

Biyani's Think Tank

Concept based notes

English Core

(Class- XII)

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Preface

English has always been a complicated subject. The students find it difficult to solve English papers because of the lack of preparation and effective writing skills. If proper care is taken in comprehending the syllabus along with the formats of written work, I believe cracking English paper can be a cake walk. This material is prepared keeping in mind the needs of the students for the annual exams. Rather than going into the details of each topic care is taken to effectively deliver the content in nut shell.

We in Biyani's are trying to bring out a very comprehensive guide on English Core which is very popular and mandatory in almost all schools .For the better understanding of the subject it is very important to understand the Syllabus because it gives us the blueprint of the ideas and the views going on in the examiners mind.

Author

Syllabus

English core consist of three sections

Section A

20 marks

Passage For Comprehension -12 marks: The question is basically to test the capacity of a person to comprehend or understand a passage

Note making – 8 marks: This question is basically to test the ability of a student to summarize a bigger passage.

Section B

35 marks

Advanced Writing skills

1. One short composition of 50 words that includes advertisements, notices, designing, or drafting posters, wrong formal and informal invitations and replies.
2. A report or factual description based on verbal input provided (100-125 words)
3. Writing a letter based on verbal input. letter types include
 - a. Business of official letters (for making enquires, registering complaints, asking for/ giving information, placing orders and sending replies)
 - b. Letters to the editor
 - c. Application for a job 10 marks
4. Compositions based on visual and or verbal input (about 150-200 words). Output may be descriptive or argumentative in nature such as an article, a speech, etc.

Section C

Flamingo – Course book

30 marks

1. One out of two extracts based on poetry from the text to test comprehension and appreciation. 4 marks
2. Three out of four short questions from the poetry section to test local and global comprehension of the text. $2*3=6$ marks
3. Five short answer type questions based on the lessons from the prescribed text book. Expected word limit about 30-40 words each. $2*5=10$ marks
4. One out of two long answer type question based on the text to test comprehension and extrapolation beyond the text. Expected word limit about 125-150 words. 10 marks

Vistas- Supplementary Reader 15 Marks

1. One out of two long answer type questions based on the text to test comprehension and extrapolation of theme, character and incidents. Expected word limit, about 125-150 words. 7 marks
2. Four short answer type question from the text. $2*4=8$ marks

Tips to crack passage for comprehension

1. Skim through the passage i.e. ascertain the main or the central idea.
2. Underline the word that you are not able to understand.
3. Intensively read the questions and try to find the answers.
4. If needed again read the part which answer the questions.
5. Write proper answers using the right words, if the question is of one marks answer the question in one sentence and if the question is of two marks write two points.

Tips for making notes

1. Go through the passage from beginning to end.
2. Two questions we need to askWhat does the passage deal with? How is the writer developing the theme?
3. Identify the main points and the supporting points chief headings and subheadings.
4. Condense and organize the information in a systematic way
5. Abbreviate the words which are repeated
6. Notes are never written in complete sentences.

Flamingo

Lesson -1

The last lesson - Alphonse Daudet

The last lesson is all about love towards one's country and language. The story revolves around those days when the Prussian forces under Bismarck attacked and captured France. The Prussians captured the French districts of Alsace and Lorraine. The Prussians enforced their language on the people and French which was the mother tongue was banned. A French teacher is the protagonist around whom the story revolves. It was the last day of a French teacher named M. Hamel who was asked to leave the school. As it was the last opportunity of Mr. Hamel he wants to give his best lecture. He teaches the class with utmost devotion and sincerity. Before leaving the class he writes 'Viva La France' which means "Long live France".

The writer has tried to see the transition that takes place from one language to the other through the eyes of a young boy, named Franz. He vividly describes the emotions and the feeling of the people who were the participants of the class.

Ques.1 What announcement was made by M. Hamel in his class on the day of his last French lesson?

Ans. M. Hamel mounted on the chair in the class and spoke in a serious tone; he announced that he would no longer teach French to them. He informed that an order had been issued that only German would be taught in schools.

Ques.2 What did Franz notice that was unusual about the school that day?

Ans. The last day of school was not like the other days when Franz reached the schools, he noticed that there was neither noise nor commotion in the school. It was all quiet and still. It was unusual about the school because usually there used to be a great hustle and bustle in the school.

Ques.3 What was unusual about M. Hamel's dress and behavior on the day of the last French lesson?

Ans. On the last day there was a great change in the way M Hamel dressed he put on his beautiful green coat, his frilled shirt and the black slid cap. It was an unusual dress because he never wore such clothes except on the day of inspection and prize day. M. Hamel was a strict teacher who punished the students for not learning their lessons. But on that day he was very polite and considerate toward his students.

Ques. 4 What was tempting Franz to keep away from School that morning?

Ans. Franz was not a very serious student, the warm and bright day, the chirping of the birds and the drill by the Prussian soldiers were tempting Franz to keep away from school 'that morning'.

Ques 6. What changes came over little Franz after he heard M. Hamel announcement?

Ans. M. Hamel's announcement was a heartbreaking news for little Franz. He was shocked to learn that German instead of French would be taught in the schools from tomorrow.

He condemned the Germans and called them wretches. He was sad because he did not know how to write French he was sorry about not paying attention to his lessons. The book no longer seemed nuisance to him.

Lesson-2

Lost Spring - Anees Jung

This story revolves around the lives of two young children. Saheb is the unfortunate descendent of Bangladeshi refugees living in the slums of Seemapuri. Saheb, along with his friends forage in the garbage to earn a livelihood. By the end of the story Saheb works in a tea stall but he is no longer his own master, as he can no more do the things that he likes.

The second part of the story revolves around Mukesh, who comes from the family of bangle maker from Firozabad. They are always exploited by Sahukars, middleman, policemen and politicians. He wants to leave his business and dreams of becoming a motor mechanic, so that when he grows up he can be his own workshop.

Ques.1 Why does the author say that the bangle makers are caught in a 'vicious trap'?

Ans. The bangle makers live in poverty and destitution. They lead a miserable and pathetic life. They are burdened by the stigma of caste in which they are born. It is because of these stigmas that the author says that they are caught in a vicious web.

Ques.2 Is saheb happy about working at the tea stall? Explain?

Ans. Saheb, after joining a tea stall where he is paid 800 rupees and is given all his meals. He has not answered the writer's question whether he is happy about it, she notices that the burden of responsibility had take away the carefree look from his face. He can no longer work as he pleases.

Ques.3 Why did Saheb become rag picker? What did he look for in the garbage dumps?

Ans. Saheb along with his family migrated from Dhaka in Bangladesh to Delhi in search of livelihood in 1971. Their fields and homes were swept away by storms, so it was the abject poverty which forced Saheb and his family to migrate to India.

Saheb was poor, illiterate and unskilled. He knew no skill by which he could earn money. He was unemployed and had nothing else to do, so he became a rag picker. He looked for gold in the garbage dumps. Gold here may mean used shoes clothes, bits of metal, plastic scraps, some coins and currency notes. He also scrounged for currency notes in the garbage dumps. He said that sometimes he found a rupee or even a ten rupee note. So he continued scourging for valuables in the garbage dumps.

Ques.4 What change did Anees Jung see in saheb when he saw him standing by the gate of the neighborhood club?

Ans. One winter morning, Saheb stood by the fenced gate of the neighborhood club to watch the game of tennis. He watched two young men, dressed in white playing tennis. He liked the game but the game was out of his reach because he was poor. But he was content to watch it standing behind the fence. The writer observed a change in Saheb. Earlier he used to go to pick rags every day.

But on that morning he showed interest in the game of tennis. Earlier he roamed on the streets with his friends to earn a living but that day he behaved like a child who was interested in games. He was so fond of tennis game that he wore discarded tennis shoes that some rich boy gave to him because there was a hole in one of them. But this did not bother Saheb. This was the change that the writer observed when he stood by the gate of the club.

Ques.5 "The bangle makers of Ferozabad make beautiful bangle and make everyone happy but they live and die in squalor". Elaborate

Ans. The bangle makers of Ferozabad made beautiful bangles which are worn by the Indian Brides . The bangles symbolize an Indian woman's Suhaag. Every woman feels happy when they are wearing the beautiful and colorful bangles. But the bangle makers live and die in poverty. They live in half built shacks situated in stinking lanes choked with garbage. Their houses are just crumbling walls ,wobbly doors and no windows. They cook their food on wood stoves. The eyes of the ladies who cook the food are filled with smoke. They are so poor that they are not able to send their children to school. They work in the glass furnace with high temperature. They live in dingy cells without air or light. Their eyes are adjusted to the darkness. They often lose their eye sight; they do not get two full meals a day to eat. They are exploited by middleman who trapped their fathers and forefathers. Thus they

are caught in the web of poverty. So they live in poverty and die in poverty.

Ques.6 What could be some of the reasons for the migrations of people from village to cities?

Ans. Many people migrated from village around Dhaka in Bangladesh to Seemapuri, a place on the periphery of Delhi. One of the reasons given by Saheb who led his home situated amidst green fields of Dhaka was that there were many storms that swept their fields and homes. That was why they left and came here to look for gold which was the dump in the big city. He was unemployed and had nothing else to do, so he became a rag picker.

The rag pickers came from Bangladesh back in 1971, they left their village in search of food. They had lived here for more than thirty years without any identity without permits but with ration cards that got their names on voter's lists and enabled them to buy grain. Food was more important than cards. A group of woman in tattered saris said that if at the end of the day they could feed their families and go to bed without an aching stomach they would rather live there than in the field that gave them no grain. So, it was in search of employment and food that they left their homes and came to the big city.

Lesson -3

Deep water- William Douglas

The story is an autobiographical narrative of Mr. Douglas, he gives a vivid narration of his fear of water and how he overcomes it. The very dislike towards water started when he was three or four years old, his father took him to the beach in California. He was knocked by the huge wave, for his father it was a time of fun but it sowed a seed of deep fear in the hearts of Douglas. As he grew older he decided to learn swimming and went to YMCA pool .But one unfortunate incident again brought the haunting memories of his childhood fear. He was thrown into the water by a bully, he almost drowned in the water.

This horror filled experience shook Mr. Douglas so badly that he could not enjoy fishing and any of the water games. Then he decided to overcome his fear of water. He hired the services of a professions coach to master the fear of water. The coach himself was a great swimmer and with sheer determination, hard work and will power Doughlas defeated the fear of water that engulfed him from his childhood. He was able to overcome his fear completely and could swim for miles. This story teaches us a tale of courage patience and determination and teaches a lesson that any fear can be overcome by sheer determination.

Ques.1 When Douglas realized that he was sinking how did he plan to save himself?

Ans. When Douglas realized that he was sinking he made a plan that when his feet would hit the bottom, he will make a big jump , come to the surface, lie flat on it and move to the edge of the pool.

Ques.2 Why was Douglas determined to get over his fear of water?

Ans. Douglas was determined to get over his fear of water because he was not able to enjoy anything related to water, he was not able to enjoy his fishing, and deprived them of the joy of canoeing , boating and swimming.

Ques.3 How does Douglas make sure that he conquered the old terror?

Ans. To make sure he had conquered fear, Douglas went to Lake Wentworth in New Hampshire, dived in and swam two miles across the lake to Stamp Act Island. Only once when he was in the middle of the lake, did the terror return. But he confronted it and swam on. He then swam across Warm Lake to the other shore and back. Thus he was sure of having conquered his fear of water.

Ques.4 “there was terror in my heart at the overpowering force of the waves” when did Douglas start fearing water? Which experience had further strengthened its hold on his mind and personality?

Ans . The author started fearing water when he was three or four years old .It happened when his father took him to the beach in California. He and the author stood together in the surf. The waves of the water knocked the author down and swept over him. He was frightened and his breath was gone. Since then he started fearing water. Later when the author was about ten or twelve years old the fear of water further strengthened on his mind ad personality. He went to YMCA swimming pool to learn swimming. There a terrible incident occurred which increased his fear of water. When he reached the swimming pool, no one else was there. He was timid about going in water alone and as he sat on the side of the pool to wait for the others. Then a big bully of a boy threw him into the pool. He was already in fear of water and did not know swimming, he feared he would he drowned. This incident greatly terrorized him and the fear of water further gripped his mind and personality.

Lesson- 4

The Rattrap -Selma Lager

This story revolves around a vagabond who used to sell rattraps to make his living. He was also involved in petty theft to meet the needs. The world according to him did not give him anything and that is why he considered the world as a big rattrap. Just as rats were lured by the pork and cheese pieces to enter the trap, likewise the men are also lured by food, shelter, clothing etc. These are baits and those who get attracted to these baits are entrapped in it.

Though, he believed money as a bait he himself was caught in such a rattrap when he stole the money from poor crafter's home who was kind enough to give him porridge and smoke during the cold winter. He skips the highway and takes the route of the forest to escape the authorities. As he moves ahead he finds that he is caught in thick woods, the forest becomes thick and confusing. While he was in a desperate situation he hears the sounds of the iron mill, he goes to the Ramsjo Iron works.

He sneaks into the mill unnoticed and asks the permission of the master blacksmith to stay overnight. The owner of the mill was worried about the quality of the product so he made timely inspection at night for quality control. The tramp was misunderstood as Captain Nils Olof an old regimental comrade by mill owner. He was taken home to give company for Christmas which the rattrap peddler denied. To force the rattrap peddler Edla Wilmansson comes to the mill and forces to come to her home for Christmas. He was given the honor and love due to a commander even though they knew he was not. Rattrap peddler changes his mind by seeing the love and affection of the family.

Ques.1 Why was Edla happy to see the gift left by the peddler?

Ans. Edla had learnt at the church that the peddler was a thief. When she returned home she came to know that the peddler instead of stealing her silver ware had left a packet for her as a Christmas present. She felt happy because he had respected the faith repose in him by her.

Ques.2 What made the peddler to think that he had indeed fallen into a rattrap?

Ans. The peddler had stolen the crofter's money and was happy. He turned off to the road leading into the woods. He was lost in it, He recalled his thought about the world and the rattrap .He was also attracted towards the bait at crofters house so he realized that he had fallen in a rattrap.

Ques.3 Which act of crofter surprised the peddler? Why?

Ans He peddler knocked at the crofter's door for shelter. He expected that the crofter would show him sour face. But instead of showing him a sour face he welcomed him and received him happily. This act of the crofter surprised the peddler.

Ques.4 The story "The Rattrap" focuses on human loneliness and need to bond with others. Explain.

Ans. The theme of loneliness runs throughout the story 'the rattrap'. The peddler suffers from loneliness, the peddler has been wandering all alone and had met sour faces and got shabby treatment. His life was dull and disappointing. No one had ever cared to share his poverty, suffering and agony. Everyone chased him away wherever he went, thus he lead a lonely and monotonous life.

Similarly, the crofter in the absence of a wife and children leads a lonely life. He yearns for company to break his loneliness. Thus when the peddler knocks at his door he receives him warmly. He is happy to get someone to talk to in his loneliness, He acts as a generous host and offers him shelter, porridge for supper and tobacco to smoke a pipe. , He plays a game of cards with his guest.

Even the well to do ironmaster and his daughter Edla, too misses a company particularly on the Christmas Eve. The iron master takes the peddler home. Both the father and the daughter are happy and united to play host to the peddler. Their guest provides the man opportunity to show their Christmas kindness and hospitality.

Thus all the characters leads lead a lonely life and feel the need to bond with others .

Lesson-5

Indigo- Louis Fischer

Indigo is a story that tells us how Gandhiji decided to urge the departure of the Britishers from our mother land. The incident that proved instrumental happened in 1917. Gandhiji was attending the annual convention of Indian congress in 1916 when a poor skinny peasant named Rajkumar Shukla came to meet him to inform about the grievance of the indigo farmers in Champaran. Gandhi could not comply to the requests of Shukla because he had other appointments in Cawnpore and other places. Shukla followed him everywhere and at last got an appointment. The peasants had an agreement with the landlords to produce 15% Indigo on their land and then handover the entire crop as a rent to the British landlords.

When the Britishers learnt about the synthetic indigo developed by the Germans they forced the peasants to pay them compensation to release them from the earlier agreement. Most of the illiterate peasants agreed to it but others refused. At this point Gandhiji came to Champaran. He fought for the poor peasants, engaged lawyers and ultimately managed to get justice for the poor peasants. The peasants were now encouraged and they became aware of their rights. Gandhiji not only worked on the political and economic level but also on the social level. He made necessary arrangements for education, health and hygiene for the families of poor peasants and taught them a lesson in self reliance. Champaran thus became a starting point of India's Independence.

Ques.1 Why do you think the servants thought Gandhiji to be another peasant?

Ans . Shukla led Gandhiji to the house of a lawyer name Rajendra Prasad. Rajendra Prasad was out of town, his servants knew Shukla as a poor peasant. Since Gandhiji was in the company of a poor peasant Shukla, they took him to be another peasant. Moreover, Gandhiji had the simple looks of a peasant.

Ques.2 Why did Gandhi agreed to a settlement of 25 percent refund to the farmers?

Ans. The commissions of enquiry decided to make refunds to the peasants. Gandhi asked for 50 percent refund. But the representatives of the planters offered to refund to the extent of 25 percent. In order to break the deadlock, Gandhi agreed to 25 percent refund to the farmers. Moreover for Gandhiji it was not the amount rather the lesson to of self reliance to the peasant which was important.

Ques.3 Describe the difficulties faced by Gandhi at Chaparan?

Ans. Gandhiji had gone to Champaran to help the share croppers. When he arrived in Champaran he faced several difficulties. In order to get the facts about the problem of the sharecroppers, he went to the secretary of the British landlord association. The secretary refused to give him any information because he was an outsider. Next, Gandhiji called on the British official commissioner of the Tirhut division in which Champaran district lay. The commissioner bullied him and advised him to leave Tirhut, Gandhi did not leave . Instead, he went to Motihari village on the back of an elephant. The superintendent messenger overtook him and ordered him to return to the town . Gandhi returned but he was served with an official notice to quit Champaran . Gandhi wrote on the receipt that he would disobey the order. A case was filed against him, but later on the judge allowed him to remain at liberty. At last the case was dropped. Gandhi, then, fought against the injustice done to the farmers. He won the battle against the British landlord and the farmers got justice.

Ques.3 How was a solution to the problems of Indigo sharecroppers of Champaran found ?

Ans. In order to find a solution to the problem of Indigo sharecropper of Champaran Gandhi met Lieutenant Governor and had four protracted meeting with the Governor. As a result Lieutenant Governor appointed an official commission of enquiry into the sharecroppers situation. The commission consisted of landlords, government officials and Gandhi as the sole representative of the peasants.

The official enquiry assembled evidence against the landlord. The landlord agreed in principle, to make refunds to the peasants. The peasants through Gandhi demanded the whole money they had illegally extracted from the sharecroppers. But Gandhi asked only fifty percent. The representative of the British landlord offered to refund to the extent of

25 percent. In order to break the deadlock Gandhi agreed. This settlement was accepted unanimously by the commission and within few years the British planter abandoned their estates, the indigo share cropping disappeared.

Send your requisition at

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