

English Competency Based Questions Part I & II

1. Bindu Sunil

Bharatiya Vidya Bhavan's Prism School, Satna (M.P.)

The Last Lesson (Flamingo)

2. Mahita Ramalingam

Bhavans Sri Ramakrishna Vidyalaya

Secunderabad

Poets & Pancakes

Flamingo

3. Soumya P T

Bhavan's Vidya Mandir

Mannapra, Palakkad

The Rattrap (Flamingo)

4. Deepali Madan

Bharatiya Vidya Bhavan Vidyashram Pratap Nagar

A Roadside Stand (Flamingo)

5. RANJITHA EV

Bhavan's Vidya Mandir

Chithali, Palakkad

On The Face of It (Vistas)

6. DEVI P S

Bhavan's Vidya Mandir

Girinagar, Kochi

The Enemy (Vistas)

7. Preethy Jayaraj

Bhavan's Vidya Mandir

Elamakkara, Kochi

Memories of Childhood (Vistas)

8. Mily Susan Paul

Bhavans Varuna Vidyalaya

Thrikkakara, Kochi

Lost Spring (Flamingo)

9. Sangeetha E K

Bhavan's Vidya Mandir

Eroor, Kochi

Deep Water (Flamingo)

10. Talvinder Kaur- Bhavan Vidyalaya, Chandigarh

Indigo (Flamingo)

11. Deepali D'Souza
Bharatiya Vidya Bhavan's V. M. Public School, Vadodara
Aunt Jennifer's Tigers (Poem) Flamingo

12. Nisha Peethambaran
Bhavan's Newsprint Vidyalaya Velloor Kottayam
Interview (Flamingo)

13. Haritha Vikraman
Bhavans Munshi Vidyashram , Tripunithura
Journey to the End of the Earth (Vistas)

14. Aanandita Maitra
Bharatiya Vidya Bhavan's R.K Sardar Vidya Mandir
The Third Level (Vistas)

15. Sindhu Stanley
Bharatiya Vidya Bhavan's, Vadodara
The Tiger King (Vistas)

16. Dr. Rajshree Diwan Bharatiya Vidya Bhavan's, Trimurti Nagar, Nagpur
A Thing of Beauty (Flamingo)

17. Beena N
Bhavan's Adarsha Vidyalaya Kakkanad, Kochi
Keeping Quiet (Flamingo)

18. Ms. Dipali Shivamkumar Patel
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My Mother at Sixty Six (Flamingo)

Warm regards,
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BHARATIYA VIDYA BHAVAN
COMPETENCY BASED QUESTION BANK

CLASS- XII

BOOK- VISTAS

LESSON-1: THE THIRD LEVEL

Teacher's Name- Aanandita Maitra , BVB RK Sardar Vidya Mandir

Objectives:

- To understand the genre of Science Fiction, especially topics like Time Travel'.
- To empathize with the condition of the common man in the modern era.
- To realize the importance of mental health and understand the importance of psychological refuge in the form of escapism, that is present in the common man.
- To examine the conflict in the story between fantasizing about the past and reflecting upon the present.
- Appreciate the theme of the intersection of time and space.
- Reflect upon the ending of the story and make one's own assumptions.
- The earth is full of examples that approve of the necessity to be silent. Everything keeps silent for some time in order to rejuvenate. Autumn dying in order to come fresh in the spring season and seeds decaying to give life to a new plant are examples for this. Now I will count up to twelve and you keep quiet and I will go. The poet concludes here. His instructions are completed. Now it is the time to put them in practice. He is going to start counting for his listeners at the end of what they are going to go silent and still. And you keep quiet and I will go. The process will begin soon. We will all keep silent as the poet has asked us to. We will introspect by diving deep into the abyss of our dark minds and find out great happiness that we have never experienced in our lives. We will then accept our limitations like the salt-gatherer, we will then stop harming others, and we will finally cease to be selfish. Thus we will start shedding our ego which is in other words, our feeling of 'I.' Shedding of one's EGO or 'I'ness' is what the poet means by, 'I will Go!'

EXTRACT BASED QUESTIONS

I Read the given extracts and answer the questions that follow.

Q1. *He said I was unhappy. That made my wife kind of mad, but he explained that he meant the modern world is full of insecurity, fear, war, worry and all the rest of it, and that I just want to escape. Well, who doesn't? Everybody I know wants to escape, but they don't wander down into any third level at Grand Central Station. But that's the reason, he said, and my friends all agreed. Everything points to it, they claimed. My stamp collecting, for example; that's a 'temporary refuge from reality.' Well, maybe, but my grandfather didn't need any refuge from reality; things were pretty nice and peaceful in his days, from all I hear, and he started my collection.*

a) The word 'refuge' in the above extract does not refer to.....

- i) shelter
- ii) protection
- iii) imperilment
- iv) stronghold

b) According to Sam, the third level was Charley's imagination because.....

- i) he wanted to escape his situation
- ii) the modern world terrified him
- iii) he wanted to go to Galesburg, Illinois
- iv) none of the above

c) What does everything point at?

- i) Charley's psychiatric condition
- ii) Louisa's enraged state of mind
- iii) The absence of a third level in the Grand Central Station
- iv) Sam's correct diagnosis of Charley

d) Charley's grandfather did not need any refuge because.....

- i) he lived in a time which had not seen the devastation of World Wars
- ii) he was a peaceful; and calm person by nature
- iii) he did not bother himself with world politics
- iv) he was situated in the serene countryside of Galesburg, Illinois, away from modern life

Q2. I've been in and out of Grand Central hundreds of times, but I'm always bumping into new doorways and stairs and corridors. Once I got into a tunnel about a mile long and came out in the lobby of the Roosevelt Hotel. Another time I came up in an office building on Forty-Sixth Street, three blocks away. Sometimes I think Grand Central is growing like a tree, pushing out new corridors and staircases like roots. There's probably a long tunnel that nobody knows about feeling its way under the city right now, on its way to Times Square, and maybe another to Central Park. And maybe — because for so many people through the years Grand Central has been an exit, a way of escape — maybe that's how the tunnel I got into...

a) The word 'bumping' in the above extract means-

i) Collide with force

ii) Collide with empathy

iii) Collide without any support

iv) All of the above

b) Charley visualizes the Grand Central station as an exit route for many people because.....

i) it has a lot of wandering tunnels and corridors

ii) people use it as a pathway to escape

iii) it is easy to get lost in the labyrinth

iv) it is the only way to reach the third level

c) "Pushing out new corridors and staircases like roots" is an example of.....

i) simile

ii) metaphor

iii) alliteration

iv) aphorism

d) Charley never shared his idea about the Grand Central with Sam because.....

i) Sam would refute his idea as fictitious

ii) he did not want Sam to find the third level

iii) Sam would have informed Louisa about his plans priorly

iv) None of the above

SHORT ANSWER TYPE QUESTIONS

II. Answer the following questions in about 40-50 words.

Q1. Do you think that the Third Level refers to a particular place or is it just a figment of imagination?

Support your answer with references from the story.

Q2. Would you consider Charley as an escapist? Give reasons for your answer.

Q3. What role does Sam's letter play in the story?

LONG ANSWER TYPE QUESTIONS

II. Answer the following questions in about 120-150 words.

Q1. Imagine that you are Sam, Charley's psychiatrist. You believe that the third level exists but wish to deter Charley from exploring more about it. Express your thoughts through a diary entry.

Q2. Reality is stranger than fiction. Explain the given statement in light of your views on 'The Third Level'.

Answer Key: The Third Level

EXTRACT BASED QUESTIONS-

Q1. Ans: iii) imperilment

Ans: i) he wanted to escape his situation

Ans: iv) Sam's correct diagnosis of Charley

Ans: i) He lived in a time which had not seen the devastation of World Wars

Q2. Ans: i) Collide with force

Ans: ii) people use it as a pathway to escape

Ans: i) Simile

Ans: i) Sam would refute his idea as fictitious

SHORT ANSWER TYPE QUESTIONS-

II. Answer the following questions in about 40-50 words.

Q1. Ans: Open Ended Question, to be answered according to the viewpoint of the students with valid examples from the text.

Q2. Ans: Value Points:

- Escapist- a person who tries to escape from reality or avoid his/her current situation
- Open Ended Question, to be answered according to the viewpoint of the students with valid examples from the text.

Q3. Ans: Value Points:

- It was addressed to Charley but mailed to his grandfather in Galesburg, Illinois in 1894.
- The contents of the letter prove to be same as Charley's thoughts about Galesburg in 1890s.
- It blends together reality and fiction
- May be taken as a figment of imagination or the catalyst to urge Charley to keep looking for the third level.
- Any other additional relevant points may be included.

Long Answer Type Questions-

Q1. Ans: Value Points:

A Diary Entry to be written as per prescribed CBSE format.

Q2. Ans: Value Points: Open Ended Question, to be answered according to the viewpoint of the students with valid examples from the text.

LESSON-2 THE TIGER KING (VISTAS)

Teacher's Name: Sindhu Stanley (Bharatiya Vidya Bhavan, V M Public School, Vadodara)

Expected Learning Outcomes

Reference to the context / Case-based Questions-- Students will be able to:

- Comprehend
- Interpret
- Evaluate
- Analyse
- Infer

Short Answer Questions-- Students will be able to:

- Critically think and respond

Long Answer Question—Students will be able to:

- Extrapolate
- Analyse and evaluate the situations given

3. Highlight of the core concept and major areas-

- Comprehension
- Imagination
- Analysis
- Evaluation

I Read the given extracts and answer the questions that follow.

The Maharaja and the Dewan held deliberations over this issue. As a result, a telegram was despatched forthwith to a famous British company of jewellers in Calcutta. 'Send samples of expensive diamond rings of different designs.'

The Jeweller sent fifty rings and the Maharaja sent all of them to the British officer's wife. He wanted to please her in order to make good the damage that he had done by refusing the official from going on a tiger hunt in his kingdom. The king had expected that the British officer's wife would choose one or two rings and return the others but she just sent a reply saying thanks for the gifts and she kept all the rings.

i) Complete the sentence appropriately.

The Maharaja and the Dewan held deliberations over the issue because_____

ii) Pick evidence from the extract that helps one infer that the issue was important and acquired swift action.

iii) Which of these uses deliberations in the same way as used in the given sentence.

“The Maharaja and the dewan held deliberations over this issue”

A. The nature of deliberations had a great impact on what was proposed.

- B. With clarity and deliberation she spoke about to the audience.
- C. He closed his eyes and furrowed his brows appearing to be deep in deliberation about something.
- D. The jury delivered its verdict after hours of deliberations.

iv) Justify any one of the traits of Duraisani that the extract reveals.

B. But he had to be extremely careful with that last tiger. What had the late chief astrologer said?

“Even after killing ninety-nine tigers the Maharaja should beware of the hundredth...” True enough. The tiger was a savage beast after all. One had to be wary of it. But where was that hundredth tiger to be found? It seemed easier to find tiger’s milk than a live tiger. Thus the Maharaja was sunk in gloom. But soon came the happy news which dispelled that gloom. In his own state sheep began to disappear frequently from a hillside village.

i) The analogy of finding tiger’s milk being easier than a live tiger is an appropriate analogy because

ii) Pick the option that best describes the Maharaja’s mood.

1. dejected 2. forlorn

3. elated 4. sullen

5. cheerful 6. lethargic

A. 1,2,4

B. 2,3,5

C. 1,3,6

D. 3,4,5

iii) Which of these uses “sunk” in the same way as the following expression in the extract?

“The Maharaja was sunk in gloom.”

A. The Titanic sank in her maiden voyage.

B. Without him we’d be truly sunk.

C. Her face had shrivelled and her upper lip had sunk.

D. The event had a profound impact on his mind and for a year he remained sunk in apathy.

iv) What is the author implying when he says-“In his own state sheep began to disappear frequently from a hillside village.”?

II. Answer the following questions in about 40-50 words.

- i) Don't let fear or insecurity stop you from speaking the truth. Support the given statement using minions as an example. State one detail from the text.
- ii) Share evidence from the text, to support the view that the author of The Tiger King has employed humour in the lesson.
- iii) Be it the by-gone age of the tiger king or the contemporary age in which we live, the common people are a pawn in the hands of rulers or leaders. Justify the statement with the help of any one evidence from the lesson.

III. Answer the following questions in about 120 -150 words.

i) Imagine you are Dr. Sadao , of “The Enemy” who risked his life and that of his family to save the life of an enemy. On the other hand the fear of being killed by the hundredth tiger led him to callously kill 99 tigers. Imagine yourself to be Dr.Sadao and then pen down Dr. Sadao’s advice in a letter to the Tiger King.

You may begin this way:

My sincerest greetings to his majesty I am Sadao, a doctor by profession, I recently read how bravely you killed 99 tigers and how their skins adorned the walls of the reception hall in the Pratibandapuram palace .However.....

ii) In the story The Tiger King by Kalki, the king is so obsessed with killing the hundred tigers that he has neglected his wife and son. As his wife write this diary entry highlighting the loneliness she painstakingly endured and the importance of father in a child’s life. Support your answer with reference to the story.

You may begin this way:

Sunday, 20 th December

10 PM

I have been married to the king for a few years now. I am so frustrated with his obsession of killing of tigers

LESSON 3-JOURNEY TO THE END OF THE EARTH (VISTAS)

Teacher’s Name-Haritha Vikraman (Bhavan’s Munshi Vidyashram, Tripunithura)

1. Read the given extracts and answer the questions that follow.

Climate change is one of the most hotly contested environmental debates of our time. Will the West Antarctic ice sheet melt entirely? Will the Gulf Stream Ocean current be disrupted? Will it be the end of the world as we know it? Maybe. Maybe not. Either way, Antarctica is a crucial element in this debate — not just because it's the only place in the world, which has never sustained a human population and therefore remains relatively 'pristine' in this respect; but more importantly, because it holds in its ice-cores half-million-year-old carbon records trapped in its layers of ice.

i) What is the significance of the 'half-million-year-old carbon records' mentioned in the passage?

- A) They are found in Antarctica's soil.
- B) They are stored in the Gulf Stream Ocean current.
- C) They are trapped in Antarctica's layers of ice.
- D) They are preserved in the West Antarctic ice sheet.

ii) According to the passage, the significant information stored in Antarctica's ice-cores is

_____.

iii) What is the primary concern raised in the passage about Antarctica's role in the climate change debate?

A) The possibility that the Antarctic ice sheet might melt entirely.

- B) The disruption of the Gulf Stream Ocean current.
- C) The immediate threat of sea-level rise.
- D) The loss of biodiversity in Antarctica.

iv) Assertion: The passage indicates that climate change is solely a political issue.

Reasoning: The passage highlights that economic factors play a significant role in the differing views on climate change.

Options:

A) Both the assertion and reasoning are true, and the reasoning is the correct explanation of the assertion.

B) Both the assertion and reasoning are true, but the reasoning is not the correct explanation of the assertion.

C) The assertion is true, but the reasoning is false.

D) The assertion is false.

2. Six hundred and fifty million years ago, a giant amalgamated southern supercontinent — Gondwana — did indeed exist, centered roughly around present-day Antarctica. Things were quite different then: humans hadn't arrived on the global scene, and the climate was much warmer, hosting a huge variety of flora and fauna. For 500 million years Gondwana thrived, but around the time when the dinosaurs were wiped out and the age of the mammals got under way, the landmass was forced to separate into countries, shaping the globe much as we know it today.

i) The meaning of the word 'amalgamated' in the context of the passage _____

ii) What was the climate like around 650 million years ago, as mentioned in the passage?

A) Cold and covered in ice

C) Mild and temperate

D) Extremely hot and arid

iii) Based on the information provided about Gondwana and its history, which of the following statements best summarizes the significance of Gondwana in the context of Earth's geological and biological history?

A) Gondwana's existence around Antarctica marked the beginning of the age of mammals and the extinction of dinosaurs.

B) Gondwana was a relatively recent supercontinent that played a minor role in shaping Earth's geological features.

C) Gondwana's formation and eventual breakup had a profound influence on Earth's landscape and the evolution of life over hundreds of millions of years.

D) Gondwana's existence had no notable impact on earth's climate or the diversity of flora and fauna.

iv) How did the breakup of the Gondwana supercontinent approximately 500 million years ago impact the global landscape, and what were the conditions like during that time?

A) The breakup of Gondwana led to the emergence of modern continents and the extinction of dinosaurs, while the climate was much warmer and supported diverse life forms.

B) The breakup of Gondwana had no significant impact on the global landscape, and the climate remained relatively stable throughout this period.

C) The breakup of Gondwana resulted in a global ice age and the extinction of many species, while humans had already appeared on the global scene.

D) The breakup of Gondwana was responsible for the formation of the Gondwanan countries, leading to the establishment of modern political boundaries, and the climate was similar to Antarctica's current conditions.

II. Answer the following questions in about 40-50 words

1. Explain: 'And for humans, the prognosis isn't good'.

2. What insights can we gather regarding the geological history of Gondwana, and what are the factors that transformed Antarctica into a cold and barren region?

3. What was the primary goal or purpose of the 'Students on Ice' programme?

III Answer the following question in about 120-150 words.

How has humanity negatively impacted the ecological health of the Earth, and what message can we derive from this lesson?

Answers:

I Extract Based Questions

i)C) They are trapped in Antarctica's lake

ii)Carbon records dating back half a million years

iii)A) The potential for the West Antarctic ice sheet to melt entirely.

iv)United or combined into a single entity.

2i)D Extremely hot and arid

ii)B) Warm and hosting diverse flora and fauna

iii)C) Gondwana's formation and eventual breakup had a profound influence on Earth's landscape and the evolution of life over hundreds of millions of years.

iv) A) The breakup of Gondwana led to the emergence of modern continents and the extinction of dinosaurs, while the climate was much warmer and supported diverse life forms.

II Answer the following questions in about 40-50 words

1. The human civilisation has been around for a mere 12,000 years—barely a few seconds on the biological clock. Yet we have managed to etch our dominance over nature with concretisation, battling for limited resources, and unmitigated burning of fossil fuel. This has created a blanket of carbon dioxide around the world, which is increasing average global temperature.

2. Around 650 million years ago, there existed a southern supercontinent. About 500 million years ago, significant changes occurred in the southern region, including the extinction of dinosaurs and the emergence of mammals. During this time, the supercontinent Gondwana fragmented into smaller landmasses, and India separated from the rest of Gondwana, eventually colliding with Asia, resulting in the formation of the Himalayan mountain range.

3. The 'Students on Ice' programme aims to take high school students to the ends of the world. It provides them with inspiring educational opportunities which fosters in them a new understanding and respect for our planet. It offers the future generation of policy makers a life- changing experience at an age when they are ready to absorb, learn and act.

III Answer the following question in about 120-150 words.

Human civilisation is new. However, during the short period man has lived, he has created confusion and disturbances. He gained dominance over nature by building cities, towns and villages. Since human population is ever increasing, the need of natural resources also increases. Man has been conflicting with other species to grab these exhaustible resources. He has burnt fossil fuels. This has led to a blanket of carbon dioxide around the earth. It has raised the average global temperature.

The rise in temperature has led to climatic changes. We cannot fully appreciate the effect of these changes. If you go to the Antarctica, it has not been spoiled by man. Its ecosystem is simple. Any change easily affects it, and is easily visible. That is why, the narrator involved students on ice expedition to save future generations.

LESSON-4: THE ENEMY (VISTAS)

Teacher's Name- Devi PS Bhavan's Vidya Mandir, Girinagar, Kochi

Expected Learning Outcomes

Understanding: The question requires the reader to comprehend the meaning of a specific phrase in the given context.

This response reflects that the reader understands the character Sadao's perception of his safety after the conversation with the General.

To primarily assesses the skill of 'Understanding' as the reader needs to comprehend the implications of Sadao's realization in the given context.

Evaluation -as it assesses the implications of the relationship between Sadao and the General in terms of safety and potential consequences.

Analysis -as it analyses the situation and the characters involved, considering the context of the passage and the implications of the young American's suffering and the care provided by Sadao.

Understanding - The piteous condition of the young American and the rumours about prisoner sufferings.

The understand the significance of practical solution provided in a specific context. It involves applying knowledge and instructions to a given situation, which aligns with the application level.

The learning outcome involves the application of comprehension skills. Dr. Sadao's problem-solving and strategic thinking abilities involve a holistic approach that encompasses various cognitive skills, from analysing the situation to evaluating its effectiveness. This aligns with higher-order thinking skills, such as analysis and evaluation.

The primary focus is on the cognitive skills of analysis and synthesis, where the learner must deconstruct the situation and then reconstruct an integrated understanding of Hana's response.

To encourage learners to not only recall and understand the events but also to analyze, evaluate, and synthesize the information to form a comprehensive understanding of Dr. Sadao's problem-solving approach and its success.

Students will be able to demonstrate the ability to synthesize information and perspectives, transcending their limited preconceptions by critically analyzing and integrating diverse viewpoints.

I. Read the given extracts and answer the questions with reference to the context.

"I wondered, Your Excellency," Sadao murmured. "It was certainly very careless of me," the General said. "But you understand it was not lack of patriotism or dereliction of duty." He looked anxiously at his doctor. "If the matter should come out you would understand that, wouldn't you?" "Certainly, Your Excellency," Sadao said. He suddenly comprehended that the General was in the palm of his hand and that as a consequence he himself was perfectly safe. "I

swear to your loyalty. Excellency,” he said to the old General, “and to your zeal against the enemy.”.

1. What does the phrase ‘it was not lack of patriotism or dereliction of duty’ imply in this context?

- A) The General’s disregard for his responsibilities.
- B) Sadao’s mistrust in the General’s patriotism.
- C) The General’s assurance of loyalty and commitment to duty.
- D) Sadao’s carelessness in his duties.

2. How did Sadao perceive his own safety after the conversation with the General?

- A) He felt endangered and anxious.
- B) He felt overconfident and conceited.
- C) He felt worried and suspicious.
- D) He felt perfectly safe.

3. What is Sadao’s realization when he says, ‘He suddenly comprehended that the General was in the palm of his hand and that as a consequence he himself was perfectly safe’?

- A) Sadao is planning to betray the General
- B) Sadao feels threatened by the General
- C) Sadao now has power over the General
- D) Sadao is worried about his own loyalty

4. In the passage, Sadao realizes that he has the _____ of the General, ensuring his own safety.

II. *‘But how shall I do it?’ she asked. ‘Simply saturate the cotton and hold it near his nostrils,’*

Sadao replied without delaying for one moment the intricate detail of his work. ‘When he

breathes badly move it away a little.’ She crouched close to the sleeping face of the young

American. It was a piteously thin face, she thought, and the lips were twisted. The man was

suffering whether he knew it or not. Watching him, she wondered if the stories they heard

sometimes of the sufferings of prisoners were true. They came like flickers of rumour, told by

word of mouth and always contradicted. In the newspapers, the reports were always that wherever the Japanese armies went the people received them gladly, with cries of joy at their liberation.

1. What is being referred to by ‘the intricate detail of his work’ described here?

2. What is Hana reflecting on in the extract?

A. The techniques of medical treatment for the young American.

B. The piteous condition of the young American and the rumours about prisoner sufferings.

C. The joyous reception of the Japanese army by the liberated people.

D. The intricacies of Sadao’s work on the young American.

3. Statement 1: Sadao provides a solution for helping the young American.

Statement 2: He instructs to saturate cotton and hold it near the American’s nostrils, moving it away when he breathes badly.

A) Both statement 1 and statement 2 are correct, and statement 2 explains statement 1.

B) The statement 1 is correct, but statement 2 is incorrect.

C) The statement 1 is incorrect, but statement 2 is correct.

D) Both statement 1 and statement 2 are incorrect.

4. What is the meaning of ‘contradicted’ in the sentence: ‘They came like flickers of rumour, told by word of mouth and always contradicted’?

A. Confirmed

B. Denied or opposed

C. Amplified

D. Ignored

II. Answer the following questions in about 40-50 words

1. Describe the situation wherein Dr. Sadao demonstrated his problem-solving and strategic thinking abilities by creating an opportunity for the soldier to escape?

2. What competencies or qualities did Hana, Dr. Sadao's wife, exhibit in response to the open defiance from the domestic staff?

3. What were the key skills and abilities exhibited by Dr. Sadao in reaching his ultimate resolution to the issue, and how would you evaluate the success of this resolution?

III. Answer the following questions in about 120-150 words.

1. Although animosity against the opposing race is acceptable, particularly in times of conflict, what transcends a person's limited preconceptions?(The Enemy)

THE ENEMY (VISTAS)

ANSWERS

I Read the given extracts to attempt the questions with reference to context.

1. C) The General's assurance of loyalty and commitment to duty.

2. D) He felt perfectly safe

3. C) Sadao now has power over the General

4. loyalty.

II. II. Answer the following questions in about 40-50 words

1. 'The intricate detail of his work' implies that this task requires a high level of precision, attention to small and specific aspects, and possibly a great deal of expertise. It suggests that what he is doing is not a simple or straightforward task but rather involves a careful and intricate process.

2. B) The piteous condition of the young American and the rumours about prisoner sufferings.

3. A) Both statement 1 and statement 2 are correct, and statement 2 explains statement 1.

4. B) Denied or opposed

III. Answer the following questions in about 40-50 words.

i)Dr Sadao was drawn by the sheer feelings of humanity and compassion towards Tom. Just because Dr Sadao harboured an enemy, he had to face innumerable problems. The servants left the house in defiance and he was under perpetual threat of being branded a traitor. He told the General about how the American prisoner of war was washed ashore and the circumstances under which he was **granted refuge in his household**. The General understood his situation and assured him of sending assassins to eliminate the

American. However, when no assassins came for three nights, Sadao decided that he could not go through another night. He decided to save the American sailor's life the second time.

ii) Hana's loving, considerate and sympathetic nature shines out. She washed and fed the soldier although it was not her job. Her care helped recuperate the soldier fast. It is also apparent from the story that she respected her husband, and as a sense of duty towards him, did the needful.

iii) Dr. Sadao, in the short story 'The Enemy', exhibited critical thinking, medical expertise, and moral courage when he decided to save an injured American soldier. The success of his resolution is subjective but reflects his compassion and ethical values.

III. Answer the following question in about 120-150 words.

1. It is evident that warring countries are considered adversaries, and animosity is an inherent aspect of this enmity. Nevertheless, true human achievement emerges when we transcend this enmity and demonstrate our love for humanity as a whole. Dr. Sadao exemplified this principle. He went to great lengths to preserve the life of a man he knew to be a prisoner of war. The moment he encountered the wounded man, his heart swelled with compassion. Disregarding the fact that this man was an enemy of his country and may have caused harm to numerous Japanese individuals, and might continue to do so if he survived, Dr. Sadao chose to rescue.

LESSON-5: ON THE FACE OF IT (VISTAS)

Teacher's Name- RANJITHA EV (Bhavan's Vidya Mandir Chithali)

Expected Learning Outcomes:

- Apply their analytical skills to interpret the emotional nuances and implications of the final scene.
- Reflect on the broader message or theme of the play, particularly regarding human connection and understanding.
- Analyze, and consider the implications of this statement on one's sense of self and identity.
- Provide specific examples or passages from the play to support their analysis, promoting a close reading of the text.

LONG ANSWER TYPE QUESTIONS

I Answer the following question in about 120-150 words

1. Analyze the emotional impact of the final scene in the play. How does the resolution of the story leave the audience and what message does it convey about human connection and understanding?

II SHORT ANSWER TYPE QUESTIONS

Answer the following questions in about 40-50 words.

1. How does the play encourage us to think about our own self-perception and identity? How can we learn from Mr. Lamb's assertion, 'I'm not my face'?
2. The primary conflict in the play revolves around Derry's initial discomfort with Mr. Lamb's disfigurement and his eventual transformation in his perception of Mr. Lamb. Explain.
3. Mr. Lamb's garden serves as a powerful symbol representing his inner world and his desire for beauty, order, and purpose in his life, despite his disfigurement. Explain.

EXTRACT BASED QUESTIONS

III Read the given extracts to attempt the questions with reference to context.

1. *MR LAMB: Not on my account. I don't mind who comes into the garden. The gate's always open. Only you climbed the garden wall.*

DERRY: [Angry] You were watching me.

MR LAMB: I saw you. But the gate's open. All welcome. You're welcome. I sit here. I like sitting.

DERRY: I'd not come to steal anything.

MR LAMB: No, no. The young lads steal....scrump the apples. You're not so young.

DERRY: I just....wanted to come in. Into the garden.

MR LAMB: So you did. Here we are, then.

DERRY: You don't know who I am.

MR LAMB: A boy, Thirteen or so.

DERRY: Fourteen. [Pause] But I've got to go now. Good-bye.

MR LAMB: Nothing to be afraid of. Just a garden. Just me.

DERRY: But I'm not....I'm not afraid. [Pause] People are afraid of me.

- i. What is the significance of Mr. Lamb's statement, 'Nothing to be afraid of, just a garden. Just me.?'
- ii. Why does Derry mention, 'People are afraid of me.?'
- iii. In the conversation between Derry and Mr. Lamb, Mr. Lamb compares Derry to other young boys who come into his garden. What is the purpose of this comparison?

iv. What does the word 'scrumptious' mean in the context of Mr. Lamb's statement? 'The young lads steal....scrumptious the apples.'?

6. DERRY: *I won't ever look different. When I'm as old as you, I'll look the same. I'll still only have half a face.*

MR LAMB: *So you will. But the world won't. The world's got a whole face, and the world's there to be looked at.*

DERRY: *Do you think this is the world? This old garden ?*

MR LAMB: *When I'm here. Not the only one. But the world , as much as anywhere.*

DERRY: *Does your leg hurt you?*

MR LAMB: *Tin doesn't hurt, boy!*

DERRY: *When it came off, did it?*

MR LAMB: *Certainly.*

DERRY: *And now? I mean, where the tin stops, at the top?*

MR LAMB: *Now and then. In wet weather. It doesn't signify.*

DERRY: *Oh, that's something else they all say. 'Look at all those people who are in pain and brave and never cry and never complain and don't feel sorry for themselves.'*

MR LAMB: *I haven't said it.*

DERRY: *And think of all those people worse off than you. Think, you might have been blinded, or born deaf, or have to live in a wheelchair or be daft in your head and dribble.*

MR LAMB: *And that's all true, and you know it.*

- i) According to Mr. Lamb, what does the world have that is meant to be looked at?
- ii) What does Derry mention about people who are in pain and brave?
- iii) What is Derry's tone when he talks about people who are in pain and still brave?
- iv) How does Mr. Lamb respond to Derry's comments about people who are worse off ?

ANSWERS –ON THE FACE OF IT

LONG ANSWER TYPE QUESTION

1. The final scene in 'On the Face of It' by Susan Hill carries a powerful emotional impact, leaving the audience with a mixture of poignant reflection and a sense of hope. In the final scene, Derry, having accidentally stumbled upon Mr. Lamb's garden, confronts him about his disfigurement. The interaction is deeply emotional as Derry grapples with his own fears and prejudices, while Mr. Lamb responds with grace and openness. Mr. Lamb's revelation of the accident that led to his disfigurement and his candid explanation of his life since then are moving moments. As the scene unfolds, Derry's initial shock and discomfort give way to a profound sense of empathy and understanding. He realizes that Mr. Lamb is not defined by his appearance, but rather by his inner strength, wisdom, and kindness. This realization is a pivotal moment of transformation for Derry, marking a significant shift in his perception of Mr. Lamb. The resolution of the story leaves the audience feeling a mixture of emotions. There is a sense of empathy and compassion towards both characters. Mr. Lamb's vulnerability and willingness to share his story elicit a deep sense of respect and admiration. Derry's evolution from apprehension to acceptance is heart-warming, as the audience witnesses his growth and newfound understanding. The message conveyed about human connection and understanding is profound. The play underscores the idea that true understanding and meaningful connections go beyond external appearances. It emphasizes that empathy, compassion, and the willingness to look beyond physical differences are essential for fostering genuine relationships. Furthermore, the final scene encourages the audience to reflect on their own preconceived notions and prejudices. It challenges them to consider how they perceive and interact with individuals who may appear different from societal norms. The play suggests that when we take the time to truly understand and connect with others, we can uncover the depth and richness of their character. Overall, the emotional impact of the final scene serves as a poignant reminder of the power of human connection and the potential for personal growth through understanding and empathy. It leaves the audience with a sense of hope and a renewed appreciation for the complexities and beauty of human relationships.

SHORT ANSWER TYPE QUESTIONS

1. Mr. Lamb's statement challenges the conventional notion that one's identity is solely determined by their physical appearance. It urges us to consider the deeper layers of our being, including our personality, character, and inner strengths. This assertion encourages us to recognize that our true essence goes beyond what is visible on the surface. By extension, this invites us to reflect on our own self-perception. Often, we might judge ourselves based on external factors like appearance or societal expectations. Mr. Lamb's message encourages us to look inward and acknowledge the richness and complexity of our inner selves. It prompts us to value our unique qualities, talents, and experiences that shape our identity. Additionally, Mr. Lamb's perspective invites us to reconsider how we perceive others. We are urged to recognize that individuals are multifaceted, with depth and richness that may not be immediately apparent. This encourages empathy and understanding, as we strive to look beyond external appearances and appreciate people for who they truly are. Mr. Lamb's statement challenges us to rethink our self-perception and identity. It encourages us to value our inner qualities, appreciate the complexities of others, and foster self-acceptance. Ultimately, it prompts a shift in perspective towards a more holistic understanding of our true selves.

2. The primary conflict in the play 'On the Face of It' revolves around Derry's initial discomfort with Mr. Lamb's disfigurement and his subsequent transformation in his perception of Mr. Lamb. At the beginning

of the play, when Derry first encounters Mr. Lamb, he is visibly uncomfortable and hesitant. This discomfort stems from Derry's fear and unease **about his own disfigured face**. Society often places a strong emphasis on physical appearance, and Derry, like many people, is influenced by these societal norms and expectations. His initial reaction is a reflection of this conditioning. As the play progresses, this initial discomfort becomes a significant internal conflict for Derry. He grapples with his own prejudices and preconceived notions about physical appearance. This internal conflict is a source of tension for Derry, as he must confront and challenge his own biases. However, as Derry spends more time with Mr. Lamb and engages in conversations with him, he gradually begins to see beyond the disfigurement. He starts to recognize Mr. Lamb's wisdom, kindness, and understanding. This transformation in perception is a pivotal moment in the play. It signifies Derry's growth and development as a character. Ultimately, Derry's initial discomfort with Mr. Lamb's appearance serves as a catalyst for his personal journey of self-discovery and empathy. His eventual transformation in perception demonstrates the power of genuine human connection to transcend physical differences. This conflict and resolution contribute to the depth and emotional impact of the play, highlighting the importance of looking beyond external appearances to truly understand and appreciate the essence of an individual.

3. Mr. Lamb's garden in 'On the Face of It' by Susan Hill serves as a profound symbol that encapsulates his inner world and conveys his aspirations for beauty, order, and purpose, even in the face of his physical disfigurement.

a) **Representation of the Inner World**: The garden is a reflection of Mr. Lamb's inner landscape. It's a space that he tends to with care and dedication, mirroring the nurturing and thoughtful nature of his character. Despite facing physical challenges, Mr. Lamb finds solace in cultivating this garden, indicating that it is a sanctuary for his thoughts, emotions, and aspirations.

b) **Desire for Beauty**: The meticulous attention Mr. Lamb devotes to the garden illustrates his deep appreciation for beauty. **He carefully tends to the plants and maintains the garden's aesthetics. This** reflects his yearning for beauty, not only in the external world but also in his own life, as he grapples with the realities of his disfigurement.

c) **Quest for Order and Structure**: The well-kept, organized layout of the garden mirrors Mr. Lamb's desire for order and structure in his life. This suggests that the garden provides him with a sense of control and purpose, which may be particularly important to him given the challenges he faces due to his disfigurement.

d) **Metaphor for Resilience**: The garden can be seen as a metaphor for Mr. Lamb's resilience and determination. Despite the difficulties he encounters, he doesn't allow them to deter him from maintaining and beautifying the garden. This resilience mirrors his ability to find purpose and meaning in his life, despite his physical limitations.

e) **Escape and Sanctuary**: The garden serves as a refuge for Mr. Lamb, a place where he can retreat from the world and find solace. It's a space where he can be himself without judgment or scrutiny, emphasizing its significance in his emotional well-being.

f) Counterpoint to External Appearance: The garden stands in stark contrast to Mr. Lamb's disfigured face. While his face may be a source of external discomfort for others, the garden represents a side of him that is beautiful, ordered, and purposeful. It serves as a reminder that true worth and beauty go beyond physical appearances. Overall, Mr. Lamb's garden is a multi-layered symbol that encapsulates his inner world, desires, and resilience. It conveys a powerful message about finding beauty, purpose, and order even in the face of adversity, and highlights the depth and complexity of Mr. Lamb's character.

EXTRACT BASED QUESTIONS

1

i) A) Mr. Lamb is trying to reassure Derry that he means no harm.

Explanation: In this extract, Mr. Lamb is trying to put Derry at ease. He reassures Derry that there is no need to be afraid, emphasizing that it's just a garden and he is just a person. This indicates Mr. Lamb's kind and welcoming nature, as he tries to make Derry feel comfortable in his presence.

ii) Answer: B) Derry is worried that Mr. Lamb might be afraid of him.

Explanation: Derry mentions this because he is concerned that Mr. Lamb, like many others, might be afraid or uncomfortable around him due to his appearance or reputation. This reflects Derry's own vulnerability and his awareness of how he is perceived by others. It highlights his sensitivity to how people react to him based on his external appearance.

iii) Answer: D) To draw a parallel between Derry and the other boys in terms of their intentions.

Explanation: Mr. Lamb is using an analogy to draw a parallel between Derry and the other young boys who enter his garden. By mentioning the boys who 'scrimp the apples,' he is suggesting that while Derry may be older, he shares a common curiosity or interest in the garden, much like the other boys. This comparison helps Mr. Lamb establish a connection with Derry and implies that they have similar intentions in being in the garden.

Answer: C) Steal

Explanation: In this context, 'scrimp' means to steal. Mr. Lamb is mentioning that the young boys sometimes come into his garden to steal apples.

6.

i) Answer: A) A whole face

ii) Answer: D) All of the above.

iii) Answer: A) Resentful

iv) Answer: C) He acknowledges the truth in Derry's words.

MEMORIES OF CHILDHOOD

EXPECTED LEARNING OUTCOMES

Students will be able to

- demonstrate the ability to recognize and comprehend the meaning and context of the given assertions.
- analyse the validity of the assertions and reasoning.
- reflect on how the author's choice of words and phrases contributes to the reader's understanding of the speaker's emotions.
- offer a well-reasoned and evidence-based explanation to questions.
- evaluate the relationship between characters in the narratives focusing on how they react to and interact with one another based on their differing perspectives and experiences.
- interpret the impact of choice narrative on the way the story is told and the reader's engagement with the text.
- provide evidence and reasoned arguments to support the interpretation of a text
- interpret author's purpose in using the first-person perspective to convey the message in the text.
- evaluate the effectiveness of the chosen narrative style in highlighting the themes in the text.

MAJOR AREAS TO BE ASSESSED (as per the curriculum)

Extract - interpretation, analysis, evaluation.

Short Answer Questions - elicit inferential responses through critical thinking.

Long Answer Questions - global comprehension and extrapolation beyond the text – provide analytical and evaluative responses using incidents, events, and themes, as reference points.

I Read the given extracts and answer the questions that follow.

I. The Cutting of My Long Hair

A large bell rang for breakfast, its loud metallic voice crashing through the belfry overhead and into our sensitive ears. The annoying clatter of shoes on bare floors gave us no peace. The constant clash of harsh noises, with an undercurrent of many voices murmuring an unknown tongue, made a bedlam within

which I was securely tied. And though my spirit tore itself in struggling for its lost freedom, all was useless.

i) Read the two statements given below and choose the most appropriate option.

Assertion (A): The speaker feels alienated and disconnected from her cultural roots.

Reason (R): The cacophony and the chaos act as a metaphorical restraint on the speaker.

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

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

C. A is true but R is false.

D. Both A and R are false.

ii) What effect does the loud bell and the clattering of shoes have on the speaker?

A. comfort and reassurance

B. irritation and discomfort

C. excitement and fellowship

D. dread and trepidation

iii) Complete the following with a phrase.

The phrase 'unknown tongue' in the above extract means _____ .

iv) What does the phrase 'made a bedlam within which I was securely tied' suggest about the Speaker's feelings?

We Too are Human Beings

B. One of the landlord's men came up behind him. He thought my Annan looked unfamiliar, and so he asked, "Who are you, appa, what's your name?" Annan told him his name. Immediately the other man asked, "Thambi, on which street do you live?" The point of this was that if he knew on which street we lived, he would know our caste too.

Annan told me all these things. And he added, "Because we are born into this community, we are never given any honour or dignity or respect; we are stripped of all that.

i) Read the two statements given below and choose the most appropriate option.

Assertion (A): The question about Annan's street is motivated by the desire to determine his caste.

Reason (R): A person's street of residence is often correlated with their caste, making it a way to identify one's caste.

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

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

C. A is true but R is false.

D. Both A and R are false.

ii) What purpose does the narrator conveying Annan's experiences, instead of directly answering the questions posed by the landlord's men, serve to highlight?

iii) Why would it be fair to say that Annan's recounting of his experience suggests his frustration with the social system?

iv) Based on the extract, what can be concluded about the community in which Annan and the narrator live?

II. Answer the following three questions, in about 40-50 words.

i) Rationalise the statement below based on your understanding of the text, 'The cutting of my long hair'. 'The loss of her hair was not just a physical change but a symbolic and painful loss of Zitkala-Ša's cultural identity.'

ii) Why is Zitkala-Ša offended by Judewin's pragmatic advice to conform and submit to the paleface's cutting of their long hair?

iii) Do you think Judewin is a foil to Zitkala-Ša? Justify your answer.

iv) How did Bama's observation of the transaction between the 'elder' and the landlord shape her perspective on social inequality and the caste system?

III. Answer the following question in about 120-150 words.

Imagine that you have been asked to review the extract 'We Too are Human Beings' by Bama, for a literary magazine. You have chosen to elucidate the following statement. Bama uses the first-person perspective in her childhood narrative to highlight the pervasive caste discrimination and the loss of dignity experienced by the Dalit community to which she belonged. Write your review in about 120– 150 words.

ANSWERS-Memories of Childhood

I. The Cutting of My Long Hair

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

[The speaker is unsettled by the cacophony of the jarring and disruptive clang of the metallic bell and clatter of shoes. Further the ‘many voices in an unfamiliar tongue’ show she is surrounded by people who speak a language she doesn’t understand. She feels trapped and unable to escape from this overwhelming and unfamiliar **world thus suggesting** the emotional and psychological turmoil, as she grapples with the loss of her cultural identity and the challenging environment she finds herself in.]

ii) B. irritation and discomfort

[The use of phrases like ‘loud metallic voice crashing’ and ‘annoying clatter of shoes on bare floors’ highlights the overwhelming and chaotic environment the speaker finds herself in. The emphasis on sound contributes to the overall feeling of disorientation.

Option A and C are incorrect because they suggest positive emotions which are negated with the use of the terms, ‘crashing’, ‘annoying clatter’, ‘clash of harsh noises’ that suggest lack of tranquillity and a sense of being troubled.

Option D is incorrect because the tone of the speaker doesn’t suggest fear though it suggests despair.]

iii) an unfamiliar language

[The speaker, Zitkala-Ša, belonged to the Yankton Sioux tribe. At the missionary school where she had arrived, there were other children who belonged to different native American Indian tribes and therefore spoke different languages. It could also mean the language spoken at the missionary school was unfamiliar to her. Hence the term, ‘unknown tongue’ meaning an unfamiliar language.]

iv) The phrase suggests that the speaker feels trapped and overwhelmed by the confusion and chaos that seem to surround her in this new environment.

II. We Too are Human Beings

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

[In many Indian communities, especially in rural areas, specific streets or areas are associated with particular castes. Therefore, revealing one’s place of residence could potentially reveal their caste as well. The man’s question about Annan’s name and the street he lives on is not mere curiosity; it’s an attempt to determine Annan’s caste.]

ii) By not including Annan’s replies, the narrator is able to effectively portray the pervasive nature of caste discrimination and the loss of dignity experienced by individuals belonging to marginalized castes.

iii) While Annan recounts his experience, his tone suggests the frustration he feels about the injustice and the indignity he and his community have to endure as well as the societal pressures that forces them to navigate a world deeply divided by caste hierarchies.

iv) Their community seems to be discriminated against by the higher caste since they are never given any honour or dignity or respect. There seems to be a deeply ingrained caste-based discrimination in their society.

III. Answer the following questions in 40 – 50 words each.

i) In Zitkala-Ša's tribe, short or shingled hair was worn by cowards and mourners, and she was neither. By cutting her hair to fit the norms and values imposed by the missionary school and the paleface culture, Zitkala-Ša was forced to abandon a fundamental aspect of her identity. This humiliating act of cutting her hair represented the snipping away of her connection to her cultural roots and traditions.

ii) In Zitkala-Ša's community, short hair was worn by mourners and shingled hair by cowards. Zitkala-Ša firmly believed that she was neither and therefore resisted the forced cutting of her hair. She struggled against the authorities with the knowledge that it would be futile. However, she believed she had to raise her voice against the humiliation, indignity and loss of identity.

iii) Zitkala-Ša, is portrayed as more resistant and determined to maintain her individuality and cultural identity by not conforming to **the paleface's demands** of cutting her long hair. In contrast, Judewin is depicted as someone who prioritizes self-preservation and compliance with authority.

Her willingness to search for Zitkala-Ša, even when she resists, underscores the contrasting traits and decisions of the two characters.

iv) When Bama's elder brother explains the real reason behind the elder's actions, she learns that the elder's behaviour is not a joke but rather a result of the deeply entrenched caste system. It prompts her to question societal norms and recognize the extent of caste discrimination. It signifies her awakening to the harsh realities of the caste-based society that she lives in.

IV. Answer the following question in about 120 – 150 words

i) Bama's use of a first-person perspective in her childhood narrative provides a deeply personal and emotive account of the injustice faced by her community. This perspective allows readers to connect with her on an emotional level and experience the discrimination and indignity she witnessed as a child, thus making the narrative more relatable and impactful. The manner in which the respected elder of her community, held the vadais, initially seemed hilarious to young Bama, but it served as a turning point in her understanding of social inequality and the caste system. Bama's emotional shift from laughter to sadness upon learning the truth signifies her growing awareness of the injustice and discrimination experienced by her community. It prompts her to question societal norms and recognize the extent of caste discrimination. Bama's first-person account of her childhood experience and her brother's encounters with the landlord's men paint for the readers an intimate and authentic picture of both the overt and subtle discrimination in their society. Her candid storytelling humanises her community and breaks down barriers of ignorance or indifference that her readers might hold. Thus, Bama's narrative not

only provides valuable insights into the injustice and pervasive caste-based discrimination faced by her community but also urges readers to empathize with their plight while recognizing the dehumanizing effects of the caste system.

KEEPING QUIET – PABLO NERUDA

Teacher's Name- Beena N

EXTRACT BASED QUESTIONS

Q1 Read the extract given below and answer the questions that follow-

A. Now we will count to twelve

and we will all keep still.

For once on the face of the Earth

let's not speak in any language,

let's stop for one second,

and not move our arms so much.

i) What is the significance of 'counting to twelve'?

ii) Why does the poet ask his **hearers** to stop using any language?

iii) Why does the poet ask his hearers to make no movements of the arms?

B. It would be an exotic moment

without rush, without engines,

we would all be together

in a sudden strangeness.

i) How does the time of silent introspection become an exotic moment for us?

ii) What does the poet mean by 'rush'?

iii) What sort of 'togetherness' can we experience while keeping quiet?

iv) What does the poet mean by the sudden strangeness?

C. *Fisherman in the cold sea*

would not harm whales

and the man gathering salt

would look at his hurt hands...

- i) What does 'fisherman' symbolize?
- ii) Who are represented by the salt gatherers?
- iii) What should the salt-gatherer do at the time of silence?

D. *Those who prepare green wars,*

wars with gas, wars with fire,

Victory with no survivors,

would put on clean clothes

and walk about with their

brothers

in the shade, doing nothing.

- i). What are green wars?
- ii). Why is victory without survivors?
- iii) What does the poet want in the place of wars?

E *What I want should not be*

Confused

with total inactivity.

Life is what it is about;

- i) What confusion, does the poet fear, has been created by him in his readers' mind?
- ii) Explain, 'life is what it is about.'

SHORT ANSWER TYPE QUESTIONS

II Answer the following questions in 40 – 50 words each

1. What does “truck with death” mean? Why does the poet not want a truck with death?
2. What happens when one is interrupted by silence?
3. Which are the two prerequisites for achieving the interruption of silence?
4. When do people threaten themselves with death?

LONG ANSWER TYPE QUESTION

II Answer the following question in 120– 150 words.

1. What does the earth teach us about the significance of keeping quiet?

ANSWERS-KEEPING QUIET

Q1A

- i) Twelve is an extended counting. While counting for a longer time, one feels more relaxed than counting for a short time such as one or three. As the counting is followed by a relaxed time of silent meditation, one needs to keep his mind at ease by counting steadily for a longer time.
- ii) Languages help us to communicate with other people. As the poet wants this time of silence for talking to oneself, not for talking to other people, he doesn't want us to use any language.
- iii) Like any language, movements of arms can also communicate with other people. The poet wants his readers to stop all sorts of communication with others to achieve a silent meditation and therefore he asks his hearers to stop any movements of the arms

Q2B

- i) Rush means the rush that people make to defeat others, to reach before the others reach and the rush for achievements.
- ii) By keeping quiet we are able to understand our true self and its limitations. We realize how selfish we are and wipe out our ego through meditation. By eliminating a vast world of ego we give room for our brothers and feel a new togetherness.

- iii) By stopping all activities that one has been doing without pause, one feels a sudden silence and peace of mind which leads to a complete strangeness. When one starts feeling this silence, peace and togetherness, it appears sudden and strange.

Q2C

- i) Fisherman is a symbol to represent the mighty/rich/influential people of the world. There are many in every society who can rule the people and ruin anything. But the poet requests them to stop their atrocities for a while and think about themselves.
- ii) Salt-gatherer is another symbol, representing all the poor/crushed people of the society. His hands are hurt and wounded while collecting salt for making a living.
- iii) The salt-gatherer has to look at his miseries and accept his state of being. A life that doesn't accept itself is always sad.

Q2D

- i) We use our deadly weapons to kill the mother earth. We have poisonous gases and explosives to kill the earth.
- ii) Anyone can fight, kill and destroy. Anyone can defeat and be victorious. But no one can enjoy the victory of his wars.
- iii) It is not war we want. We want peace. It is time to hate wars and destruction. It is time to walk peacefully with everyone whom we call enemies.

Q2E

- i) The poet at this point fears that his readers might take him wrongly. He makes it very clear that he is not talking about inactivity but activity. He wants his listeners to keep silent and be inactive only for some time.
- ii) The poet reminds us that life is meaningful only in activity. Life is an ongoing process and everything and everyone should be **moving all the time. I want no truck with death. If we were not single-minded about keeping our lives moving, and for once could do nothing, perhaps A huge silence might interrupt this sadness Of never understanding ourselves and Of threatening ourselves with death...**

SHORT ANSWER TYPE QUESTIONS

II Answer the following questions in about 40 – 50 words each

1. Truck with death means an agreement with death. The poet believes that man has a tendency to **embrace death** when he is surrounded by sadness and dullness. Poet doesn't want any agreement with death because he believes that introspection is the right way to get rid of our sadness, not death.
2. When one is interrupted by silence, one gets time to introspect and thus **gets** time to kill his ego and all the internal struggles caused by selfishness.
3. The first prerequisite for achieving the interruption of silence is to keep our single-mindedness away while the other is to do nothing for a while.
4. People tend to threaten themselves with the idea of committing suicide when they find themselves surrounded with sadness and inescapable dullness of mind. Perhaps the earth can teach us as when everything seems dead and later proves to be alive.

LONG ANSWER TYPE QUESTION

III Answer the following questions in 120 – 150 words each

The earth is full of examples that approve of the necessity to be silent. Everything keeps silent for some time in order to rejuvenate. Autumn dying in order to come fresh in the spring season and seeds decaying to give life to a new plant are examples for this. 'Now I will count up to twelve and you keep quiet and I will go'. The poet concludes here. His instructions are completed. Now it is the time to put them in practice. He is going to start counting for his listeners at the end of what they are going to go silent and still. 'And you keep quiet and I will go'. The process will begin soon. We will all keep silent as the poet has asked us to. We will introspect by diving deep into the abyss of our dark minds and find out great happiness that we have never experienced in our lives. We will then accept our limitations like the salt-gatherer, we will then stop harming others, and we will finally cease to be selfish. Thus we will start shedding our ego which is in other words, our feeling of 'I.' Shedding of one's EGO or 'I'ness' is what the poet means by, 'I will Go!'

A THING OF BEAUTY

Teacher's Name- Dr.Rajshree S. Diwan (Bhavan's Bhagwandas Purohit Vidya Mandir , Trimurti Nagar, Nagpur-440022 Maharashtra)

Learning Outcomes

- The students will be able to understand the importance of nature as it is one of the important **resorts** whence we are down.
- To appreciate and understand the poetic devices and images used by the poet.
- To appreciate the central idea of the poem.

I From the given extract of the poem *A Thing of Beauty* answer the questions that follow-

A bower quiet for us, and a sleep

Full of sweet dreams and health, and quiet breathing.

Therefore, on every morrow, are we wreathing

A flowery band to bind us to the earth,

Spite of despondence, of the gloomy days.

Of all the unhealthy and o'er darkened ways

Made for our searching: yes, in spite of all,

Some shape of beauty moves away the pall

- i) Why are we despondent?
- ii) Why does the poet use the phrase 'flowery bands'?
 - a. To depict **that** the bands are made of flowers.
 - b. To explain that we try to bond with nature/earth.
 - c. To portray the beauty of the band.
 - d. To reminisce the beauty of flowers.
- iii) What expression does the poet express for a quiet place?
 - a. Flowery band
 - b. Bower
 - c. Pall
 - d. Noble natures
- iv) What removes the pall from our dark spirits?
- v) Assertion: The poem 'A Thing of Beauty' celebrates the beauty of nature and art.

Reason: Beautiful things have a short-lived impact on our lives.

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

vi) Complete the analogy

Flowery band:-----:Noble Nature: Alliteration

Q 2. From the given extract of the poem A Thing of Beauty answer the questions that follow

And such too is the grandeur of the dooms

We have imagined for the mighty dead;

All lovely tales that we have heard or read;

An endless fountain of immortal drink,

Pouring unto us from heaven's brink

- (i) What is the thing of beauty mentioned in these lines?
- (ii) What is the effect of this 'immortal drink' on us?
- (iii) Who are the 'mighty dead'? How do we know about them?
- (iv) What images does the poet use to convey that beauty is everlasting?
- (v) Write the words from the extract which mean
 - (i) stories (ii) magnificence
- vi) Assertion: The poet feels that nothing can surpass the beauty of nature.

Reason: The beauties of nature are like the immortal drink from heaven.

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

II Answer the following questions in about 40-50 words.

1 How do beautiful things help us to live life?

2 What does Keats consider an endless fountain of immortal drink and why does he call its drink immortal?

III Answer the following questions in about 120-150 words.

Do you agree that the Beauty Lies in The Eyes of The Beholder. But with reference to the poem A Thing of beauty how does the impact of nature change

ANSWERS- A THING OF BEAUTY -

I EXTRACT BASED QUESTIONS

i) We possess the evil qualities of malice and disappointment. We suffer from lack of noble qualities.

ii) b) To explain that we try to bond with nature/earth.

iii) b) Bower

iv) Some beautiful shapes or things of beauty removes the pall of sadness from our hearts/spirits.

v) (b) Both assertion and reason are true, but the reason is not the correct explanation of the assertion

Explanation: The assertion states that the poem celebrates the beauty of nature and art, while the reason implies the beautiful things have a short-lived impact on our lives. The assertion is true, as the poem does indeed celebrate the beauty of nature and art. However, the reason is not correct. The poem emphasizes that the impact of beautiful things, especially in nature, is long-lasting and does not fade away quickly. Therefore, the reason is false.

II SHORT ANSWER TYPE QUESTIONS

- (i) The thing of beauty mentioned in these lines is the group of stories celebrating the glory of our powerful ancestors, which we have read or heard.
- (ii) The immortal drink gives us immense joy, a joy that is everlasting, one that will never come to an end.
- (iii) Our ancestors, who were great in their own ways and the dead emperors, have been referred to as the mighty dead. We come to know about them by reading or hearing valorous tales, which speak of their innumerable sacrifices. They are a source of motivation for all who go through them.

- (iv) 'Endless fountain' of joy is the image that has been used to convey that beauty is everlasting. Things of beauty are an eternal source of motivation, a precious gift from heaven which give us infinite pleasure and delight.
- (v) (v) (i) tales (ii) grandeur
- (vi) vi) Ans: (a)

The assertion is that the poet believes that nothing can surpass the beauty of nature, while the reason suggests that the beauties of nature are like an immortal drink from heaven. Both the assertion and reason are true, and the reason indeed explains why the poet feels that way. The beauties of nature are described in the poem as lovelier than all the lovely tales and as an immortal drink from heaven. Therefore, the reason is the correct explanation of the assertion.

ANS 3. i) Answer: The poet says that there is so much pain and suffering on this earth. There is air of general disappointment. The poet says it is only because of things of beauty that we can live on this earth. Otherwise, the life on this earth would have become impossible

ii) Answer: Keats considers all things of beauty an endless fountain of immortality. The poet says that there is so much despondence and grief on this earth that but without a thing of beauty our stay on this earth would have become impossible.

Q 4. Answer: It can be yes or no as per the student's opinion. It is we who possess this ability to perceive things to be either beautiful or not. Beauty is the source of eternal joy and solace; it provides the elixir of life. The life changes because of the healing power mentioned in the poem. (That must be mentioned) Beauty has the capacity to rejuvenate us with different shapes of beauty, shady boon for the simple sheep, cooling covert made by the clear rills etc. The grandeur of the mighty dead is a source of endless fountain of immortal drink.

POEM 4- A ROADSIDE STAND.

Teacher's Name- Deepali Madan(BVB Vidyashram Pratap Nagar,Jaipur)

Q1 Read the extracts given below and answer the questions that follow

It is in the news that all these pitiful kin

Are to be bought out and mercifully gathered in

To live in villages, next to the theatre and the store,

Where they won't have to think for themselves anymore,

While greedy good-doers, beneficent beasts of prey,

Swarm over their lives enforcing benefits

That are calculated to soothe them out of their wits,

And by teaching them how to sleep they sleep all day,

Destroy their sleeping at night the ancient way.

i) What does the speaker imply about the relocation of the 'pitiful kin'?

- A) It will provide them with independence.
- B) It will disrupt their traditional way of life.
- C) It will make them wealthier.
- D) It will enhance their cultural heritage.

ii) What does the phrase 'beneficent beast of prey' suggest about the people providing benefits?

- A) They are kind and gentle.
- B) They are predatory in their actions.
- C) They are indifferent to the situation.
- D) They are uninterested in helping.

iii) Which poetic device is employed in the phrase 'beneficent beast of prey'?

- A) Oxymoron
- B) Hyperbole
- C) Onomatopoeia
- D) Simile

iv) What does the phrase 'swarm over their lives' imply about the benefactor's actions?

- A) They are gently guiding the individuals.
- B) They are overwhelming and intrusive.
- C) They are providing occasional assistance.
- D) They are observing from a distance.

v) Which word best describes how the benefactors are enforcing the benefits in the given lines?

A) Empowering

B) Dictating

C) Suggesting

D) Encouraging

vi) What does the phrase 'calculated to soothe them out of their wits' suggest about the intention behind the benefits provided?

A) The benefits are designed to confuse and irritate them.

B) The benefits are meant to calm and comfort them, even if it means taking away their ability to think critically.

C) The benefits are meant to challenge their intellect and enhance their mental abilities.

D) The benefits are intended to educate and empower them.

vii) Assertion: The relocation of the pitiful kin to villages near the theatre and store is meant to improve their quality of life.

Reasoning: The assertion is based on the idea that living near essential facilities can enhance their living conditions and reduce their struggles.

A) Both the assertion and reason are true, and the reason is the correct explanation of the assertion.

B) Both the assertion and reason are true, but the reason is not the correct explanation of the assertion.

C) The assertion is true, but the reason is false.

D) The assertion is false.

Q2 Sometimes I feel myself I can hardly bear

The thought of so much childish longing in vain,

The sadness that lurks near the open window there,

That waits all day in almost open prayer

For the squeal of brakes, the sound of a stopping car,

Of all the thousand selfish cars that pass,

Just one to inquire what a farmer's prices are.

And one did stop, but only to plow up grass

In using the yard to back and turn around;

And another to ask the way to where it was bound;

i) What does the phrase 'almost open prayer'; suggest about the sadness mentioned in the passage?

- A) The sadness is deeply hidden and never expressed.
- B) The sadness is almost like a religious ritual, constantly present but unspoken.
- C) The sadness is easily noticeable and openly shared.
- D) The sadness is fleeting and temporary.

ii) What does the speaker expect from the passing cars?

- A) To be offered a ride
- B) To be asked about the farmer's prices
- C) To be admired for their farm
- D) To be given gifts

iii) What does the phrase "using the yard to back and turn around" suggest about the behavior of the passing cars?

- A) They are considerate and careful.
- B) They are intrusive and inconsiderate.
- C) They are lost and seeking directions.
- D) They are exploring the farm.

iv) What does the speaker long for in the passage?

- A) Peace and quiet
- B) Attention and recognition
- C) Financial support
- D) A sense of adventure

v)What tone is prevalent in the passage?

- A) Joyful
- B) Bitter
- C) Indifferent
- D) Anxious

vi) In the line ‘Of all the thousand selfish cars that pass,’ which poetic device is employed?

- A) Alliteration
- B) Personification
- C) Metaphor
- D) Oxymoron

vii) Assertion: The speaker feels overwhelmed by the longing and sadness associated with unfulfilled hopes.

Reasoning: The speaker describes the persistent waiting for a stopping car and the disappointment when they do stop, but not for the intended purpose.

- A) Both the assertion and reason are true, and the reason is the correct explanation of the assertion.
- B) Both the assertion and reason are true, but the reason is not the correct explanation of the assertion.
- C) The assertion is true, but the reason is false.
- D) The assertion is false.

Q3 Answer the following questions in 30 to 40 words each.

- i) What does the phrase ‘swarm over their lives enforcing benefits’; imply about the actions of the benefactors?
- ii) What does the speaker request from the passing travellers, and why?
- iii) How does the passing traffic react to the stand, and what does this reveal about societal attitudes?

Q4 Answer the following question in 120 to 150 words .

In Robert Frost’s poem ‘Roadside Stand,’ the imagery of the stand and the passing cars serves as a poignant commentary on poverty, societal disparity, and human aspiration. Explore how Frost uses these contrasting elements to convey deeper themes about the human condition.

FLAMINGO: POEM 6: 'AUNT JENNIFER'S TIGERS'

Teacher's Name: Deepali D'Souza (Bharatiya Vidya Bhavan's V.M. Public School, Vadodara)

Expected Learning Outcomes

Reference to the Context / Case Based Question: Students will be able to assess

- Comprehension
- Interpretation
- Analysis
- Inference
- Appreciation

Short Answer Type Question: Students will be able to

- Elicit inferential responses through critical thinking

Long answer type question: Students will be able to

- Assess global comprehension
- Assess extrapolation beyond and across the text
- Elicit analytical and evaluative response using incidents, events, themes as reference points

3. Core concept and major areas:

- Comprehension
- Analysis
- Interpretation
- Appreciation
- Imagination
- Communication
- Cultural Understanding

I Read the given extracts and answer the questions that follow.

1. *“Aunt Jennifer’s tigers prance across a screen,*

Bright topaz denizens of a world of green.

They do not fear the men beneath the tree;

They pace in sleek chivalric certainty.”

Q1. *‘They do not fear the men beneath the tree;*

They pace in sleek chivalric certainty.’

Based on the provided lines, what can be concluded about the tiger’s demeanour?

- A) The tigers fear the men beneath the tree and hide.
- B) The tigers are uncertain and timid.
- C) The tigers exhibit fearlessness and confidence.
- D) The tigers are running away from the tree.

Q2. Assertion: The tigers in Aunt Jennifer’s tapestry exhibit a fearless and confident demeanor.

Reasoning: The description of the tigers pacing in ‘sleek chivalric certainty’ suggests that they are not afraid of the men beneath the tree, indicating their bold and self-assured nature.

- A) Both the assertion and reasoning are true, and the reasoning is a correct explanation of the assertion.
- B) Both the assertion and reasoning are true, but the reasoning is not a correct explanation of the assertion.
- C) The assertion is true, but the reasoning is false.
- D) The assertion is false, but the reasoning is true.

Q3. Using the given extract, fill in the blank by choosing the correct option to create a complete sentence:
‘The massive weight of Uncle’s wedding band _____’

- A) Aunt Jennifer’s hand is strong enough to carry the wedding band.
- B) The wedding band is a symbol of love and happiness.
- C) Aunt Jennifer’s hand is burdened by the heavy wedding band.

D) Aunt Jennifer's hand is adorned with a beautiful wedding band.

Q4. In the context of the extract, which of the following best defines the term 'denizens'?

A) Expressing fear

B) Inhabitants or dwellers

C) Displaying swiftness and agility

D) Emitting colourful and bright attributes

Q5. Complete the analogy:

Tigers are to 'sleek chivalric certainty' as humans are to _____.

A) Fear and uncertainty

B) Courage and bravery

C) Clumsiness and hesitation

D) Brightness and colour

Q6. In the line 'Bright topaz denizens of a world of green,' what is the primary literary device being employed?

A) Simile

B) Metaphor

C) Alliteration

D) Onomatopoeia

2. *"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."

Q1. What does the poet suggest about Aunt Jennifer's legacy through these lines?

A) Aunt Jennifer's art will die with her, leaving no impact.

B) Aunt Jennifer's fear and oppression will continue even after her death.

C) Aunt Jennifer's art will endure, reflecting the tiger's; fearlessness.

D) Aunt Jennifer's art will be forgotten, like the tiger's; prancing.

Q2. What can be inferred about Aunt Jennifer's emotional state and her **arts significance** from the provided lines?

A) Aunt Jennifer was content and happy with her art.

B) Aunt Jennifer's art was a reflection of her fear and oppression.

C) Aunt Jennifer's art was unimportant to her.

D) Aunt Jennifer's art symbolized her empowerment and resilience.

Q3. Assertion: The tigers in Aunt Jennifer's tapestry are a symbol of her inner strength and fearlessness.

Reasoning: The description of the tigers 'prancing, proud and unafraid' indicates that they represent Aunt Jennifer's empowerment and resilience.

A) Both the assertion and reasoning are true, and the reasoning is a correct explanation of the assertion.

B) Both the assertion and reasoning are true, but the reasoning is not a correct explanation of the assertion.

C) The assertion is true, but the reasoning is false.

D) The assertion is false, but the reasoning is true.

Q4. What literary device is most prominently used in the lines, 'Still ringed with ordeals she was mastered by'?

A) Metaphor B) Alliteration C) Simile D) Personification

Q5. What is the primary emotion associated with Aunt Jennifer's hands in the lines, 'her terrified hands will lie'?

A) Confidence B) Fear C) Happiness D) Regret

Q6. Complete the analogy:

Tigers are to 'prancing, proud and unafraid' as Aunt Jennifer is to _____.

A) Confidence and empowerment B) Timid and oppressed

C) Swift and agile D) Calm and indifferent

SHORT ANSWER TYPE QUESTIONS

II Answer the following questions, in about 40-50 words each.

Q1. In what way does the poet employ the image of ‘fingers fluttering through the wool’; to emphasize Aunt Jennifer’s experience of victimization?

Q2. How does Adrienne Rich utilize her poem ‘Aunt Jennifer’s Tigers’; to reflect the silent rebellion, mirroring Aunt Jennifer’s form of resistance through embroidery?

Q3. What impact on the poem ‘Aunt Jennifer’s Tigers’; would the exclusion of the final four lines have on its message?

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.

III LONG ANSWER TYPE QUESTIONS

Answer the following question, in about 120-150 words.

Q1. In ‘Aunt Jennifer’s Tigers’; Aunt Jennifer is portrayed as a timid and oppressed woman, while the modern woman is often celebrated for her courage and independence. Compose an article discussing the contrasting portrayal of the timid woman in the poem and the empowered, courageous women of today. How does the poem’s depiction of Aunt Jennifer reflect the societal norms of her time, and how do these compare to the qualities celebrated in modern women?

Provide specific examples from the poem to support your analysis and offer insights into the evolution of women’s roles and representation.

ANSWERS

1) The tigers exhibit fearlessness and confidence.

2.C) The tigers exhibit fearlessness and confidence. - repetition

3.C) Aunt Jennifer’s hand is burdened by the heavy wedding band.

Explanation: The question assesses the reader’s understanding of the text and their ability to select the most appropriate completion for the sentence, which is an exercise in comprehension and interpretation of the given extract

4.A) Both the assertion and reasoning are true, and the reasoning is a correct explanation of the assertion.

B) Courage and bravery he ability to make a logical connection between the assertion and reasoning.

5 B) Courage and bravery

6 B) Metaphor

I C) Aunt Jennifer's art will endure, reflecting the tigers fearlessness.

D) Aunt Jennifer's art symbolized her empowerment and resilience.

2. A) Both the assertion and reasoning are true, and the reasoning is a correct explanation of the assertion.

Explanation: The lines suggest that Aunt Jennifer's art, represented by the tigers prancing, effects her empowerment and resilience in the face of her personal struggles and oppression. The imagery of the tigers indicates that her art serves as a powerful symbol of her inner strength and a way to assert her independence. This inference is supported by the contrasting imagery of the tigers with Aunt Jennifer's terrified hands, highlighting the dichotomy between her life and her art.

A) Metaphor

Explanation: In the lines, 'Still ringed with ordeals she was mastered by', a metaphor is employed. The phrase 'ringed with ordeal' metaphorically represents the idea that Aunt Jennifer's hands are marked or surrounded by the challenges and difficulties she faced

throughout her life. This metaphorical use of the description of her hands, symbolizes the burden of her experiences and her struggles.

B) Fear

Explanation: The word; terrified' in the lines indicates that Aunt Jennifer's hands are associated with fear.

6A) Confidence and empowerment

Explanation: The analogy highlights the contrasting qualities of the tigers and Aunt Jennifer in the poem. The tigers exhibit confidence and fearlessness, which corresponds to Aunt Jennifer's sense of empowerment, as indicated by her artistic creation.

7A) Confidence and empowerment

Explanation: The analogy highlights the contrasting qualities of the tigers and Aunt Jennifer in the poem. The tigers exhibit confidence and fearlessness, which corresponds to Aunt Jennifer's sense of empowerment, as indicated by her artistic creation.

SHORT ANSWER TYPE QUESTIONS

Answer the following questions, in about 40-50 words.

Q1 The poet uses the image of fingers fluttering through the wool to illustrate Aunt Jennifer's victimization by conveying the difficulty she faces in creating art due to the weight of her marital obligations and the control exerted by her husband. The fluttering fingers indicate her struggle and suppression.

Explanation: This answer highlights the poet's use of the image to symbolize Aunt Jennifer's entrapment in a stifling marriage, where her creative expression is hindered by her domestic responsibilities and her husband's dominance.

Q2 Adrienne Rich employs her poem to symbolize Aunt Jennifer's quiet defiance in the face of a repressive marriage. Just as Aunt Jennifer's tigers embody her desire for freedom, the poem conveys the resilience of women facing gender-based oppression, offering a voice to the silent struggle.

Explanation: This answer underscores that both Aunt Jennifer's embroidery and Rich's poem serve as vehicles for women to express their resistance and desire for emancipation, despite societal constraints. It emphasizes the thematic connection between the poem and the subject of the poem, Aunt Jennifer.

Q3 The removal of the final four lines would diminish the contrast between Aunt Jennifer's oppressed life and the fearless tigers in her art, making it less apparent that her tapestry serves as a symbol of her desire for freedom and empowerment in the face of her marital struggles.

Explanation: The last four lines of the poem convey Aunt Jennifer's sense of confinement and suppression in her marriage, symbolized by her terrified hand and the ordeals she was mastered by. The tigers in the panel, however, represent a contrasting image of pride and fearlessness. The removal of these lines would diminish the contrast and impact of the poem, making it less evident that Aunt Jennifer's art provides her with an outlet for empowerment in the face of her real-life struggles.

LONG ANSWER TYPE QUESTIONS

Answer the following question, in about 120-150 words.

A1. From Timidity to Courage: Portraying Aunt Jennifer and Modern Women

In Aunt Jennifer's Tigers, Aunt Jennifer is depicted as a timid and oppressed woman, burdened by the weight of societal expectations and a suffocating marriage. Her fingers fluttering through the wool convey a sense of struggle and constraint, as she creates art that serves as an outlet for her silent rebellion against her oppressive husband. In contrast, the modern woman is often celebrated for her courage and independence.

Today's women are encouraged to break free from traditional norms and embrace their individuality. They are empowered to voice their opinions, pursue careers, and live life on their terms. Unlike Aunt Jennifer, modern women are unafraid to prance with sleek chivalric certainty.

The poem's portrayal of Aunt Jennifer reflects the societal norms of her time, where women were expected to conform to traditional roles and endure oppressive marriages without complaint. However,

today's women are celebrated for their courage to challenge these norms, seek independence, and express themselves fearlessly.

The evolving portrayal of women in Aunt Jennifer's Tigers and the celebration of modern women's courage represent the progress society has made in recognizing and honouring Women's empowerment, independence, and individuality. This transformation reflects the changing role and representation of women in society over time.

Explanation: This exercise enhances the student's critical thinking, literary analysis, and ability to connect literary themes to broader societal contexts.