and one of the parsons named Mc Leery is to act as the invigilator.

Jackson and Stephens visit Evans' cell and remove all suspicious articles like nail-scissors and razor.

On the day of exam Evans' accomplices visit McLeery's room, tie him and lock him in his study. One of the accomplices reaches the cell disguised as the invigilator.

The invigilator is thoroughly frisked. Jackson finds a semi-inflated rubber ring as a suspicious object but when the invigilator tells that he suffers from haemorrhoids and that he is going to use the rubber for sitting, Jackson allows it.

Evans gathers the information about the plan of escape from Index and centre numbers and from the correction slip.

After the exam, when Mc Leery comes out he appears slimmer and his Scots accent sounds broader.



Later Stephens finds Evans disguised as parson, mistaken for Mc Leery, injured and bleeding profusely.



Evans befools the officials and escapes.



The Governor too decodes the plan and reaches the hotel where Evans is hiding. Evans does not try to escape and narrates the plan to the Governor. The Governor, a tutor, accomplices from Examination Board, the invigilator who carried pig's blood in semi-inflated rubber helped him in his escape.



The Governor arrests Evans and hands him over to the police personnel, waiting in a van.



The men in prison van are Evans' accomplices disguised as policemen and thus Evans makes his final escape.



## **Character traits of important**

### **characters James Roderick Evans:**

1. Cunning, smart and deceitful prisoner.
2. Imprisoned in H.M. Prison, Oxford under the direct vigilance of the Governor.
3. Had managed to run away from prison three times earlier as well.
4. Also called by the name 'Evans the Break'.
5. Good at impersonating others.
6. Good knowledge of human psychology and he was able to convince Mr. Jackson to keep his hat with him as it was his lucky charm.
7. Had many friends who helped him to escape.

### **Mr. Jackson:**

1. An experienced and senior officer of the D wing in the prison.
2. He was strict but tender-hearted. Allowed Evans to keep his lucky bobble hat and wished him good luck for his exam despite the fact that he hated him and thought it would be good if he cut his throat while shaving and bleed to death.
3. Also ignorant as he should have checked the hat before allowing Evans to keep it.
4. He had a string of Second World War medals on his coat.

### **Mr. Stephens:**

1. A burly, surly-looking man who was recruited recently.
2. Ignorant as he missed a lot of opportunities to stop Evans from escaping the prison- he did not suspect anything when he saw the parson McLeery keeping his finger in a strange way. Never thought why Evans wrapped himself in the dirty blanket.
3. He should have reported the details of the slightest unusual things he noticed in Evans' cell which could have played a major role in hampering the plans of Evans from the very beginning.

### **Governor:**

1. A good man as he allowed Evans to take the exam and made all the necessary arrangements for it as well.
2. He had a premonition that Evans might try to escape again this time and ensures that the prison officials are taking all the precautions.
3. He cross-examines every call on the day of the exam to make sure it is not a hoax.
4. Overconfident
5. He is impressed by Evans' cleverness.
6. Gullible and boastful.

## **VERY SHORT ANSWER QUESTIONS**

1. Name the language, the study of which was undertaken by Evans.



Ans: German

2. What was the nickname Evans earned due to his habit of trying to escape from jail? Ans: "Evans the Break"

3. How many times had Evans escaped from jail before?

Ans: Three times.

4. What are the names that Jackson calls Evans in derision? Ans: little Einstein, Shirley Temple.

5. Which were the potential weapons removed from Evans' cell?

Ans: Nail scissors, nail file and razor.

6. What does Evans call his lucky charm?

Ans: His red and white bobble hat.

7. Why is Evans called Shirley Temple?

Ans: Evans had long wavy hair, just like this actress had.

8. What was the article in McLeery's suitcase that puzzled Jackson? Ans: A small semi-inflated rubber ring.

9. Where was Stephens standing at the beginning of the exam? Ans: In Evans' cell, just behind his chair.

10. Why did the Examination Board call the Governor 15 minutes after the examination had started?

Ans: To pass on a correction slip to Evans.

11. When was the examination scheduled to start? When did it actually start? 12. Mention the index and centre numbers.

13. Which chemical is added to prevent clotting?

14. Why was the invigilator frisked?

15. From whom did the Governor receive the first call on the day of Evans' exam?

16. Why did Evans drape a blanket round his shoulders?

17. Who was the wounded man in the cell?

18. Who was Carter?



19. How did the Governor locate Evans' whereabouts?

20. Why was Evans sure that he would not be with the jail authorities the next September?

### **ANSWERS**

11. The examination was scheduled to start at 9:15 am but it actually started at 9:25 am.

12. Index number was 313 and the centre number was 271.

13. Trisodium citrate

14. To ensure that he had no objectionable (harmful) material with him.

15. Assistant Secretary with special responsibility for modern

languages. 16. To conceal his efforts of changing dress to look like Mc Leery.

17. Evans

18. Detective Superintendent.

19. By putting together 6 digits and with the help of an Ordnance Survey Map of Oxfordshire.

20. Because he had already set to escape the next moment with the help of his friends who were in the police van disguised as police men.

### **MCQs**

1. Why did Evans take the O-level exam?

- a) To improve his performance.
- b) To try his hand in learning a foreign language.
- c) To add to his academic qualification.
- d) To escape from the prison.

2. At 11:22, --- minutes before the examination was to be over, Jackson called Stephens telling him that the Governor wanted to speak with him.

- a) 2
- b) 3
- c) 4
- d) 5

3. Who was the first one to arrive on the scene after Stephens found the injured Mc Leery?

- a) Police force
- b) Assistant Secretary.
- c) Detective Superintendent Carter.
- d) Inspector Bell.

4. Which call was a hoax call?

- a) One which came from Assistant Secretary.

b) One that came from Newbury Police Station.



- c) One that came from Magistrates' Court.
- d) One that came from Radcliffe hospital.
- 5. How was the Governor able to locate Evans?
  - a) With the help of the detective superintendent.
  - b) By taking help from Newbury Police
  - c) With the help of injured McLeery
  - d) By putting together six figures.
- 6. Where was Evans located?
  - a) Chipping Norton
  - b) Newbury, Oxfordshire
  - c) London
- 7. McLeery directed the Superintendent to lead him towards-----
  - a) Radcliffe hospital
  - b) Elsfeld way
  - c) Golden lion hotel
  - d) Oxford lane
- 8. The wounded man in the cell was----
  - a) McLeery
  - b) Jackson
  - c) Evans' friend
  - d) Evans
- 9. Choose the option that categorizes the statements as facts and opinions:
  - i) The author is sympathetic towards Evans
  - ii) The story subtly prefigures future events
  - iii) The Governor is not quite a good –for- a –giggle- character.
  - iv) The reader sympathizes with the Governor and Evans .
    - a) Fact-(i) &(iv); opinion-(ii) & (iii)
    - b) Fact –(ii)& (iii); Opinion-(i) & (iv)
    - c) Fact-(i) &(ii); Opinion-(iii) & (iv)
    - d) Fact- (ii) & (iv); Opinion- (i) &(iii)
- 10. Evans Tries an O' Level is a-----the criminal and the jail authorities.
  - a) Satire of
  - b) Narration of
  - c) A tragic conflicts between.
  - d) A battle of wits

between. ANSWERS:

- 1. d)To escape from the prison.
- 2. b) 3
- 3. c) Detective Superintendent Carter
- 4. c) One that came from Magistrates' Court.
- 5. d) by putting together six figures.
- 6. a) Chipping Norton





7. b) Elsfield way
8. d) Evans
9. b) Fact-(i) & (iii) Opinion- (i) &(iv)
10. d) A battle of wits between.

## SHORT ANSWER QUESTIONS

1. Why did the Governor of the Oxford Prison contact the Secretary of the Examinations Board?

Ans: The Government had a project to teach prisoners certain foreign languages and a prisoner called Evans had made use of this opportunity. Now that his course in O-Level German was over, the Governor had to arrange an examination for him. For this purpose he had called the Secretary.

2. "Would have cost him a package if he had been outside"- What does the speaker mean?

Ans: The Governor of the Oxford Prison is speaking of Evans, the prisoner who had made use of the Governmental scheme to teach prisoners foreign languages. Since he had been the only student, he had had a tuition teacher to teach him alone. Such an individual tuition would have cost him a lot of money, had he been out of jail.

3. Why was Evans' presence at the Oxford prison an unusual occurrence?

Ans: Evans had thrice escaped from prison. Such dangerous prisoners are usually kept in a high security prison. But , since those prisons were currently undergoing a wave of unrest, Evans was, for the time being, kept in a comparatively smaller establishment.

4. "You haven't a cat in hell's chance of getting through"- What does the speaker mean here?

Ans: Evans' German teacher is wishing him good luck for the examination. Knowing fully well how poor Evans' grasp of the language is, he remarks that Evans' chances of passing the exam are very slim. But this can also mean that Evans' chances of escaping from the jail are very slim. In that case, it becomes clear that the tuition teacher is an accomplice of Evans.

5. Why was Evans nettled to hear that Jackson had taken away his nail scissors?

Ans: In order to impersonate McLeery, Evans needed to cut his hair short like a parson. He had counted upon his nail scissors to do the job. But since Jackson had removed the scissors, he had to use his razor and it had been much more difficult.

6. "Keep your nose clean" -This warning of Jackson had a different meaning for Evans. What is it?

Ans: Jackson was warning Evans to keep out of trouble during the examination. But for Evans, this sentence had a literal meaning. During his escape, he would be pouring a lot of blood over his face. At that time, the handkerchief he had kept ready on the bed would not only protect his nose from being blocked but would work as an effective cover for the face as well.

7. Why did the examination start late?

Ans: After McLeery had entered Evans' cell, the Governor had a brain wave. What if McLeery had unknowingly brought in some weapon? So he had Jackson call the invigilator out and frisk him and search his suitcase. This took some time and so the examination started late.

8. Why had 'McLeery' kept his finger hooked beneath his collar?

Ans: The man who was impersonating the invigilator had come dressed in two sets of clothes so that Evans could make use of one of them. The top collar, unfortunately, kept slipping below and all would have been revealed, if Stephens, watching through the peep-hole had seen it. 'McLeery' had saved the situation by hooking his thumb around it to prevent it from slipping.

9. What roles did the correction slip and question paper play in Evans' escape plan?

Ans: The superimposed sheet on the last page of the question paper served to confuse and initially, mislead the police officers. The index number, centre number etc. gave Evans information about which part of England to go to. On the excuse of providing the correction slip, Evans' accomplice was able to know exactly at what time the exam had started. It provided Evans the name of the hotel 'Golden Lion' where he should hide as well.

10. "But wasn't it all a bit theatrical? Schoolboyish, almost?" - Why does the Governor think like this?

Ans: The Governor is afraid that he is becoming paranoid about Evans's escape. He had hidden a microphone in the cell of Evans so that he could listen to whatever goes on in the cell during the examination. But now he feels that he is going over the top with his preparations for the safe conduct of the exam.

11. Which article in McLeery's suitcase played perhaps the most significant role in Evans' escape and how?

12. At 11:22 am the Governor wanted to speak to Stephens. What was the message that was conveyed to Stephens?

13. What two strange things could be noticed when McLeery came out of Evans' cell after the examination?

14. What did Stephens see, when he peeped through the hole of Evans' cell after leaving McLeery at the main gate of the prison?

15. What was the purpose of the photocopied sheet that had been superimposed over the last page of the question paper?
16. Why did Evans leave the question paper behind?
17. Who was Carter? What did the Governor ask him to do?
18. How did the correction slip kill two birds with a single stone?
19. How did Evans manage to stop the clotting of blood?
20. What could the Governor have done to securely bring Evans back to the prison from the 'Golden Lion'?

**ANSWERS:**

11. The semi-inflated ring that carried pig's blood to feign injury played a significant role Evans' escape. Evans covered his head and face with the blood that helped him to conceal his identity from the police.
12. At 11:22 am came a call from the Governor. He directed Stephens to personally accompany McLeery to the main prison gate and to ensure that the door was locked on Evans after McLeery had left. The call was actually a fake one made by one of Evans' accomplices.
13. After the examination , when McLeery came out of Evans' cell, his Scots accent seemed broader and his long black overcoat almost reached to his knees fostering the illusion that he had suddenly grown slimmer.
14. Stephens revisited Evans' cell to assure himself that everything went on smoothly. But when he opened the peep-hole he saw a terrible sight. In the cell was a man, sitting on Evans' chair with blood dripping from his head. His closely cropped hair awash with fierce red blood which ran through his beard over the white clerical collar and down into his black clerical front.
15. The photocopied sheet that was cleverly superimposed over the last page of the question paper contained the details of Evans' escape meant to mislead the police. The Governor was indeed misled for some time when he decoded Neugraben for Newbury and started hunting for Evans in Newbury that availed him no result.
16. The main purpose of leaving behind the question paper with the photocopied sheet superimposed on it was to provide misleading details of Evans' escape and to make the authorities believe that the wounded man in the cell was Mc Leery himself and the one who had escaped was Evans.

17. Carter was the Detective Superintendent, who was summoned by the Governor after Evans' supposed escape. He instructed Carter to accompany the injured McLeery as he was the only one who seemed to know what was happening or who could help them in locating Evans who had escaped.
18. The correction slip provided the name of the hotel for Evans and the exact time the examination started for his accomplices.
19. The pig's blood collected from a slaughter house was mixed with a little human blood and 3.8 percent trisodium citrate to stop it clotting.
20. The governor, instead of sending Evans separately in a prison van, could have either taken Evans along with him in his own vehicle or could have escorted Evans in the prison van with full police arrangements. A little more security check or his personal accompanying the van with full security force could have avoided giving any chance of escaping to Evans.

#### EXTRACT BASED QUESTIONS

1. Evans drew the razor carefully down his left cheek, and left a neat swath in the white lather. "Can I ask you something, Mr. Jackson? Why did they 'ave to bug me in this cell?" He nodded his head vaguely to a point above the door. "Not a very neat job," conceded Jackson. "They're not — they don't honestly think I'm goin' to try to — "

"They're taking no chances, Evans. Nobody in his senses would take any chance with you." "Who's goin' to listen in?"

"I'll tell you who's going to listen in, laddy. It's the Governor himself, see? He don't trust you a bloody inch — and nor do I. I'll be watching you like a hawk, Evans, so keep your nose clean. Clear?"

a. What is Evans referring to, in the above passage ?

Ans: Evans refers to the microphone that had been hidden in his cell by the orders of the Governor.

b. How does Evans make use of the information provided to him unknowingly by Jackson?

Ans: When Evans understood that the Governor was going to listen to the microphone, he used it to get Stephens out of the cell.

c. Why does Jackson say "I'll be watching you like a hawk"? Which is the figure of speech used?

Ans: Jackson wants to warn Evans that he will be constantly under surveillance during the exam. The figure of speech used is simile.

2 “Do you mind telling me why you’ve brought this, sir?” He held up a smallish semi-inflated rubber ring, such as a young child with a waist of about twelve inches might have struggled into. “You thinking of going for a swim, sir?” McLeery’s hitherto amiable demeanour was slightly ruffled by this tasteless little pleasantry, and he answered Jackson somewhat sourly.

a. What explanation does McLeery give, for the presence of the rubber ring in his suitcase?

Ans: McLeery says that he suffers from haemorrhoids and, because of that, he can’t sit on hard surfaces for a long time. So the semi-inflated ring was for him to sit upon.

b. What was the real purpose of the ring?

Ans: The ring was filled with pig’s blood that Evans was to pour upon himself, as part of his escape plan.

c. How did the lie about the ring further help Evans?

Ans: Jackson, who had a compassionate mind, felt very embarrassed that he had forced McLeery to confess that he had haemorrhoids, which is not a disease that people openly speak of. Because of this he summarily ended his searching without any further probing.

3. The Governor listened and smiled. He had taken German in the sixth form himself, and he remembered all about the agreements of adjectives. And so did McLeery, by the sound of things, for the minister’s pronunciation was most impressive. But what about Evans? He probably didn’t know what an adjective was.

a. What was the Governor listening to?

Ans: The Governor was listening to McLeery reading out the correction slip to Evans.

b. The Governor knew a little bit of German. How does this affect the story?

Ans: The Governor could read the superimposed sheet in the question paper but that only sufficed to confuse him- he sent a search party to Newbury in vain. But he could understand the name of the hotel where Evans would go to hide from the correction slip and that helped him to confront Evans again.

c. The Governor thinks that Evans may not know what an adjective was. What does he doubt here?

Ans: The Governor doubts that Evans is planning yet another daring escape- his knowledge of German is too rudimentary for him to seriously attempt an exam in that language.

4. At 11:22 am Jackson shouted along the corridor to Stephens. The Governor wanted to speak with him- “Hurry, man!” Stephens picked up the phone apprehensively and listened to the rapidly spoken orders. Stephens himself was to accompany McLeery to the main prison gates.

Understood? Stephens personally was to make absolutely sure that the door was locked on Evans after McLeery had left the cell. Understood?

- a. When was the exam scheduled to get over?
- b. What orders did Stephens receive?
- c. Who gave these orders to Stephens?
- d. Find out the word which means ‘with a feeling of worry’?

5. “Yes. He is a parson”

“I don’t think there’s anyone -”

“Yes, there is. You’ll find one of your ambulances picked him up from Elsfield Way about--”.

- a) Who is the speaker of the last line?
- b) Name the parson mentioned in the above extract.
- c) Why was the ambulance called?
- d) Where did the parson go?

### **ANSWERS (4&5)**

- a) 11:25 am (2 hours exam)
  - b) Stephens was ordered to accompany McLeery to the main prison gates and then personally make sure that the door was locked on Evans after McLeery had left the cell.
  - c) It was one of Evans’ accomplices who gave the orders to Stephens in the Governor’s fake voice.
  - d) Apprehensively.
- 5.a) The Governor.
- b) McLeery.
  - c) to take injured Mcleery to Radcliffe hospital.
  - d) He befooled the police and escaped.

## LONG ANSWER QUESTIONS

1. Explain how Evans made use of the loopholes in the Governor's plans to plan his escape.

Ans: The Governor had not bothered to check the veracity of the German tuition teacher. Evans made use of this opportunity to get one of his friends in as the teacher and this friend became his liaison with the outside world. While signing some papers before the exam, he got to know who the invigilator was and arranged with his friends to attack him and steal his papers so that one of them can be the invigilator. The Governor had installed a microphone in the cell and taking advantage of this, Evans loudly complained about the presence of Stephens in the cell, so that the Governor heard it and gave orders for the removal of Stephens from the cell. He had somebody to imitate the Governor's voice to give Stephens some vital orders. At the end, acting as McLeery, he made use of the general confusion to convince the Governor that he alone knew where Evans had gone and so could catch him. The baffled Governor let him go too easily.

2. How did Evans take advantage of the weakness of Jackson and Stephens to facilitate his escape?

Jackson, though extremely strict, had a soft heart and Evans knew how to take advantage of this. He pleaded with Jackson for permission to keep his hat on, saying that it was his lucky charm. By this he was able to conceal the fact that his hair had been cut. It was by carefully questioning Jackson that he got the information about the Governor himself listening to the hidden microphone. 'McLeery' had duped Jackson with the lie about the rubber ring, counting on his gentlemanly instincts to stop the search once he felt ashamed that he had forced 'the Reverend' to a shameful confession.

Stephens was newly recruited to the force and this turned out to be advantageous for Evans.

He got rid of Stephens from the cell before the exam began. At first Stephens had watched Evans vigilantly through the peephole. But Evans, never even moving, had caused his vigilance to go lax. Gradually, the intervals between his watching through the peephole had widened and Evans had made use of these gaps to change his dress under the blanket. Stephens had been inexperienced enough to believe the voice who talked to him on the phone to be the Governor's without any suspicion. He had escorted McLeery outside without further checking, even when he had thought that the man looked thinner. Though for a moment he had thought the recumbent form on the chair to be Evans, he had got easily baffled by that violence and believed the hurt man to be McLeery.

All these had worked in the favor of Evans.

3. Describe what you understand about English prisons and the relationship between the inmates and the officers from the lesson.

HM Prison seems to be a smaller establishment under the control of one Governor and a few officers. The convicts seem to be treated in a fair manner. They do have Christmas celebrations and the like in the jail. There are schemes initiated by the government for the upliftment of the convicts like the one under which Evans gets free German tuition. Though the cells are heavily guarded there is a recreation block in the jail for such activities.

The officers at the jail are civil enough towards the convicts. Though Jackson dislikes the mannerisms of Evans, he feels sympathetic enough to allow him to retain his hat. The Governor too is soft hearted enough to remove Stephens from the cell when Evans complains loudly that he can't write with 'someone breathing down his neck.' Jackson wishes Evans 'good luck' before the examinations and Stephens asks McLeery how Evans has done after the exam.

Later, even after catching Evans, we see the Governor talking with him in a perfectly friendly manner. From all these we can conclude that convicts are treated fair enough in the English prisons.

4. What purpose did the question paper and correction slip serve? How did they help both the criminal and the Governor?

The question paper served to send a message to Evans. Injured McLeery drew the attention of the Governor to the photocopied sheet cleverly superimposed over the last page of the question paper. The message was in German giving out the plan of escape which was actually meant to mislead the authority. The fake message was meant to make the police believe that the wounded man in the cell was McLeery himself and the one who had escaped was Evans. The question paper served to mislead the police for some time and they lost their track when they began their investigation in Newbury in vain. The correction slip killed two birds with a single stone, it provided the name of the hotel for Evans and his accomplices learnt about the exact time when the exam started. At the same time by putting together the six figures of question paper and using the correction slip even the Governor managed to locate the hotel where Evans was hiding.

5. How did the negligence of the prison officers prove to be a boon for Evans?  
(Value Points -The prison authorities had taken multi-step detailed precautions for the safe conduct of the examination—some lapses on their part at critical moments proved to be a boon for Evans.--neglected to verify the identity of the German teacher visiting Evans---the plan of escape was thus devised in the cell itself under their nose---did not bother to verify the identity of McLeery- the invigilator—the



Governor did not cross check the call received from the Magistrates' Court which turned out to be a hoax

later ----Stephens and others drew a hasty conclusion that it was Evans had escaped, on finding the disguised McLeery smeared with blood and neglected the close examining of the situation-the Detective Superintendent also acted illogically when he did not drive the injured McLeery to the hospital. Finally, the Governor made the greatest blunder by handing over the nabbed Evans to unfamiliar police personnel--- he did not cross check their identity nor did the Governor personally escort Evans. Thus Evans managed to escape again.

6. How did the final act of foolishness prove that the Governor was ‘just another good – for-a-giggle, gullible person’?

(Value Points)—no doubt the Governor was smart & quick-witted- but despite all security measures taken by him, Evans managed to escape- thus he should have been more cautious than before---the Governor knew little German managed to decode the name of the hotel as ‘Golden Lion’-figured out its location by putting together index and centre numbers and with the help of an ordnance Survey Map - -reached the hotel alone to arrest Evans instead of taking along a force of police---handed over the arrested criminal to unfamiliar police personnel without verifying their identity----did not bother to escort Evans personally as it never occurred to him the police personnel could be Evans’ accomplices due to his negligence and foolishness Evans dodged the police and escaped. Thus his final act of foolishness proved that he was just another good-for-a-giggle, gullible governor.

## **A Thing of Beauty**

John Keats

John Keats (October 31, 1795– February 23, 1821) was an English Romantic poet of the second generation, alongside Lord Byron and Percy Bysshe Shelley. He is best known for his odes, including "Ode to a Grecian Urn," "Ode to a Nightingale," and his long form poem Endymion. His usage of sensual imagery and statements such as “beauty is truth and truth is beauty” made him a precursor of aestheticism.

‘A Thing of Beauty’ is an excerpt from his poem ‘Endymion: a poetic romance’. It is based on the Greek mythology of Endymion, the shepherd whose beauty was of such joy to the moon goddess Selene that it immortalized him for the rest of his days. The poem reflects the poet’s attitude towards beauty.

Keats attempts to provide a touchstone to define beauty. According to him, a beautiful thing is a source of eternal joy, its beauty grows with the passage of time and its impact never fades away. Rather, its memory is imprinted in our minds, leading to a good night's sleep full of sweet dreams. This restful sleep promotes mental well-being as well as physical health.

The poet states that the earth without the beautiful things is a despondent, spiteful place with an insensitive dearth of noble values. Every day human beings face gloomy days packed with unhealthy spite and darkness. However, in spite of all, a thing of beauty helps remove the dark cloud that burdens our souls. Every morning we tie ourselves to the Earth with a flowery band. The poet wants to emphasise that it is our association with the beautiful things that keeps us connected to the earth.

Nature has an abundance of beautiful objects. The sun, the moon, old and young trees that provide shade to everyone, daffodils that bloom in the forests, the clear streams, the thick growth of ferns embellished with musk roses, the lovely tales that we have read or heard and the memorials that we erect in memory of the idealists who have died bravely for a cause. If one looks around, there are numerous beautiful things to notice. They seem to flow immortally as a fountain, from the gods above to help the pitiable human beings to deal with the harshness of life. He compares this bounty of Nature to an endless fountain of immortal drink that falls unto humanity from heaven.

### Theme

Beauty is a heavenly tonic/drink – an endless fountain of nectar which appears in different forms– a tale, a poem, a play, a lovely object of nature or the heavenly bodies. It soothes our spirits and gives us good health, sound sleep and mental peace and removes the sadness from our lives and gives an everlasting joy.

### Tone

Pleasant and optimistic

### Genre & Rhyme Scheme

'A Thing of Beauty' belongs to the Romantic genre. The poem is written in rhyming couplets and the rhyme scheme is aabbcc.

### Poetic Devices

<b>Alliteration:</b> Use of consonant sound at the start of two words which are close in series	Noble Natures, cooling covert
<b>Metaphor:</b> A metaphor is a figure of speech that makes a comparison between two unlike things.	The pall, Dark spirits, Endless fountain of immortal drink, wreathing a flowery band
<b>Transferred Epithet</b> Figure of speech in which a modifier (usually an adjective) qualifies a noun other than the person or thing it is actually describing	Unhealthy and over darkened ways, Gloomy days
<b>Personification</b> A poetic device where animals, plants or even inanimate objects, are given human qualities	Shape of beauty
<b>Antithesis</b> Opposite words placed together	old and young
<b>Imagery</b> The usage of verbal images to	Sprouting a shady boon, Daffodils with the

describe a concept.	green world they live in.
<b>Anaphora</b> Use of same word in two consecutive lines.	of noble natures- Of all the unhealthy
<b>Imagery</b> Creating a sensory effect of beautiful things lined up in a string	A flowery band to bind us, daffodils in green world, clear rills, grandeur of dooms, cooling covert, endless fountain of eternal drink
<b>Inversion:</b> Normal order of words is reversed	Are we wreathing a flowery band.
<b>Oxymoron</b> A figure of speech in which apparently contradictory terms appear in conjunction	<b>Mighty dead</b>

### Glossary

(Bower – a pleasant place in the shade under the trees, Morrow – the next day; tomorrow, Wreathing – flowers or leaves twisted or woven together into a circle worn on the head as a garland, Spite – malice; cause pain, Despondence – loss of hope; dejection, Dearth – scarcity; lack of something, Sprouting – to appear; to develop something, Boon – blessing, Rills – small streams, Covert – an area of thick low bushes and trees where animals can hide, Brake – a thick mass of ferns, Grandeur – splendour, Brink – extreme edge)

### Symbol

Simple sheep -refers to mankind as Christ is considered the shepherd who leads human souls out of the dark world of sins and temptations.

### Stand Alone MCQs

- i. The 'endless fountain' is an image created by the poet to
  - a). denote the everlasting joy given by beautiful objects
  - b). the continuous flow of water
  - c). lovely tales
  - d). continuous flow of life
- ii. 'Mighty dead' refers to
  - a). great royal ancestors
  - b). tombs
  - c). endless fountain
  - d). grand canals and rivers
- a) By 'green world they live in', the poet means
  - a). daffodils' green surroundings
  - b). clear rills
  - c). mid forest brake
  - d). musk rose blooms

- iii. The sun, moon, trees old and young are the things  
that a). depress us  
b). remove the pall of gloom from our lives

- c). make us  
laugh d). give us  
oxygen
- iv. What moves the 'pall from our lives'?
  - a) spite of despondence
  - b) inhuman dearth of noble natures
  - c) gloomy days
  - d) some shape of beauty
- v. 'inhuman dearth' according to the poet, is a reference to
  - a) lack or shortage of beauty
  - b) lack of energy
  - c) lack or shortage of human beings with good values
  - d) lack of resources
- vi. The flowery band, according to the poet helps to
  - a) bind us to the earth
  - b) make us look beautiful
  - c) give a present of flowers to friends
  - d) to make a band covered with flowers
- vii. According to the poet, a thing of beauty keeps us
  - a) angry
  - b) naughty
  - c) healthy and peaceful
  - d) depressed
- viii. Will keep a bower quiet for us' means
  - a) will give us peace and calm
  - b) will stop unpleasant sounds
  - c) will make our beds fit to sleep
  - d) reduce noise pollution
- ix. Why are our spirits referred as dark?
  - a) because of dark clouds
  - b) because of spirits around
  - c) because of shady trees
  - d) because of sadness and disappointments
- x. What does poet mean by 'some shape of beauty'?
  - a) beauty has no shape
  - b) beauty is abstract
  - c) beautiful objects that impart happiness
  - d) All
- xi. What is the meaning of gloomy?
  - a) unhealthy things
  - b) dark spirits



- c) sad  
d) none of these
- xii. Pick the words from the poem which mean magnificence.  
a) grandeur  
b) spite  
c) despondence  
d) dearth
- xiii. What image does the poet use to convey that beauty is everlasting?  
a) a bower quiet for us  
b) Some shape of beauty  
c) endless fountain of joy  
d) sprouting a shady boon
- xiv. What does a thing of beauty do for us?  
a) gives hope  
b) gives happiness  
c) removes pain and suffering  
d) All these

#### Answers.

i. a	ii. a	iii. a	iv. b	v. d
vi. c	vii. a	viii. c	ix. a	x. d
xi. d	xii. c	xiii. a	xiv. c	xv. d

#### Extract Based Questions

Read the extracts and answer the questions that follow:

1. Therefore, on every morrow, are we  
wreathing A flowery band to bind us to  
the earth,  
Spite of despondence, of the inhuman  
dearth Of noble natures, of the gloomy  
days,  
Of all the unhealthy and o'er-darkened ways  
Made for our searching: yes, in spite of all,
- i). Therefore, on every morrow, are we wreathing  
A flowery band to bind us to the earth –How do we tie ourselves to the Earth?
- a. life  
b. band of flowers  
c. gloom  
d. beautiful things



ii). Why do we need to tie ourselves to the Earth?

a. Earth is a beautiful place

- b. Earth is a Spiteful place
  - c. Earth is a busy place
  - d. Earth is a bountiful place
- iii). What do you understand by the inhuman dearth?
- a. Lack of beauty
  - b. Lack of power
  - c. Lack of noble ideals
  - d. Lack of humanity
- iv). "It was the best of times, it was the worst of times, it was the age of wisdom, it was the age of foolishness, it was the epoch of belief, it was the epoch of incredulity, it was the season of Light, it was the season of Darkness, it was the spring of hope, it was the winter of despair." -Which line in the extract reflect the poetic device used in the opening of The Tale of Two Cities by Charles Dickens.
- a. 'are we wreathing  
A flowery band to bind us to the earth'
  - b. Spite of despondence, of the inhuman dearth
  - c. Made for our searching: yes, in spite of all,
  - d. Of noble natures, of the gloomy days,
2. Some shape of beauty moves away the pall  
From our dark spirits. Such the sun, the  
moon, Trees old, and young, sprouting a  
shady boon. For simple sheep; and such are  
daffodils  
With the green world they live in; and clear rills  
That for themselves a cooling covert make  
'Gainst the hot season; the mid forest brake,  
Rich with a sprinkling of fair musk-rose  
blooms;
- i. What sprouts a shady boon for sheep?
- a. Cave
  - b. Hills
  - c. Rills
  - d. Trees
- ii. The pall refers to
- a. Shelter
  - b. Happiness
  - c. Sadness
  - d. A dark cloud of smoke

- iii. The mid forest brake is made rich by
  - a. Musk rose flowers



- b. Daffodils
  - c. Rills
  - d. Cooling coverts
- iv. The figure of speech in 'Cooling covert' is
- a. Simile
  - b. Metaphor
  - c. Personification
  - d. Alliteration
3. And such too is the grandeur of the  
dooms We have imagined for the mighty  
dead; All lovely tales that we have heard  
or read; An endless fountain of immortal  
drink,  
Pouring unto us from the heaven's brink
- i. The phrase immortal drink refers to
- a. beautiful things
  - b. beauty of heaven
  - c. nectar
  - d. nature
- ii. An endless fountain of immortal drink,  
Pouring unto us from the heaven's brink – The poet employs the literary device of \_\_\_\_\_ in these  
\_\_\_\_\_ lines
- a. Metaphor
  - b. Simile
  - c. Synecdoche
  - d. Allegory
- iii. Who are the "mighty dead"?
- a. Powerful people
  - b. Noble people
  - c. People who have contributed for the welfare of humanity
  - d. All of these.
- iv. "Dooms" refer to
- a. Dooms day
  - b. Memorials erected in honour of the departed souls
  - c. Death
  - d. All of these.

#### Answers

- 1. i. d ii b iii c iv c
- 2. i d ii c iii a iv d

3. i a ii a iii d iv b

### Short Answer Questions

- i. What are the things that cause suffering to us?
- ii. What does the line 'Therefore are we wreathing a flowery band to bind us to earth' suggest?
- iii. What is the 'spite of despondence'?
- iv. Why is grandeur associated with the 'mighty dead'?
- v. What image does the poet use to describe the beautiful bounty of the earth?

#### Value points

- i. dark phases of our life, adverse circumstances, gloomy days, dearth of noble ideals and bad health.
- ii. Earth is at the spite of despondence- humans lack noble qualities-gloomy days- all the beautiful things around us- every morning we weave a flowery wreath to bind us to the Earth.
- iii. Spite of despondence is a state of our minds filled with ill-will and hatred for others due to profound hopelessness and gloom.
- iv. The noble souls who have contributed for the welfare of humanity. Their sacrifices made them 'mighty' and great. We remember them in a loving thought, a book of verse or by constructing a memorial. They possess magnificence or grandeur.
- v. The poet draws out the image of 'an endless fountain of immortal drink' that pours joy on us from the brink of heaven. The beautiful things in nature or man-made objects are compared to the endless fountain of immortal drink.

### Long Answer Question

1. Human beings love life because nature is the best healer and brings beauty and joy to our life- Elaborate the idea based on your understanding of the poem 'A Thing of Beauty'

A beautiful thing is a source of eternal joy, its beauty grows with the passage of time and its impact never fades away. It is as pleasant as a cool quiet bower or sound sleep with sweet dreams; or robust health and mental peace. It provides the beholder with a harbour of calmness and comfort.

It is the beauty of nature that keeps us attached to this earth. Every morning we behold beauty in various forms and they help us to connect to the Earth. We forget all our despair, the lack of noble values, the misfortunes that befall on us. Life is full of trials and tribulations and we often find ourselves in the midst of gloom. It is at such depressing moments that a thing of beauty dispels the pall of sadness from our spirits making room for hope and optimism.

The poet gives a detailed list of beautiful things in the poem and compares them to an endless fountain of immortal drink. The poem in fact reminds us of the necessity to find beauty in our lives. Beauty is the greatest gift of God to man which has been showered upon us from the heavens above. This beauty is eternal and everlasting, in whose glory men on earth bask and derive their perennial source of joy and happiness.

## Aunt Jennifer's Tigers

Adrienne Rich

Widely read, widely anthologized and widely taught, Adrienne Rich was one of the most influential writers of the feminist movement. Born in Baltimore, Maryland, USA, she was one of the most influenced poets of the second half of the 20th century. Her oeuvre includes 19 volumes of poetry, three collections of essays and other writings. A strong resistance to racism and inequality prevailing in human society echoes through her work. Ms. Rich saw poetry as a keen-edged beacon by which women's lives — and women's consciousness — could be illuminated.

*Aunt Jennifer's Tigers* was written in 1951 and included in her first book of poetry *A Change in the World*. The poet uses third person narrative to eloquently voice the poem. . Using the figure of Aunt Jennifer and her needlework – a tapestry of magnificent tigers in a forest, the poet explores the **themes** of **womanhood**, marriage (how it has systematically oppressed women for centuries), **repression of one's personality** and the importance of **artistic expression**.

### STANZA 1

The **first stanza** of the poem introduces us to **the Aunt's 'tigers'** that are stitched across a screen (needlework). The **poet describes the tigers** as “**bright topaz denizens of a world of green**”, to refer to tigers' bright yellow colour. The tigers in the needlework are free and uninhibited. The expression “**They do not fear the men beneath the tree**” implies that **these tigers are aware of the power they have**. The movement of the tiger is described as “sleek chivalric certainty”. **As the tigers are unafraid and are aware of their strength, they move smoothly, fearless and with confidence.**

The **tigers stitched** on the cloth by Aunt Jennifer aren't merely a representation of a real tiger. It is rather **symbolic of the tigers within her**. The tigers are a **symbol of the free, roaring spirit** that moves around the forests, fearing no man or beast. The same spirit lies within Aunt Jennifer. Though marriage had crippled this free spirit in the real life, it bursts forth in the figure of the tigers whenever the aunt stitches the screen. **Aunt Jennifer's needlework therefore isn't just imitative but an expressive one.**

## STANZA 2

The **second stanza introduces us to Aunt Jennifer** and the reality of her life. She is depicted doing embroidery which is a very traditional activity for a woman. Her **fingers are fluttering** to create the beautiful image of the tigers. The fluttering of fingers **suggest signs of anxiety, nervousness and weakness**. Her marriage to the uncle doesn't seem to be a happy one. She is finding it difficult to pull the ivory needle because she is afraid of her husband's dominating nature. This is **because a "massive" wedding ring weighs** her fingers down and prevents her from working on her art. Uncle's **wedding band is symbolic of an oppressive marriage**. Though her needlework is the expression of herself, it is the wedding ring which weighs the finger down when she attempts to make this expression.

The gloomy, closed and claustrophobic domestic space of the second stanza in which the aunt is trapped is **contrasted** with the open, spacious and natural atmosphere of the forests in the first stanza. The Aunt is truly unhappy in the 'man-made' institution of marriage, clearly unlike the tigers who roam about freely in their 'natural' state.

## STANZA 3

The **third stanza presents the reader with the sight of Aunt Jennifer's lifeless body**. The poet says **Aunt Jennifer will remain caught in the ordeals of her marriage till her death**. The poet says even when Aunt Jennifer dies, her hands will lie lifeless (*still*) surrounded (*ringed*) by the great troubles (*ordeals*) she was overpowered by (*mastered by*). Even in her death, **the ring on her finger will remain as a testament of the unhappy marriage in which she was trapped**. However, after her death, the tigers in the panel created by her will "*go on prancing, proud and unafraid*". The fearless tigers she created,- an embodiment of everything she aspired to be – proud, fearless and free will continue to live on. **The tapestries will outlive Aunt Jennifer, Uncle, and their marriage, indicating that art can create an immortal kind of freedom that goes beyond human oppression. The fact that her creation continues to exist even after her death makes the poem quite visionary.**

**RHYME SCHEME:** Divided into **three stanzas of two couplets each**, the poem employs a rhyme scheme of **aabbccddeeff**.





**MOOD OF THE POEM:** Fear is the main atmosphere in Aunt Jennifer's life of 'ordeals' where her fingers tremble and show terror. An air of freedom and confidence dominates the atmosphere in her artistic creations.

**TONE OF THE POEM:** The tone appears to be positive and cheerful when the poet describes the tigers.. The tone becomes sad while describing the life of Aunt Jennifer.

**THEME OF THE POEM:** The poem addresses the gender struggle that women across the world are subjected to in a male dominated society. Aunt Jennifer represents women all across the globe who are caught in a patriarchal society.

### POETIC DEVICES

<b>ALLITERATION</b>	Finger's fluttering Prancing proud
<b>METAPHOR</b>	Still ringed with ordeals she was mastered by
<b>TRANSFERRED EPITHET</b>	terrified hands
<b>HYPERBOLE</b>	"The massive weight of Uncle's wedding band"
<b>PUN</b>	" Ringed" – 1) ring in Aunt Jennifer's hand 2) difficulties which will always surround her
<b>IMAGERY</b>	bright topaz World of green
<b>PERSONIFICATION</b>	The tigers are <u>personified</u> throughout the poem when they are described as being proud, confident, and unafraid of men. The most striking instance of personification, however, is when they are referred to as "chivalric."
<b>ENJAMBMENT:</b> It is the continuation of a sentence or clause	"The massive weight of Uncle's wedding band <u>Sits</u> heavily upon Aunt Jennifer's hand" " <i>When Aunt is</i>

across a line break	<i>dead, her terrified hands will lie <u>Still</u> ringed with ordeals she was mastered by.”</i>
<b>IRONY</b>	The poem centers around the situational irony of Aunt Jennifer embroidering an image of "proud and unafraid" tigers while she is weak and terrified.
<b>ALLUSION</b>	Aunt Jennifer’s “ Bright topaz denizens of the world of green reminds us of the famous lines from Blake’s poem “ The Tyger” which describes a “ bright” tiger in the forest.

### SYMBOLS USED IN THE POEM

**Tigers-** symbolize untamed free spirit. Here they stand in contrast to their creator’s personality. The use of colours implies that Aunt Jennifer's tigers and their land are more vital and enjoy a sense of freedom far greater than her. They pace and prance freely, proudly, fearless, confident and majestic, fearless of men.

**Wedding band** :symbol of oppression in an unhappy marriage. Its weight refers to the burden of gender expectations. Ringed means encircled or trapped, losing individuality and freedom.

**Aunt Jennifer:** a typical victim of male oppression in an unhappy marriage, who suffers loss of individuality, dignity and personal freedom silently. She becomes dependent, fearful and frail.

**Embroidery** :symbol of creative expression. The artwork expresses the Aunt’s suppressed desires and becomes her escape from the oppressive reality of her life.

**Read the extract given below and answer the questions that follow**

Q. “Aunt Jennifer’s finger fluttering through her wool  
Find even the ivory needle hard to pull.

The massive weight of Uncle's wedding band  
Sits heavily upon Aunt Jennifer's hand.

1. What do these lines reveal about Aunt Jennifer?
  - (a) A woman's psyche
  - (b) She is tired and malnourished
  - (c) Her nervous state of mind
  - (d) All the above
2. Pick the option that displays the image which correctly corresponds to what Aunt is engaged in



(a)



(b)



(c)



(d)

3. Which option has the underlined phrase that applies the poetic device used for "fingers fluttering"
  - a. The rustling leaves kept me awake.
  - b. Rudolph the red – nosed reindeer rose rapidly into the air.
  - c. Try as I might, the kite did not fly.
  - d. **She looked at him through concerned eyes.**
4. The ivory needle used to do embroidery is.....the difficulty in using it

- a) Symbolic of
- b) In sharp contrast to
- c) A distraction from
- d) Representative of suppression which results in

Q. “When Aunt is dead, her terrified hands will lie

Still ringed with ordeals she was mastered by.

The tigers in the panel that she made

Will go on prancing, proud and unafraid.”

1. Read the statement given below

Aunt Jennifer’s plight is best explained by hands, they hold both her freedom and the instrument of her imprisonment.

Choose the option that best explains the above statement as per the extract.

- a) Aunt Jennifer’s hand are terrified, but when she is dead, her tigers will roam free.
- b) Aunt Jennifer paints her desires, but is overpowered by the wedding ring she wears.
- c) Aunt Jennifer’s tigers are proud and unafraid, but they mastered by ringed ordeals.
- d) Aunt Jennifer makes panels of tigers when she has time from her responsibilities.

2. Which word in the stanza shows the unparalleled sufferings of the aunt?

- a) Prance                      b) Ordeal                      c) Terrified                      d) Dead

3. “The tigers in the panel that she made

Will go on prancing, proud and unafraid”. What do these lines symbolize?

- a) The unhappy story of Aunt Jennifer’s life in the patriarchal society
  - b) Art is the best method to express suffering
  - c) The story of the mythical and immortal tiger
  - d) The permanence of Art.
4. Identify the figure of speech in “The massive weight of Uncle’s wedding band”.
- a) Personification                      b) Hyperbole                      c) Pun                      d) Allusion

#### STAND ALONE MCQ

- 1. Which of the following adjectives describes Aunt Jennifer?
  - a) Bold    b) Proud    c) Unafraid    d) Submissive
- 2. In the poem, art has been used as

- a) a symbol of marriage
  - b) The institution of marriage
  - c) The reality of life
  - d) A medium of escape from reality.
3. How does Aunt Jennifer's chain of thought portray Uncle?
- a) Encouraging partner
  - b) Supportive
  - c) Caring human
  - d) Appalling husband
4. Statement 1: Aunt Jennifer knows that even after her death, her struggles will never be over.  
Statement 2: The suppression faced by Aunt Jennifer will continue as other women will be oppressed.
- a) 1 is true but statement 2 is false
  - b) Statement 1 is false but statement 2 is false
  - c) Both 1 & 2 can be inferred.
  - d) Both 1 & 2 cannot be inferred.
5. Assertion: The present society is male dominated.  
Reason: Many wives like Aunt Jennifer are subjected to domestic violence.
- a) Both A & R are true and R is the correct explanation of A
  - b) Both A & R are true but R is not the correct explanation of assertion.
  - c) A is true, R is false
  - d) A is false, R is true

**Answer the following questions**

1. Why are the tigers not afraid of the men?

Value point: The tigers are not afraid of men because they are brave, strong, fearless and full of confidence.

2. Why are the tigers called "Aunt Jennifer's tigers"?

Value point: because it is she who is embroidering them and they are a reflection of her suppressed self

3. Why are Aunt's hands fluttering?

Value point: Sign of nervousness/ weak – She lives in constant fear of her husband and very weak

**4. Explain the massive weight of uncle's wedding band?**

Value point: symbol of bondage/ She is chained in the unhappy marriage life. It suggests her sufferings in marriage life

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

Value point: The tigers will still keep prancing over the panel even when Aunt is dead. They will outlive her

**6. How do the tigers symbolize her inner longing?**

Value point : Aunt creates tigers to express her suppressed personality and her natural longing to be free and independent

**7. Why is she "ringed with ordeals"?**

Value point: The 'ring' here refers to her wedding band or ring, which has brought with it a host of family responsibilities. She feels so surrounded (i.e. ringed) by her marital constraints that it seems like an ordeal to her.

**8. What is the difference between her and the tigers?**

Value point : Aunt Jennifer is quite weak and submissive, whereas the tigers are strong, bold and powerful. She is bound by the constraints of her married life, while the tigers are free to move about in the green woods.

**9. Why has Aunt Jennifer created the tigers so different from her own character?**

Value point : Aunt Jennifer is a timid / weak woman who has been treated badly by her husband. She could never stand up boldly against her husband. But revolts silently in her own way by creating tigers, i.e. through her artistic expression. The tigers created by Aunt Jennifer are an expression of her desire to free herself from the constraints of her married life. She wants to be bold and fearless like her tigers.

**10. What are the 'ordeals' Aunt Jennifer is surrounded by, why is it significant that the poet uses the word 'ringed'? What are the meanings of the word 'ringed' in the poem.**

Ans: (Although Aunt Jennifer's ordeals are not explicitly mentioned in the poem, but we can easily judge that she suffers from matrimonial oppression and is a victim of patriarchy and male chauvinism. Her personal liberty and desires are constricted by her domineering husband. She might be burdened with heavy responsibilities towards the family and her husband.

The poet uses the word 'ringed' to signify that after her death also, Aunt Jennifer's hands will still be affected by the dominance of a male, perhaps her husband. The

word 'ringed' could have several shades of meaning. First of all, the ring refers to the



wedding ring which symbolizes the sacred bond of marriage. In Aunt's case, the marriage has proved to be burdensome and restrictive. So the word 'ringed' in the poem also refers to the confines, constraints and demands of marriage that bind a woman)

**IMPORTANT words :**

Prance , screen, topaz, denizens, sleek, chivalric, certainty, fluttering, terrified, unafraid

**Answer Key to the extracts and stand alone MCQ**

Q A	Q B	Stand Alone MCQ
1 ( c )	1. ( b )	
2 ( c )	2 ( b )	1. ( d )
3 ( b )	3 ( d )	2 ( d )
4 ( b ) The weight of the ivory needle is in contrast to the manner / difficulty in using it )	4 ( b )	3 ( c ) 4 ( a )
		5 ( b )