

**CHRIST KING HR. SEC. SCHOOL KOHIMA**  
**CLASS-12**  
**SUBJECT: ENGLISH**

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**Lesson -1(A piece of bread)**

A. Answer the questions in 30-40 words:

**1. Why did the duke return to Paris?**

The duke returned to Paris in order to enlist himself in a regiment of the line. He read the news that France had lost a battle on French soil and this made the blood mount on his face, giving him a horrible feeling of suffocation

**2. Describe the place the young duke went to.**

The place that the duke went to was a gloomy place; a road planted with clusters of broom, and broken up into muddy ruts, traversing the leprous fields of the neighborhood. On the border stood an abandoned tavern, a tavern with arbours, where the soldiers had established their post.

**3. What was the duke's state of mind as he stood at the tavern?**

As the duke stood at the door of the tavern, he was in deep and serious thoughts. He was defeated soldier with sorrowful eyes and lost in a sad thought.

**4. What thoughts crossed the duke's mind while having the hard bread?**

While having the hard bread, the duke thought of his former breakfast when he would seat himself by a window on the ground floor of the Cafe Angla is and be served with a cutlet or buttered eggs with asparagus tips.

**5. What happened when the duke threw away the rest of his bread into the mud?**

When the duke threw away the rest of his bread into the mud, a soldier of the line came from the tavern, stooped and picked up the bread, drew a few steps, wiped it with his sleeves and began to devour it eagerly.

**6. Describe the appearance of the hungry soldier.**

The hungry soldier was a tall, large young fellow but badly made; with feverish eyes and a hospital beard, and so thin that his shoulder-blades stood out beneath his well-worn cape. He also had hungry, wolf-like teeth, as white as his sickly face.

**7. Why did the soldier find his dismissal 'worse'?**

The soldier found his dismissal 'worse' because he would once again be devoured with hunger. He liked his stay at the infirmary as he was given horse meat soup.

**8. Whom does the soldier remember fondly from his childhood days and why?**

The soldier fondly remembers a kind sister from his childhood days.

The soldier remembers her as she took care of the orphans. The soldier was her favourite and she used to draw him to her side and lay her warm thin hand on his forehead.

**9. Why did Jean- Victor decide to take the duke's duty?**

Jean Victor decided to take the duke's duty as he was sleeping like an Endymion. Jean Victor was also touched by his comrade's kindness and was gazing at him with admiration, when the sergeant of the platoon called the duke's name.

**10. What end did Jean Victor meet with?**

Jean Victor went for duty in place of the duke and was shot through the head with a bullet. He died without a word.

**11. Why do you think the duke's voice 'trembled slightly while talking to Monsieur de Saulnes?**

The duke's voice 'trembled slightly' while talking to Monsieur de Saulnes as the piece of bread that he found on the streets reminded him of Jean Victor, who died for him.

**B. 1. What do you think of the duke? Write his character sketch expressing your views.**

Henri de Hardimont was a patriotic man. He was filled with anger when he read that France had lost a battle in the French soil and joined the army in order to defend his country. Hardimont was a compassionate man who was touched when he saw Jean Victor eat the stale piece of bread that he had thrown away. He was ashamed of his action and he reproached himself. Hardimont was not a proud man and so, he did not mention his title to his comrade. Though he was a duke and lived a luxurious life, he had a kind heart and was moved when he heard Jean Victor's terrible life story. Being a generous man, he offered Jean Victory half his ration of bread. He was a grateful person and never forgot the kind deed that Jean Victor did for him.

**2. What kind of a person was Jean Victor? What does his act of volunteering in place of the duke tell you about him?**

Jean Victor was an orphan who grew up in an orphanage. He was a hard working person who struggled to survive. He did petty jobs such as an apprentice to a chair mender, shop boy and floor polisher. He was always hungry as he never got much to eat. However, despite being poor and hungry all the time, he never stole. He was a resourceful man who tried to make the most of his situation He would pick pieces of bread from the streets and eat it or soak it overnight it before consuming it. Being an honest man, he never stole and enlisted when he was eighteen.

Jean Victor volunteered for duty in place of the duke because he was touched by the duke's kindness and generosity. This tells us that he was a grateful man and he wanted to repay the duke for his kind act.

'Or'

Jean-Victor's life story speaks volumes about his character. He was a foundling who grew up in an orphanage. He was taken care by a kind sister, where he learnt all good moral values. He was a hard working person who struggled to survive. He did petty jobs such as an apprentice to a chair mender, shop boy, floor polisher, etc. He was always hungry as he never gets much to eat. However, despite being poor and hungry all the time, he never stole. He was a resourceful man who tried to make the most of his situation, he would pick up pieces of bread from the streets and eat it or soak it overnight before consuming it. Being an honest man, he never stole and enlisted when he was eighteen.

Jean-Victor volunteered for the duty in place of the duke because he was touched by the duke's kindness and generosity. This tells us that he was a grateful man and he wanted to repay the duke for his kind act. All throughout his life, he was not counted by anyone but his death left a permanent mark in the duke's life and even to the readers. He was kind, loyal and an example who lead a sacrificing life. Jean-Victor paid the price of gratitude through his life.

**3. 'A Piece of Bread' is the story of the bond between a duke and a soldier. Justify the title.**

The title, 'A piece of Bread' is justified as the bread plays a pivotal role in this story. It was a piece of bread that brought the two characters together. When Hardimont threw away the stale piece of bread, Jean Victor picked it and began to eat it. This lead to a conversation and the two soldiers became friends. The bread plays an important role in Jean Victor's life. He suffered from hunger all his life and would prowl on the streets at night looking for pieces of bread. Later, when Hardimont offered him half his ration of bread, he was touched and so he went for duty in place of Hardimont and was killed. Jean Victor's life seemed to revolve around finding bread to eat. Even after he passed away, when Hardimont saw a piece of bread in the streets, he was reminded of Jean Victor, their friendship and his tragic death.

'Or'

The title 'A Piece of Bread' is justified as the bread plays a pivotal role in this story. The writer has masterly crafted the story with the simple co-incidence of a piece of bread thrown heedlessly away by the duke. It was a piece of bread that brought the two characters together. Although they belonged to the different stratum of life, they were brought together by some circumstances which led them to share a mutual bond through the piece of bread. The story also portrays their contrasting lifestyles as duke de Hardimont belonged to an aristocratic class and he enjoyed all the luxuries of life whereas, Jean-Victor led a life of misery and hunger. Jean-Victor act as an enlightening figure in Hardimont's life as he felt and realized the harsh realities of human life. But in the end, Jean-Victor is seen repaying the kindness of the duke when he sacrifice his life for a duty at the outpost in

Hardimont's place. Duke de Hardimont also learned a great lesson about friendship, hardship, faithfulness and sacrifice which he will never forget. Even after the death of Jean-Victor, when Hardimont saw a piece of bread in the street, he was reminded of him, their friendship and his tragic death.

## Lesson 2 Let me not to the Marriage

A.1. Let me not to the marriage of true minds

Admit impediments. Love is not love

Which alters when it alteration finds...

**a) What does the poet mean by 'true minds'?**

'True minds' means two people who are truly in love with each other.

**b) Why is the poet not ready to admit any kind of hindrance in love?**

The poet is not ready to admit any kind of hindrance in love as he believes that there should be no obstacles in love.

**c) Why, according to the poet, can love not be altered?**

According to the poet, love cannot be altered as it is not subject to time. Love is constant even when the partner is inconsistent or absent.

2. O no! It is an ever-fixed mark

That looks on tempests and is never shaken;

It is the star to every wandering bark,

**a) What does 'it' refer to?**

Here, 'it' refers to love

**b) Why is it 'ever-fixed'?**

Love is 'ever-fixed' like a lighthouse as it does not change but remains the same even when there are problems in a relationship.

**c) What do you understand by the phrase 'wandering bark'? How is love 'the star to every wandering bark'?**

'Wandering bark' means a ship that is lost.

Love is 'the star to every wandering bark' as it guides the lovers just like the Pole Star which is used as a guide by sailors to determine the direction in which they are sailing.

3. If this be error, and upon me prov'd.

I never writ, nor no man ever lov'd

**a) What is the 'error' the poet is referring to?**

An error is a mistake. Here the poet means that his definition of love cannot be wrong.

**b) What shall be the consequences if the poet is proved wrong?**

The poet says that if he is mistaken about the nature of love than it should be considered that he has never written and no man has ever loved.

**c) Does the poet seem to think he might be wrong? Have you ever been extremely sure of something in life? When was it? Were you proved right or wrong?**

No, the poet does not seem to think that he might be wrong.

**B. 1. The poet has, throughout in the poem, told us what love is not. Do you agree with his profound description of love? Express your opinions.**

Yes. I agree with the poet's profound descriptions of love.

The poet begins the poem by telling his readers what love is not. Shakespeare says that love is not love if it changes when there are changes in the partner or even when the lover is absent. ....

**2. How has the poet described love with reference to the concept of time?**

According to the poet, love is not subject to time and its constancy as a characteristic attribute endures even when the partner is inconsistent or absent. Shakespeare has personified time as a old man, specifically, Death. He says that love is not the fool of time. One's rosy lips and cheeks will certainly pale with age, as "his bending sickle's compass come." Time may kill the lovers but the love itself is eternal. Love does not change with the passage of time but is constant and endures until the end of life or even till doomsday. It may kill the lover, but the love itself is eternal. Time's "hours and weeks" are "brief" compared to love's longevity, and only some great and final destruction of apocalyptic proportions could spell its doom.

**3. How is the central idea of the poem presented through different images?**

The poet uses several images to present his idea of love. He uses a metaphor when he compares love to a lighthouse. According to the poet, just as the lighthouse that does not move even when there is a storm, true love does not change when there are problems in relationships. It remains constant and in turn, guides the lovers and helps them to do the right thing. True love is a guide just as the Pole Star which guides the sailors when they are lost. The poet has personified time and likens it to an old man with a sickle. He is of the view that time does not play any role between two lovers who are truly in love. Hence, we see that the central idea of the poem is the permanence of true love is well presented by the poet through the use of several images.

**Lesson- 3**  
**A Voice for Freedom**

**A. 1. What was the response of the Norwegians in the face of the adversity they faced?**

In the face of adversity, the response of the Norwegians at every level of public and private life has been consistent with their historic adherence to the values of openness, integrity and justice.

**2. How are the three women selected for the Nobel peace prize linked?**

The three women selected for the Nobel Peace Prize of 2011 are linked by their commitment to change, and by their efforts to promote the rule of law and democracy in societies driven by conflict.

**3. Who was Wangari Maathai?**

Wangari Maathai was the first African woman to receive the Nobel Peace prize. She received the award in 2004.

**4. Who are the countless women, whom Ellen thanks in her speech?**

The countless women that Ellen thanks in her speech are the women whose efforts and sacrifices will never be recognized but who, in their private and silent struggles, helped shape the world.

**5. Who does the speaker credit for shaping her values?**

The speaker credits her parents and her two grandmothers for shaping her values. Her grandmothers were indigenous Liberians, farmers and market traders, neither of whom could read nor write.

**6. Why do you think the speaker says that her life was 'forever transformed' when she started to serve the people of Liberia?**

The speaker's life was 'forever transformed' when she started to serve the people of Liberia because she had to take on the responsibility of rebuilding a nation nearly destroyed by war and plunder. There was no roadmap for post conflict transformation. Her greatest responsibility was to keep the peace.

**7. How does the speaker describe the price women have paid for the brutality against them?**

According to the speaker, women have paid the price for the brutality against them through the mutilation in the currencies of blood, tears, and of dignity.

**8. What signs of hope does the speaker see in the world?**

The speaker sees good signs of hope and progress as international law and awareness of human rights are illuminating dark corners, in schools, in court and in the marketplace. The windows of closed chambers where men and women have been unspeakably abused are being opened and the light is coming in. Democracy, even if tentative, is taking root in lands unaccustomed to freedom.

**9. Describe briefly the role of technology in the fight for World Peace.**

Technology plays an important role in the fight for world peace. Technology has turned our world into one interconnected neighborhood. What happens in one place is seen in every corner, and here has been no better time for the spread of peace, democracy and their attending social justice and fairness for all.

### **10. What does the speaker urge the people to do?**

The speaker urges the people to not be afraid to denounce injustice, though they may be outnumbered. She tells them not to be afraid to seek peace, even though their voice may be small.

### **11. What does Liberia's continued progress depend on?**

Liberia's continued progress depends on policies and programmes that invest in people and strengthen democratic institutions, while remaining grounded in the rule of law. They must stand the test of time and not be dependent on any one leader or political party.

### **B. 1. It will judge us by the legacy we leave behind for generations to come. What legacy is the speaker referring to in these lines?**

According to the speaker, history will judge the three nobel laureates not by what they say at the moment but what they do to uplift the lives of their countrymen and women. The legacies that the speaker is referring to in this line are the deeds that will be done by her, Tawakkul and Leymah Roberta. They will be judged by whether they have left their countries better equipped to fight against gender inequality and women's empowerment. According to the speaker, the three women should work looking ahead at the future and not only at the present or the past. They should leave a legacy behind for future generations.

### **2. The youth in Liberia have expressed their desire for a better education and wish to make up for the time and opportunity lost. Do you think they are justified? What role does the youth play in the development of a nation?**

Yes, the desire of the youth in Liberia for a better education and wish to make up for the time and opportunity lost is justified.

The youth play an important role in the development of the nation. They contribute to the rebuilding of their country. The voices of the youth have to be heard as they are not only the leaders of tomorrow but also the partners of today. Young people are social actors of change and progress. To be leaders of the future, they need better education, useful skills and jobs. Employment opportunities must be provided to youth to let them put their energy and skills into practice for their personal growth and economic growth of the nation which will ultimately lead to the overall progress and development of the nation. The youth in Liberia are justified in their demand to make up for the time and opportunities lost during years of conflict and deprivation.

### **3. According to Sirleaf, what are the challenges faced in many parts of the world as far as crimes against women are concerned?**

There are many challenges faced by women in many parts of the world. According to Sirleaf, rape is used as a weapon of war and is a crime against humanity, rape in times of lawlessness still continue unabated. Women of all ages brutally defiled over the past two decades staggers the imagination and the number of lives devastated by such evil defies comprehension. Women have paid the price of domestic and international armed conflict through the mutilation of their bodies and the destruction of their ambitions. Ellen Johnson Sirleaf adds that the need to defend the rights of women is not limited to the battlefield and the threats to those rights do not emanate only from armed violence. Even in education, girls' education is often seen as an unnecessary indulgence and often even promising girls are discouraged from pursuing an academic training. Crime against women are still under-reported and law protecting women are under-enforced. Women are beaten and abused and human trafficking is still a major issue.

## **Lesson -4**

### **Prayer before Birth**

#### **1. a) What is it that the speaker is seeking in these lines?**

The speaker wants to be provided with water to dandle him, grass to grow for him, trees to talk to him, sky to sing to home, birds and a white light in the back of his mind to guide him.

b) Yes, the speaker is a lover of nature.

c) The 'white light' that the poet refers to here is the source of purity, conscious or wisdom.

**2. a) For what does the poet seek forgiveness?**

The poet seeks forgiveness for the sins that the world will make him commit. He asks forgiveness for his wrong words and his evil thoughts.

b) Why is the speaker so sure that he will commit sins. Is it reflective of the world we live in?

The speaker is sure that he will commit sins once he is born as it is inevitable. Yes, it is reflective of the world we live in.

**3. a) Why will the mountains frown at the speaker?**

The poet has personified mountains here. 'Mountains frown at me' means that the speaker believes that the whole world including nature will not approve his actions.

**b) What is the beggar and the children's reaction to the speaker?**

The beggar will refuse the gifts of the child and the children will curse him.

**c) Why do you think the speaker has decided that all and everything will respond to him negatively?**

The speaker feels that everything will respond to him negatively because he believes that after he is born, he will not be able to stop himself for sinning and from being a disappointment.

**4. a) What is the speaker's plea in these lines?**

In these lines, the speaker asks for will power to stand against people who may try to destroy his humanity and individuality.

**b) Whom does the speaker want to fight?**

The speaker wants to fight against people who will freeze his humanity, force him to become like a deadly machine and make him lose his humanity and individuality so that he becomes just a 'cog', a thing in a machine.

**c) Is it possible for the speaker to turn into a 'lethal automaton' or 'cog in a machine'? What do these phrases signify?**

Yes it is possible for the speaker to turn into a 'lethal automaton' or 'cog in a machine'.

These phrases mean that the speaker's individuality and humanity will be lost. Since the poem was written during the Second World War, there is a strong military reference where 'lethal automaton' would mean deadly killing machines and soldiers and 'cog in a machine' means just one among the many.

**B.1. Who is the speaker of these lines? What is the general mood of the speaker in the entire poem and why?**

The speaker of these lines is an unborn child.

The general mood of the speaker in the entire poem is of despair and fear. The poem paints a bleak picture of the world as it was written during the Second World War. At that time the world was in turmoil, facing a possible fascist future, with tens of millions already dead and many European countries in ruins. The thought of wanting to bring a newborn into such a world must have seemed a daunting prospect, like a death wish. Louis MacNeice's poem captures the fears and anxieties perfectly because the voice is that of the baby, not yet out into the war-torn air. And with each stanza comes the build up of understanding for the reader - these are also the fears of the adults, the parents, the generations that allowed such an environment to exist in the first place.

**2. This poem was written during the Second World War. Do you think war, its torments and repercussions are understood well by the poet? Does the plea of the speaker have anything to do with the ravages caused by war?**

Yes, war, its torments and repercussions are well understood by the poet. Here, the unborn poet prays for freedom - freedom from fears, restrictions and delusions.

This poem, *Prayer Before Birth*, written during the terror struck days of World War II, places the realities of an evil world into the mouth of a baby not even quite born. This baby cries out for protection against evil. The tactic of speaking through a baby allows the readers to see the juxtaposition of evil and innocence. The newborn baby is quite innocent, as he has not even taken his first breath in the world. However, his knowledge of all things evil allows the reader to understand the true gravity of the evils of the world and wars. It makes one feel

sympathy toward this new baby, and all that he would experience during life. It makes the reader want to protect his innocence, and the innocence of the children in his or her own life. *Prayer Before Birth* calls out to an unknown listener as the only one who can protect him against the evils of the world. The poet makes his own thoughts very clear by presenting them through the mouth of a baby.

**3. What does the term ‘entirety’ refer to in the poem? Do you think the speaker’s entirety is at risk? What is life in its entirety?**

The term ‘entirety’ refers to wholeness. Here, it means the humanity of the speaker and all that makes him a human.

Yes, the speaker’s entirety is at risk. The speaker fears that once he is born, the society will take away his humanity and individuality. Here, the poet reveals what he thinks about wars. When the unborn child asks not to let him become

“a thing with one face, a thing...against all those who would dissipate my entirety”, it is clear that the poet feels hatred toward war. He knows that the other side wants to “dissipate” him, but he still does not want to become the face at the other end. He does not want to become a “lethal automaton”, trained to kill. He wants freedom from this kind of lifestyle.

Life in its entirety is to live without losing one’s individuality and to live a fulfilled life.

**4. What significance does the repetition of the words ‘I am not yet born’ have in the poem?**

The repetition of the words ‘I am not yet born’ reinforces the agonized pleas of the unborn child. It highlights the fact that from the moment of birth a human being is exposed to sin and corruption and that there is no escape from this condition. The words ‘I am not yet born’ also re-enforces the quality of pleading that the speaker wants to emphasize, as if begging to be let out of the system. The unborn child even before being born, is traumatized by the fate of a human being. The repeated ‘I am not yet born’ emphasis innocence and seems to remind the world, God and humanity, that there may be time to right thing before the birth of the unborn child and that the world may come to it senses in time.

**5. What message does the poem convey to the readers?**

This poem conveys a strong message that the world is not a suitable place for any child or adult. The speaker looks at the world from the point of view of an unborn child. The child trembles at the thought of having to spend a lifetime in the world. Frightened by this terrible prospect, the child prays for protection and forgiveness. The poet, through the voice of the child, expresses the fears that face modern humanity and painted the world as devoid of love, compassion and remorse. The world was indeed passing through a particularly dark phase at the time when MacNeice wrote this poem. With the Second World War raging in Europe and elsewhere, the world appeared to be at its darkest to the poet. It was a world of wars, treason, violence, and progressive robotization of the individual. MacNeice's poem refers to all these social evils. The unborn child desires to be free and to be guided by God's white light. The poem ends with a depressing message that the world cannot and will not change and so the unborn child pleads that instead of being born in a world where he will be just a ‘thing’ and become stone-hearted, he wants to be killed even before being born.

Lesson -5

**Sunshine Susan**

**1. Why was Susan not happy to help Mother on some days?**

Susan was not happy to help Mother on some days because she hated missing college. Helping her mother meant that she would not go to college on that day.

**2. What was the one chore that Susan disliked doing?**

The one chore that Susan disliked doing was cooking.

**3. What did Susan’s father do for a living?**

Susan’s father was a beekeeper in a bee farm. Once every fortnight, he doubled as a sales person and would go to the market to sell honey.

**4. What made Susan upset about her father’s attitude?**

Susan was upset about her father's attitude when he told her that selling bee at the market was not a girl's job. She felt discriminated because of her gender as her brother was allowed to accompany her father.

**5. Describe Sandy's behaviour towards Susan while leaving for the market. How did Susan respond to him?**

While leaving for the market, Sandy teased Susan and called her 'dainty damsel'.

Susan reacted by throwing a broken branch towards her brother. She also shouted at him asking him to come back so that she could show who was dainty.

**6. What did Susan's friends call her and why?**

Susan's friends called her rocket because she was a strong and fit young lady. She was 5'3" in height and a packet of energy. She would go for a run in the hills every day, even on the days when she had to go to college.

**7. Who was Susan's dear friend? What was its role in her life?**

Susan's dear friend was the November tree.

It played an important role in Susan's life. The tree was her dear friend and she would share her stories with it. It had always given a patient hearing and sometimes responded by making a blossom fall on her lap.

**8. What did Susan do in her bee farm?**

Susan began her own bee farm close to her place. She sold honey to the villagers on her return from college.

**9. Describe Susan's experience of learning to drive the motorbike.**

Susan's uncle gave her a motorbike as a gift to commute easily to college and work. She didn't listen to people when they chided her for learning to ride a motorbike. At first, it was scary for Susan to learn how to operate the gears, clutch, brakes and handle. Susan would jumpstart the bike, skid and fall and battle with the kicking. Despite all these she put up a brave face and eventually learned how to ride the motorbike.

**10. Why do you think Susan put up a brave front while Sandy and his friends watched her learning the motorbike?**

Susan put up a brave front while Sandy and his friends watched her learning the motorbike because they were teasing her and she knew that her best response would be to ignore them.

**11. What was Susan's reaction on discovering the snake bite on her mother's ankle? Did she manage to save her?**

When Susan discovered that her mother was bitten by a snake on her ankle, she tied a tourniquet and got a thick rope and quickly started the bike and took her to the hospital.

She managed to save her mother by taking her to the hospital on time.

**1. Mrs. Andrews told Susan's father to be proud of her. Do you think she was right? Why do you think so?**

Mrs. Andrews was right when she said that Susan's father should be proud of her. Susan was a smart, brave and determined girl. Her parents discouraged her from going to college and wanted her to stay at home and get married soon but she was determined to go to college. Her parents were poor and so Susan decided to work in order to finance her education. She wanted to work at the bee farm but her father was against it. Mrs. Andrews heard the commotion and intervened. She was happy when she heard that Susan wanted to work at the bee farm. She told Susan's father that he should be proud of her and that education is the best gift of life. Mrs. Andrews employed Susan immediately and encouraged her to continue her education. She also told Susan's father that he was lucky to have a child driven by such energy and passion.

**2. What was so special about Susan's wish to go to college? What does this tell you about her?**

Susan's wish to go to college was special as fought against gender bias and stood up against the dissenting voices of her family and neighbours. Susan was determined to go to college. Her parents and neighbours were discouraged her from going to college but she was determined and did not listen to any words of



discouragement. Her parents didn't have money to educate her and wanted her to get married soon and have a family since she was a girl.

This tells us that Susan was a brave and determined girl. She was focused on what she wanted and was not discouraged when people chided her.

**3. What challenges did Susan face to follow her dreams and how did she learn to believe in herself?**

Susan had to face many challenges to follow her dreams. She had to face gender bias and stand up against the dissenting voices of her family and neighbours. Her family did not want her to go to college or work because she was a girl and they believed that she had to get married soon. She was often asked to stay home to help her mother with domestic chores instead of going to college. She was not even allowed to go to the market with her father because her parents were of the view that it was not a girl's job. Susan had to raise money for her higher education by working on a bee farm. She was later able to open her own bee farm and sell honey to the villagers. Susan even faced challenges when she was learning to ride a motorbike.

Susan was able to overcome all the challenges that she faced because she was a brave and determined girl. She ignored that words of those who tried to pull her down and pursued her dreams. Mrs. Andrews and Susan's grandmother taught her to believe in herself. Mrs Andrews encouraged Susan to study and employed her at the bee farm. Susan's grandmother taught Susan not to listen to a single word of discouragement of those who try to pull her down.

**4. Grandma 'swelled with pride' when Susan handed her the bottle of honey. What was Grandma's role in Susan's life?**

Susan's Grandma played an important role in her life. She was proud of Susan when she gifted the family a bottle of honey that she had bottled. Grandma was a wonderful storyteller and through her stories she motivated Susan to pursue her dreams. Susan's grandma told her the story about 'the frogs that raced up a castle'. The frog reached the top of the castle as it did not hear a single word of discouragement from the onlookers. When the frog was asked to share the secret of not giving up despite all the warnings from the people below, the frog just turned and stared. The frog was deaf and did not hear a single word of discouragement. Grandma told Susan that she should be like the deaf frog and not listen to any word of discouragement from those to try to pull her down. Susan followed her advice and turned a deaf ear to the people who tried to pull her down.

**5. Do you think Susan gave a befitting response to her neighbours?**

Yes Susan gave a befitting response to her neighbours. She gave them the best response that she could. She totally ignored all the people who criticised and opposed her and always remembered her grandmother's frog story. Grandmother taught her that she should not listen to a single word of discouragement of those who try to pull her down. Susan did not react when her neighbours complained about her continuing her education. Even when she was learning to ride a bike, her neighbours chided her but she put up a brave face through it all. She was finally able to silence all tongues when she saved her mother's life by taking her to the hospital on her bike just on time.

**Lesson -6  
Spring and Fall**

**A. 1. a) Who is Margaret?**

Margaret is a little girl who is crying because the leaves of the Golden grove are falling.

**b) Why is she grieving?**

Margaret is grieving because the leaves of Golden grove are falling or dying.

**c) Explain the significance of the word 'Golden grove'.**

The word 'Golden grove' is significant as its name suggests an idyllic play-world "unleaving," or losing its leaves as winter approaches.

**2. a) What is the narrator assuring the child?**

The narrator is assuring the child by telling her that as she grows older, she will not even spare a sigh to such sights and will not be bothered even if the entire world is covered with dead leaves.

**b) Why will the child be 'colder' and 'not spare a sigh'?**

The child will be 'colder' and 'not spare a sigh' because as she grows older age will alter the innocent response. She will not care even if the entire world is covered with dead leaves.

**c) What according to the narrator are sorrow's springs?**

According to the narrator, sorrow's springs are the same. It is a realization of man's mortality.

**3. a) What has the heart heard that neither the mouth nor mind can express?**

The mouth and the mind cannot express what the heart has heard of. The heart knows that all grieve points back to the self, to one's own suffering of losses, and ultimately to one's own mortality.

**b) What 'blight' was man born for?**

The 'blight' man was born is death and the realisation that all men must die and decay just like the leaves.

**c) Who, in reality, Margaret is mourning for?**

In reality, Margaret is mourning for herself and her own mortality.

**B. 1. The falling of leaves carry a deeper meaning. What according to you is the underlying theme captured in the poem?**

Spring and Fall refer not merely about seasons but stages in the development of a human mind. The seasons run parallel to the life and death of every human being. The falling of leaves represent death and decay and Margaret experiences an emotional crisis when confronted with this fact. The speaker knows what she does not, namely, that as she grows older she will continue to experience this same grief, but with more self-consciousness about its real meaning. As Margaret grows older, she will realise that just like the dead leaves, she will also die and decay one day. According to the speaker, Margaret's heart already knows this and she is mourning not for the falling of leaves but for her own mortality. Loss is basic to the human experience, and it is absolute and all-consuming.

**2. When confronted with the death of the leaves, Margaret experiences an emotional downturn. Do you think she is too young to understand the concept of one's own mortality as expressed by the poet? Express your views.**

The poem opens with a question to a child Margaret asking her why she was grieving over the falling leaves. The speaker then goes on to tell the morbid reality of life and death. Though the narrator's tone toward the child is tender and sympathetic, he does not try to comfort her. She cries when she sees the falling leaves and the speaker tells her that she cares for the leaves because of her innocence. The speaker further tells her that as she grows older she will not care for the fallen leaves as she will have more important things to worry about. He adds that she is not crying for the dead leaves but she is crying for her own death and mortality as her heart knows that she is cursed to die. The speaker's reflections are not really addressed to the little girl because they are beyond her level of understanding. The girl appears to have some idea about death, decay as it is reflected through her emotions for the falling leaves, however she is still young to truly understand the concept of mortality.

**3. If Spring and Fall' is not necessarily about seasons, what is it about? Explain in your own words.**

Spring and Fall refer not merely about seasons but stages in the development of a human mind. The seasons run parallel to life and death of every human being. Spring is the childlike innocence when we say and do things without being aware of the reasons for our actions. In Hopkins's poem, Margaret in her freshness and innocence cries over the golden autumn leaves that have fallen on the ground. She represents the spring season in a man's life. Fall is the mature mind which is more knowledgeable and has learnt to accept that death is inevitable.

Spring also represents the hope and joy of new life and regeneration, while Fall refers to decay, old age and the Biblical fall of man from grace.

**C. Write a short note on the rhyming scheme of the poem.**

The rhyming scheme of the poem is: AABCCDDDEEFFGG.

Every couplet of the poem rhymes except lines 7-9, where there are three rhyming lines in a row. Internal rhyme is also seen in the phrase "By and by" in line 7 Hopkins might have wanted to emphasize those lines in particular. They fall exactly halfway through the fifteen-line poem, and they make a kind of dramatic climax. This is the point in the poem when the speaker says that the little girl, Margaret, will

one day continue to "weep" at the sight of fallen leaves, but when she's older, she'll understand the reason. In other words, she will come to understand death and mortality when she's older.

## Lesson -10 Mark Anthony's Speech

### Drama

- A. 1. 'I come to bury Caesar, not to praise him'. What does the opening line suggest to you? What does this line prepare you for?**

The opening line of Mark Antony's speech suggests that he has no other motive than to bury Caesar.

This line prepares us for the irony in Antony's speech as Antony being a close friend of Caesar will not betray him.

- 2. What do you understand by the term 'ambitious' used as it is for Caesar? Does it carry a negative connotation?**

The term 'ambitious' used as it is for Caesar means that Caesar was ruthless and inconsiderate. When Brutus and the conspirators called Caesar 'ambitious', it meant that Caesar was blinded by his worldly desires for money, fame and power.

Yes, it carries a negative connotation.

- 3. 'Ambition should be made of sterner stuff.' What is Antony referring to? Does the crowd agree?**

Antony is referring to Brutus and the conspirators' accusations against Caesar. They claimed that Caesar was ambitious and so he had to be assassinated for the good of the country. Antony, here says that if Caesar was truly ambitious he would not have sympathized with the poor nor refused the kingly crown.

Yes, the crowd agrees with Antony.

- 4. Why, according to you, might Caesar have refused the kingly crown? Does it tell you something about him?**

According to me, if Caesar had accepted the kingly crown it would have proved that he was ambitious. The kingly crown may have been offered by the senate to make him appear guilty in the eyes of those accused him of kingly aspirations.

It tells us that Caesar was not as ambitious as the conspirators claim that he was.

- 5. "...now lies he there' - Where is Caesar lying?**

Caesar's body is lying at the forum where the funeral is taking place.

- 6. What parchment does Antony reveal to the Romans? Does it hold any significance for them? What significance?**

Antony reveals to the Romans a parchment containing Caesar's will.

Yes, it is significant for the Romans.

The parchment is significant as in Caesar's will he gave a large portion of his wealth to the Roman citizens.

- 7. Why does Antony prepare the people to shed their tears? Was he successful in his attempt?**

Antony's tells the Roman citizens to prepare to shed their tears because Caesar had mentioned them in his will and they were his heirs.

Yes he was successful in his attempt. After listening to his speech, the crowd was enraged and wanted revenge for Caesar's death.

- 8. Why does Antony refer to the stabbing of Caesar as the 'unkindest cut of all'?**

Antony refers to the stabbing of Caesar as 'the unkindest cut of all' as he was stabbed by Brutus who Caesar's loved. When Brutus stabbed Caesar, it was the unkindest cut because as Caesar's angel Brutus was supposed to be protecting him but Brutus betrayed his closest friend and assassinated him along with the conspirators.

**B. 1. Do you agree with the opening lines? Why do you think Antony would have started his speech in the way he did?**

Antony begins his speech with irony. He tells the people of Rome that he had come to bury Caesar and not praise him but he negates it and praises Caesar and questions the motive of the conspirators. Antony's opening line uses irony. I do not agree with the opening lines because what appears on the surface is different from the reality.

Antony begins his speech by seeming to support the conspirators because of the political situation at that moment. Antony could not openly speak against the conspirators because the citizen of Rome supported the conspirators and Antony was given the opportunity to speak at the funeral on condition that he will not speak ill of the conspirators. He pretends that he has no ulterior motive besides burying Caesar but as his speech progresses, his motive appears to be the opposite of what he claimed in the opening lines. Antony's brilliant use of irony and sarcasm allows him to turn the crowd against the conspirators and in favour of Caesar.

**2. Trace the progression of the citizens' reaction to Antony's speech.**

When Antony takes to the pulpit, a citizen mentions that Antony should not say anything negative about Brutus, which indicates that they believed him when he informed them that he and the other conspirators had assassinated Caesar for the good of all concerned.

After Antony proves that Caesar was not ambitious, the four citizens who are mentioned express their sentiments. The first one states that Antony's speech sounds reasonable, while the second mentions that if one should properly consider the circumstances of Caesar's death, it seems that he suffered a great wrong. The third citizen disagrees and expresses the fear that Caesar's death has opened the way for a leader far worse than the assassinated Caesar. The fourth citizen feels that the others have not fully focused on what Antony has said. He states that if they had listened carefully enough, they would have heard that Caesar had thrice refused the crown. This, he believes, indicates that he was not ambitious.

It is clear that the citizens are, at this point, still somewhat ambiguous in their sentiments towards Caesar, the conspirators, and Antony. Once they turn their attention to Antony, however, their feelings change and it is quite clear that they feel compassion for him. They refer to his expression of grief and decide to give him a proper hearing.

Antony then refers to the will Caesar had left behind. This encourages the citizens to urge Antony to read the will. Antony keeps on playing with the crowd's emotions and gets them practically begging him to expose the contents of Caesar's will. The crowd denounces the conspirators and calls them traitors, murderers, and villains. Antony plays the crowd like a puppeteer would a puppet. He knows that once he has them at the pinnacle of emotion and at their most expressive, nothing will stop them. When he realizes that the time is right, Antony informs them of the contents of Caesar's will and the impatient crowd explodes into a frenzy. They decide to destroy the conspirators and everything they own.

**3. From your reading of the above play, draw a character sketch of Antony. Do you really think he was an orator par excellence? Support your answers with valid reasons.**

Antony was an excellent orator, able to command the crowd's attention and convince them to believe his sentiments.

In his speech to the public during Caesar's funeral, he manages to make the crowd believe he is one of them, while also making them go against the conspirators. In spite of Romans being dissatisfied with Caesar, Antony manages to get them be outraged at his assassination.

Antony uses literary devices like sarcasm, irony, repetition and rhetorical questions to his advantage.

When Antony addresses the crowd, he skillfully undermines Brutus's speech without even appearing to do so. He never condemns Brutus directly, in fact he keeps on calling Brutus and the conspirators 'honourable men' while at the same time contradicting Brutus' claims that Caesar was too ambitious and therefore had to be killed. He does this by citing instances of Caesar's generosity and compassion for the people, and also the time when Caesar refused to take a crown that was offered to him.

This repetition of the phrase, 'Brutus is an honourable man' is a clever literary device. Antony is being sarcastic when he says it. This has a cumulative impact on the crowd, as they listen to Antony demolishing all of Brutus' arguments. What Antony does, in effect, is to turn Brutus' own words against him.

Antony further enhances his appeal to the crowd with his claims to modesty as he says that he is not a good orator like Brutus. Antony denies that he has any skill of speech, comparing himself unfavourably to Brutus as an orator; yet his whole address demonstrates his mastery of verbal manipulation.

Antony was also able to skillfully instigate the crowd to rise and mutiny against the conspirators. Hence all these shows that Antony was an orator par excellence.

**4. Can you spot 'mob mentality' in this scene of the play? Write a note expressing your views on the same.**

The citizens of Rome are the most important characters of the play Julius Caesar. They form the mob, and have an important effect on both the audience and the characters in the play. Mob mentality can be seen here as the mob behaves as one and becomes violent by the time Antony finishes his speech. The fickle mob is easily influenced by Antony and he manages to use them for his benefit. They begin to doubt Brutus and the conspirators. Antony raises the suspicion of the mob by asking them why they are holding their tears now and reminds them that they all did love Caesar once.

When Antony mentions Caesar's will, the mob is moved by compassion, curiosity, and greed and cry out for the will to be read. Antony tells the mob what they want to hear but tactfully refuses their demand, for there will be mutiny and bloodshed once they hear that Caesar has made them his heirs. From the will Antony reads that Caesar has left 75 drachmas to each citizen and his private walks and gardens to be used as public parks.

After this there is no holding back the mob. In a frenzy of mutinous excitement, they rush to burn down the conspirators' houses while Antony mutters with satisfaction that his words have had the desired effect and mischief is on the rampage. The mob has easily been swayed by Antony's speech and have turned against the conspirators.

**5. Antony uses Caesar's will to turn his audience completely in his favour and against the injustice of the assassination. Write a short note on this incident.**

In Act III, Scene ii, of *Julius Caesar* by William Shakespeare, Mark Antony gives his powerful funeral oration for Julius Caesar. His purpose was to expose the conspirators as murderers and to incite the people of Rome to not be supportive of the conspirators.

He used several tactics in accomplishing his goals. One of the powerful tools was Caesar's will. In an effort to prove that Caesar loved Rome and its citizens, the will showed that he was giving a great deal to the people. Antony entices the crowd several times with the will until they are begging him to read it.

In his will, Caesar donated all of the land that he owned on the Rome side of the Tiber River that had been made into parks and gardens. These would be used for the people for their recreation.

The people were shocked and angered by the murder of such a great man that would share his wealth with the common man. They set out to find and kill the assassins.

Hence, we see that Caesar's will played an important role in turning the audience completely in his favour and against the injustice of the assassination.

The tone that Antony employs in his speech shifts from one of apparent sincerity and love as he addresses the plebeians and declares that he comes to speak of his friend. Surreptitiously, however, Antony injects his ironic remark that "Brutus is an honorable man" and then creates doubt of this honor as he provides arguments against the conspirators' claims against Caesar. Then, Antony assumes a very dramatic tone as he points to where Cassius's and Brutus's daggers went through Caesar. In an abrupt change of tone, Antony becomes dramatic and, in the rhetorical technique of apostrophe, he calls upon the gods as he turns the direction of his speech upon the conspirators' as "traitors" and their act as "bloody treason."

## Lesson -7

### The Ransom Of Red Chief

**C.1. On the basis of the story you have read, write a character sketch of the boy.**

Johnny Dorset is the ten-year-old boy whom Sam and Bill kidnapped for ransom. He is the son of Ebenezer Dorset, a prominent townsperson. Red Chief's mischievous personality is given away at the very

second that he is introduced as casually, "throwing rocks at a kitten." As the aspiring kidnappers approach him, he "catches Bill neatly in the eye with a piece of brick." With just these two actions, Red Chief has already made it quite clear to the reader that he is not an average young boy.

Upon being kidnapped, Johnny takes charge of the situation, directing Sam and Bill in his role play and terrorizing them with threats real and imagined. While Johnny at first seems troubled and unsympathetic, as the story progresses, it becomes clear that he is imaginative and starved for attention. Johnny has a powerful imaginative streak, and he role plays Indians with Bill and Sam, taking on the alter ego of Red Chief. Bill, in particular, bears the burden of Johnny's care, and he becomes a constant playmate for Johnny, taking Johnny's abuse with few complaints and delighting Johnny with their games. Playing and camping with Bill and Sam brings joy to Johnny. Johnny even says of his captivity that "I like this fine. I never camped out before." After a few days in the cave, the men finally bring Johnny back to his father, paying Ebenezer to take his son back rather than receiving ransom money themselves. Reunited, Johnny clings not to his father, but to Bill's legs, unhappy that his abduction is at an end.

**2. What was Bill's response to the old man's letter to them? What does his response tell you about his state of mind?**

The old man responded to the ransom letter of the kidnappers by asking them to pay him two hundred and fifty dollars to take the boy off their hands. Sam was angry when he read the letter but Bill had the most appealing look in his eyes. He told Sam that they should give Mr Dorset the money as the boy was driving him crazy. He said that two hundred and fifty dollars was nothing and that Mr. Dorset was making them a good offer. He did not want Sam to let the chance go.

Bill's response tells us that Bill had endured everything with quiet terror and now that he cannot take it anymore he begs Sam to take the deal and bring his suffering to an end. Bill had enough of the pranks that the boy played on him.

**3. Why does Bill ask Sam to reduce the ransom amount? How do Bill and Sam finally get rid of Red Chief?**

Bill asked Sam to reduce the ransom amount as he thought that nobody would pay money to get a little imp like Johnny back home. Johnny played a lot of pranks on his kidnappers particularly Bill and he was keen to return the boy to his parents at the earliest.

Bill and Sam finally got rid of the Red Chief by paying his father two hundred and fifty dollars. The boy's father refused to pay the ransom and instead asked the kidnappers to pay him in order to take the boy off their hands. Bill requested Sam to agree to the old man's respond and they told Johnny that his father had bought him a gun and they were going to hunt bears the next day. At twelve o' clock, the kidnappers and Johnny went to Mr. Dorset house and gave him the money. When the boy came to know that Bill and Sam were leaving him at home, he began to howl and clung tightly to Bill's leg. His father pulled him away slowly and the kidnappers ran as fast as they could.

**D. Irony is a surprising contrast between what is expected and what actually happens. Write a few lines on how the writer uses irony to bring out the humour in this story.**

The story "The Ransom of Red Chief" is ironic, in that the outcome is the opposite of what the reader might expect. Two men kidnap the son of a prosperous man in Alabama and expect the father will be grief-stricken when he hears his son has been abducted and that, as a result, he will pay the kidnappers at least \$2,000. Instead the kidnappers end up paying the father to return the boy. This amuses the readers as what happens to Bill and Sam is not what is expected and the kidnapped boy happens to be more dangerous than the kidnappers.

Henry was famous for ironic word play in his stories. The story is set in a small town called Summit, which is "as flat as a flannel-cake." Flannel cake is another word for pancake. The word summit suggest that the town maybe at a high elevation but it turns out to be the opposite.

Another example of irony is when Sam goes up a little mountain expecting to see the men of the village searching for the missing boy but ironically all was peaceful and there was no one searching for the boy. The kidnappers also thought that the boy would want to go home but he has a good time with them and refuses to go home.

Most of the irony used in the story is situational irony and what happens is the opposite of what is expected to happen.

## Lesson -9

### The Charge of the Light Brigade

#### A. 1. Theirs but to do and die:

a) **Who is 'theirs' in these lines?**

'Theirs' is referred to six hundred British soldiers of the Light Brigade.

b) **What are they not to do?**

The soldiers are not to respond and they are not to question or reason why.

c) **What does this tell about 'them'?**

This tells us about the duty of a soldier. A soldier has to simply follow the orders and not question the authority.

#### 2. Cannon to right of them,

Cannon to left of them,

Cannon behind them

Volley's and thunder'd:

a) **Describe the scene of war as evident in these lines.**

In these lines, the poet has used imagery to describe the scene of war. Here, we see that the soldiers are surrounded by cannon on all three sides and they are attacked by cannons and guns as they retreat.

b) **What did the soldiers do despite being attacked by cannon from all sides?**

Despite being attacked by cannon from all three sides, the soldiers rode boldly and well.

c) **What, according to the poet, did the world do?**

According to the poet, the world wondered at the bravery of the Light Brigade who attacked an enemy with guns.

#### 3. Into the jaws of Death,

Into the mouth of Hell

Rode the six hundred.

a) **Explain the phrase 'jaws of Death'.**

Tennyson has capitalised Death to emphasise its importance. In the phrase 'Jaws of Death', Death has been personified as a living creature ready to eat or destroy the soldiers of the Light Brigade.

b) **Describe what the poet calls the 'mouth of Hell'?**

Tennyson has capitalised Hell to emphasise its importance. 'Mouth of Hell' is similar to the imagery 'jaws of Death'. The battlefield is compared to the Mouth of Hell. It evokes an image of fear, evil and death emphasising how dangerous the battlefield is and how bold the soldiers are.

c) **Why do you think the poet repeats the line 'Rode the six hundred' at the end of the first three verses?**

The line 'Rode the six hundred' is repeated at the end of the first three verses to emphasise the main action of the poem, which is this man riding to their death. All they can do is to ride and probably die.

#### 4. When can their glory fade?

O the wild charge they made!

All the world wonder'd.

Honour the charge they made!

Honour the Light Brigade,

Noble six hundred!

a) **Whose glory is referred to in the first line? Why will their glory never fade?**

The glory of the six hundred British soldiers of the light brigade is referred to in the first line.

According to the poet, the glory of the Light Brigade will never fade because they were courageous and bold. The poet wants to immortalise the bravery of the soldiers of the Light Brigade.

**b) What is the world wondering over?**

The world is wondering over the brave act of the soldiers of the Light Brigade who fought against the Cossack and Russians.

**c) Why does the narrator call the soldiers ‘noble’?**

The narrator calls the soldiers ‘noble’ as they as they displayed high moral principles. They were brave and courageous and did not question even when they knew that someone had blundered.

**B. 1. Even after realising that their commander had ‘blundered’, the soldiers kept charging forward.**

**Write a note on the soldiers as portrayed in the poem.**

The soldiers of the Light Brigade are portrayed as brave and courageous. They knew that someone had made a mistake but they did not question the military order. The unarmoured Light Brigade went on a frontal assault against against a heavy artillery battery. Their duty was to do and die. So, they followed orders and rode into the valley of Death. The poet highlights the bravery of the British soldiers as he describes the battlefield where the soldiers were doomed to die by they rode boldly. They were surrounded by cannons on three sides and were attacked with cannons and guns but the British soldiers were still able to struck the enemy gunners with their swords and charged at the enemy. They boldly rode into the artillery smoke and broke through the enemy line, destroying their Cossack and Russian opponents. Then they rode back from the offensive, but they had lost many men so they were “not the six hundred” any more. Tennyson calls them the Noble six hundred and wants people to remember their bravery and to honour the soldiers of the Light Brigade. The poem states that the soldiers are worthy of honour and tribute even today.

**2. The leading themes of the poem are warfare, courage, death, duty, respect and reputation. Find one instance from the poem supporting each theme.**

This poem has several themes. Warfare is an important theme that runs throughout the poem. The Charge of the Light Brigade is about a battle. The poet spends a lot of time giving the readers a vivid image of the confusion, bloodshed, terror and the heroism of the soldiers. The lines, ‘charge for the guns’ and ‘saber the gunners’ tells the readers that the poem is about a war. The poem is not only about warfare but also about the courage of the unknown soldiers of the Light Brigade. The line, ‘Into the valley of Death’ tells the readers about the courage of the soldiers. The soldiers charged for the enemy even though they knew that it was dangerous. Death is also a theme of this poem. There are various phrases in the poem to support this theme. The phrases are, ‘The valley of Death’, ‘the jaws of Death’ and ‘the mouth of Hell’ evoke an image of evil, death and decay. The tragedy here is that the soldiers of the Light Brigade died because of a blunder. The theme of death is present in every stanza of the poem. The poem also mentions the duty of the soldiers. The lines, ‘Theirs not to make reply, Theirs not to reason why, Theirs but to do and die’ tell about a soldier’s duty. As soldiers, their duty is to fight. The Brigade could not question their superiors even though they knew that the order was a blunder. Their duty was to do and die. Respect and reputation is another theme of this poem. Tennyson wrote this poem because he wanted the memory of the unknown soldiers of the Light Brigade to be remembered forever. He ends the poem with the line, ‘Honour the Light Brigade.’ The memory of the Light Brigade will leave forever because of Tennyson’s poem.

**Lesson - 8**  
**Self Measures**

B.1 I agree with the writer’s example of emotional regulation. It is important to realise that the decisions we make not only affect us but those around us. The writer cited the example of a person who reacts with with negative emotions to a given situation instead of responding with positive emotions. Such a person can bring about disastrous results in his surroundings.

It is important to learn how to regulate one’s emotions. It is the foundation of making better decisions and the basis on which stronger personal and professional relationships can be created. This emotional self-regulation allows a person to lead more with his presence rather than his position. The ability to manage emotions effectively is a key part of emotional intelligence.



Regulating emotions, responding appropriately and responding to the emotions of others are all important aspects of emotional management.

B.2. Emotional intelligence is the ability to identify, assess and control the emotions of oneself, of others and of groups. An emotionally intelligent person demonstrates good leadership skills by being self aware, self regulating, motivated, empathetic and by possessing great leadership skills. Salovey and Mayer, leading researchers on Emotional Intelligence, propose a model that identifies four different factors of emotional intelligence.

The first factor is perceiving emotions. This is the ability to detect and decipher emotions. This involves understanding the nonverbal signals such as body language and facial expressions.

The second factor is reasoning with emotions. This is the ability to be able to control emotions so that it can be used to facilitate various cognitive activities such as thinking and problem solving. An emotionally intelligent person can take advantage of his/her changing mood and making the best of it.

The third factor is understanding emotions. Understanding emotions is the ability to be sensitive to slight variations between emotions and the ability to recognise and describe how emotions evolve over time.

The fourth and the last factor is managing emotions. This is the ability to manage emotions and is a key part of emotional intelligence. Regulating emotions, responding appropriately and responding to the emotions of others are all important aspects of emotional management.

B.3.2. Emotional Intelligence is the sum total of the various abilities. A good leader needs to demonstrate various skills such as self awareness, self regulation, motivation, empathy and great social skills. The Emotional Intelligence of a leader affects the working and success of an organization and is reflected in the response of his associates and juniors. An emotionally intelligent leader is someone with the ability to identify, assess and control the emotions of oneself, of others and of groups. Understanding and responding to the emotions of others are important aspects of emotional management. Learning how to regulate one's emotions is the foundation of making better decisions and the basis on which stronger personal and professional relationships can be created. Emotional intelligence allows a person to lead more with his presence rather than his position. Paying great attention to feedback from associates and juniors is an important quality of leadership and is a valuable tool leaders can use to improve. Emotional intelligence enhances good leadership and faithful followership.

## **The Canterville Ghost**

### **Chapter 1**

#### **Comprehension**

1. In order to justify his belief that the ghost exists in the Canterville Chase, Mr. Canterville told Mr. Otis about his grandaunt, the Dowager Duchess of Bolton who was frightened into a fit by two skeleton hands being placed on her shoulder as she was dressing for dinner. He also told Mr. Otis about how the ghost was seen by several living members of his family.

Mr. Canterville appears to be an honest man as he revealed to Mr. Otis, his buyer, that the house was haunted.

2. Mr. Otis, the American minister, considered himself a modern man from a modern country where everything could be bought with money. The Phrase 'take the furniture and the ghost at a valuation' means that if there was a ghost haunting the house, Mr. Otis would buy both the furniture and the ghost.

It shows that Mr. Otis had a rational attitude towards life. He was not a man who believed in the supernatural and said that if a ghost really existed then it would be displayed in American museums or road shows.

3. (Long Answer 5 )

4. Mrs. Otis is described as a celebrated New York Belle with animal spirits. She is described as a New York Belle with animal spirits because when she was young, she was beautiful, lively and full of energy.

She was different from the other ladies from her country as unlike them she did not adopt the appearance of chronic ill-health.

5. Virginia is described as ‘a wonderful Amazon’.

‘A wonderful Amazon’ means a good horsewoman. This means that Virginia is a good horsewoman

We come to know that Virginia is a girl of fifteen, lithe and lovely as a fawn and with large blue eye. She is engaged to the Duke of Cheshire, who proposed to her after she won a race.

6. The Republican Party believed in the philosophy of freedom. The Twins are called the only true Republicans in the family as they practiced total freedom and kept playing pranks on the ghost.

They are called ‘The Stars and Stripes’ because they are always getting caned for being naughty.

7. Mrs. Umney said the ghost was called Sir Simon Canterville and the blood stain in the sitting room was the blood of Lady Eleanore Canterville, the wife of the ghost. She was murdered by her husband who disappeared suddenly. His body was never recovered but his guilty spirit still haunts the Chase.

## Chapter 2

1. When the blood stain appeared on the floor the next morning, Mr. Washington accepted that it must be the work of the ghost and he tried to remove the stain. Mr. Otis also began to suspect that he might have been too stubborn in his denial of the existence of the ghost and Mrs. Otis expressed her desire to join the Psychical Society.

After realizing that there might be a ghost in the house, the whole family went for a drive. This shows that they were practical and not easily frightened by the supernatural.

2. World soul is a reference to a school of thought that believed in a single animating force of the world corresponding to a human soul which animated the body. The Otis family discussed the contribution of Boston thinkers to this school of thought.

This reference was made because Mr. Otis now believed that there was a ghost in the house and wanted to find a logical explanation for the supernatural.

3. Mr. Otis saw the old man.

The old man was the ghost, Sir Simon Canterville.

When Mr. Otis saw the ghost, he was not frightened but he reacted in a practical manner and offered Tammany Rising Sun Lubricator to the ghost in order to oil his chains.

The Twins threw a pillow at the ghost.

4. b) The ghost was proud of his past frightening encounters. He frightened the Dowager Duchess as she stood before the glass in her lace and diamonds. Another frightening encounter was when the ghost blew out the candle of the rector of the parish. The third frightening encounter was when old Madame de Tremouillac saw a skeleton seated in an armchair by the fire reading her diary. This incident confined her to her bed for six weeks with an attack of brain fever.

### Interpretation

1. ‘The subjects discussed, as I have since learned from Mr Otis.’ The writer writes in this way as he wants the novel to be taken as an authentic account that was told to him by the Otis Family

2. a. The Canterville Ghost is compared to a true artist.

b. It is an accurate description of the ghost’s state of mind as he was feeling grossly insulted by Mr. Otis as he was given a bottle of lubricator for his chains. In order to reassure himself, he began to recall his brilliant acts. The fond memory of his great achievement filled him with pride and vanity. Hence, the phrase ‘with the true enthusiastic egotism of a true artist’ is appropriate.

3. Natural indignation means to naturally feel insulted. Here, the author means that the ghost was right to feel insulted by Mr. Otis as he was not frightened by the ghost but instead offered him a bottle of lubricator. The author gives the ghost feelings and emotions that are not normally identified with ghosts and spirits.

4. There is an element of justice in some of the ghost’s terrible acts on his victims. Old Madame de Tremouillac had a relationship with Mousieur de Voltaire, who did not believe in God. Her encounter with the Canterville Ghost transformed her life as she broke off her connection with the non-believer and started

attending church. Another example would be the wicked Lord Canterville who was found choking in his dressing room. The ghost made his swallow a card as he had cheated in a card game with that very card.

### **Chapter 3 Comprehension**

1. In Chapter 3, the Otis Family has the second encounter with the ghost. It was on a Sunday Night when the Otis family heard a fearful crash in the hall and had rushed downstairs. They saw the Canterville Ghost seated in a high backed chair with the expression of acute agony on his face. The Twins brought their pea shooters with them and at once discharged two pellets on the ghost. Mr. Otis brought his revolver and told the ghost to hold up his hands. This made the ghost shierk in rage and he swept through them like a mist extinguishing Washington's candle and leaving them in total darkness. On reaching the top of the stairs he recovered himself, and determined to give his celebrated peal of demoniac laughter. He accordingly laughed his most horrible laugh. Mrs. Otis came out and gave him a bottle of Doctor Dobell's tincture as she thought that he had indigestion. The ghost glared at her in fury and was planning to turn himself into a large black dog when he heard the sound of approaching footsteps which made him hesitate and he vanished with a deep churchyard groan.
2. When Mr. Otis heard the clank of metal and the heavy chains on the wrist and ankles of the ghost, he offered him a bottle of lubricator. Likewise, when Mrs. Otis heard the laughter of the ghost, she suspected that he was unwell and offered him a bottle of medicine. Their reactions to the ghost were similar as they were not scared by the sight of the ghost but acted in a rational manner.
3. The demonic laughter had in the past turned Lord Raker's wig grey in a single night and had made three of Lady Canterville French governesses give warnings before their month was up.

In the past, when the ghost turned himself into a large black dog, Lord Canterville's uncle, the Honourable Thoman Horton became mad.

4. When the Canterville Ghost saw his new found friend, he was terribly frightened as he had never seen a ghost before. After a hasty glance at the awful phantom, he fled back to his room, tripping up in his long winding sheet as he sped down the corridor.
5. The Canterville Ghost returned to the fearful spot as he thought that with the help of the other ghost, he might be able to safely grapple with the Twins.

Upon reaching the site, he saw the lights had faded from the spectre's hollow eyes, the gleaming falchion had fallen from its hands and it was leaning up against the wall in a strained and uncomfortable attitude.

He realised that he had been tricked, foiled and outwitted. It made him angry and he decided to seek revenge.

At the end, he was frustrated as the Chanticleer crowed only once and his oath to take revenge was not completed/fulfilled.

6. The ghost didn't like the Otis family because they were a modern American family. He was annoyed by Mrs. Otis's gross materialism. He was angry at the Otis family as they did not believe in the supernatural.

Yes, it indicates a bias towards the ghostly form of existence as materialism is a school of thought that only believed in the existence of matter.

### **Interpretation**

1. Yes, the ghost from feeling rage, disappointment and revenge is now entering a mood of defeat, disappointment and submission.

Three other phrases that indicate this mood are 'what really distressed him most was that he had been unable to wear the suit', 'the sound of footsteps, however, made him feel hesitant' and 'he was extremely ill, and hardly stirred out of his house.'

2. 'Perdition seize the naughty foul'. The ghost muttered this line as he was angry that the Chanticleer had crowded only once. He swore that when the cock crows twice, he would murder someone. Earlier, whenever the ghost said the oath, the cock had always crowed twice. However, on this particular day, the cock crowed only once. So, the ghost cursed the cock and wished that it was in Hell.

3. c/w

5. The strategies and encounters of the ghost are a mixture of both gore and humour. The Canterville Ghost is unlike any ghost as it has emotions and feelings. The ghost here is not the conventional ghost that we read about in ghost stories and this makes the novel humorous. The Canterville Ghost feels dejected, disappointed and ultimately submits to the Otis family. It is also a mixture of gore because of the graphic violence visually depicted. The lines that depict humour and gore are ‘grapple at the counterpane with palsy fingers’.

#### **Chapter 4 Comprehension**

1. After the excitement of four weeks, the Canterville Ghost’s nerves were completely shattered and he started at the slightest noise. He even gave up renewing the blood-stain on the library floor. However, as a ghost, he believed that it was his duty to appear in the corridor once a week, and to gibber from the large window on the first and third Wednesday. Even though his life had been very evil and he was feeling dejected, he was determined to do the right thing when it came to the supernatural, but he ensured that he would not be seen or heard while doing his duties. This shows that the ghost has changed as his goal was no more to scare the occupants of the house but to simply do his duty for the sake of it and do the right thing as a supernatural being.
2. a) Yes, the ghost tries to safeguard himself while doing his duties. He does this in-order to protect himself from the Twins and the other members of the Otis family.  
b) Yes, it is strange that a ghost, a supernatural being has to protect itself.  
c) In order to safeguard himself, the ghost removed his boots and walked as softly as possible. He wore a large black velvet cloak. He also oiled his chains regularly to ensure that it would not make any sounds.

3. a) The ghost thought that he would be left unmolested by the Twins.

The ghost was shattered by the incidents that took place for the last four week and was trying his best not to be seen or heard during his nightly duties. He did not want to be tricked by the Twins or encounter any member of the Otis family as they were not scared of him.

- b) On the 19th of September, the Canterville Ghost had gone to the great entrance-hall.

As he was strolling towards the library, to see if there were any traces left of the blood-stain, suddenly, two figures leapt in front of him and shrieked out ‘BOO’ in his ears. The ghost panicked and rushed for the stairs. There Washington Otis was waiting for him with a big garden-syringe and being surrounded by his enemies on every side, he vanished into the great iron stove.

- c) Yes, it marks a turning point in the ghost’s life. He was not seen again on any nocturnal expedition.

4. a) It seems to be natural because the Canterville Ghost is not just a typical ghost but a ghost with a well developed character. Since the ghost exhibits human-like feelings, it is natural that he was shocked when the Twins appeared out of nowhere.

b)As the ghost was strolling towards the library, to see if there were any traces left of the blood-stain, suddenly, two figures leapt in front of him and shrieked out ‘BOO’ in his ears. The ghost panicked and rushed for the stairs.

5. Text

6. a) Text b) C/W

#### **Interpretation**

1. The ghost came to a conclusion that the Otises were evidently people on a low, material plane of existence and quite incapable of appreciating the symbolic value of sensuous phenomena because they were not disturbed by the existence of the supernatural. When the ghost rattled his chains, Mr. Otis instead of being frightened offered him rising Sun lubricator and Mrs. Otis offered him tincture for indigestion when he gave his demonic laughter. The Twins and Washington played many pranks on him. All these made the ghost conclude that the Otis families were evidently people of low material plane of existence and quite incapable of appreciating the symbolic value of sensuous phenomena.
2. a) The Ghost of Canterville is unlike any other ghost. The author, Oscar Wilde has created a ghost that has a personality, opinions and feelings. The ghost also has a theatrical nature. By pointing to the ghost’s sense of

duty, the author wants to highlight that the ghost, like any other human, is feeling dejected as he is not able to fulfil his duty.

- b) Yes, the character of the ghost has undergone changes since the beginning of the story. Initially, he is seen as a fiercely proud ghost who was proud of his personal history. He loved to reminisce about his 'brilliant and uninterrupted career of three hundred year'. These recollections border on egotism, as the narrator states in Chapter 3, but are central to understanding the delight he felt at being able to scare others. His failure to terrify the Otis family, however, gives us a glimpse into the darker side of the ghost's character. In the beginning, he was angry and determined to have his revenge. But, as his failures increased, his character softened and he became more vulnerable. In the opening lines of chapter four we see that the ghost was very weak and tired. He startled at the slightest sounds and tried to avoid the Otises and resorted to self protection.
3. a) The Canterville Ghost was sensible enough to see a great deal of value in the invention of the Rising Sun Lubricator.
- b) The Canterville Ghost realised that the Rising Sun Lubricator was good as it served his purpose and made his chains less noisy.
- c) He felt a little humiliated as he stole the Rising Sun Lubricator for oiling his chains. He had to oil his chain so that it would not make a lot of noise.
- d) The character of the ghost undergoes a tremendous transformation throughout the novel. His appreciation of the invention shows that he has evolved from a lowly, rigid existence of scaring people and being insensitive to others, to being sensible and civilized. In the first chapter, he is seen as an egoist ghost whose only purpose was to scare people. Later after his encounter with the Otis family and the pranks played on him by the Twins, he began to transform. He oiled his chains so that it would not make any noise as he walked the corridors at night. He also removed his boots and walked as lightly as possible.
4. The Twins and Washington gave the ghost a hard time. The ghost would put blood stains on the library floor every night but Washington would remove it in the morning with Pinkerton's Champion Stain Remover and Paragon Detergent. This irritated the ghost and he started to dislike Washington. The Twins played a lot of pranks on the ghost. When the Twins saw the ghost for the first time, they threw a large pillow at him. Then they shot him with peashooters when they saw him for the second time. They also created a ghost like figure with a white bed curtain, sweeping brush, a kitchen knife and a hollow turnip. They used this ghostly figure to scare the Canterville Ghost. All these incidents made the ghost weak and tired. The ghost then decided to dress as the 'Headless Earl' and scare the Otis family. However, when he entered the room of the Twins, a heavy jug of water fell right down on him and he was laid up with a severe cold. Following this incident, the ghost once again ventured out at night to walk in the corridors as quietly as possible. But as he was strolling, two figures appeared from a dark corner and shouted out 'BOO'. This scared the ghost and he ran down the stairs in panic. He then saw Washington with a big garden syringe and vanished into the iron stove. After this he was not seen for a few days as he did not leave his room for fear of the Twins.
5. a) The ghost recalled that he frightened the grand-uncle of the Duke of Cheshire because the Duke had come to stay at Canterville Chase for a few days.  
He wanted to terrorize him as he was very anxious to show that he had not lost his influence over the Duke's family.
- b) Yes, this incident tells us that the ghost had the tendency to hold grudges for a long time. He did not forget the grand uncle of the Duke as he had bet a hundred guineas that he would play dice with the Canterville Ghost.
- c) The ghost was prevented from terrorizing the young Duke because he was afraid of the Twins.

## Chapter 5 Comprehension

1. The ghost and Virginia came face to face when she used the back staircase. She thought she saw someone in the Tapestry Chamber and entered it thinking that her mother's maid was inside. To her great surprise, she saw the Canterville Ghost there.
- 2.a) The ghost said these lines. Mr. and Mrs. Otis and their sons are referred to as horrid and rude.

- b) Virginia responded to these lines. She responded by saying that it was not her family but the ghost who was rude, horrid, dishonest and vulgar.
  - c) Virginia was just and compassionate in her responses throughout the exchange with the ghost. Even when the ghost told his wife he was justifying himself for his wicked actions, Virginia admonished him but she was also compassionate when he told her how his wife's brothers starved him to death and offered him her sandwich.
3. Virginia recommended that the ghost emigrate to America so that he could improve his mind. She also thought that the ghost would be a great success in New York because people would pay hundreds of dollars to have him as a grandfather and much more to have him as a family ghost.

The ghost turned down the offer because he thought that Americans were not as refined as the English.

4. According to the ghost, the Garden of Death was far away beyond the pine wood. It was a little garden where the grass grew long and deep along with the great white stars of the hemlock flower. There the nightingale sang all night long and the crystal moon looked down and the yew tree spread out its giant arms over the sleepers.

The ghost said that the verse on the library window meant that a girl as innocent and pure as Virginia must weep with him for his sins because he has no tears. She must pray with him for his soul because he has no faith. Then, if the girl was sweet, good and gentle, the angel of death will have mercy on the ghost and peace will come to Canterville.

5. When Virginia agrees to help the ghost, he rose from his seat and with a faint cry of joy kissed her hand. Then he leads her across the dusty room.

Virginia took a terrible risk in helping the ghost as there was a possibility that she may not be able to return.

### **Interpretation**

1. The meeting between Virginia and the ghost was a turning point in the story. The ghost did not sleep for three hundred years. All he wanted was death and eternal sleep but it was denied to him. He requested Virginia to weep for his sins and plead for him at the Garden of Death. Virginia was the only one who would be able to lead the ghost to the Garden of Death as love was present in her and love is the only thing stronger than death. Besides being redemptive for Simon, it was an enriching experience for Virginia. The meeting proves to be a turning point in the story because after this experience the ghost finally gets eternal rest.
2. When Virginia met the ghost at the Tapestry Chamber, the ghost was sad and his whole attitude was one of extreme depression. Virginia wanted him to behave himself but he justified himself saying that as a ghost he had to rattle his chains, groan through keyholes and walk about at night. However, Virginia did not agree with him and accused him of being wicked while he was alive. The ghost tried to justify why he killed his wife. Virginia also told the ghost that she knew that he was stealing her paints in order to refurbish the blood stains in the library. The ghost replied meekly that because of the lack of real blood, he was forced to steal her paints. The ghost initially appeared to be egoistic and called the Otis family rude and vulgar. He even told Virginia that she as an American would not know about the finer things in life. Virginia decided to leave but suddenly the attitude of the ghost changed and he requested her to stay with him as he was lonely and unhappy. He told her that he wanted to sleep and go to the Garden of Death. At this point in the story, the ghost was no more proud of egoist but meek and humble. He requested Virginia to lead him to the Garden of Death. Hence, we see that the outlook of the ghost changed as he spoke with Virginia.
3. a) The ghost was in despair as he knew that only Virginia would be able to lead him to the Garden of Death.
- b) Virginia was an emphatic and a courageous girl. When she realised that she was the only one who could help the ghost, she did what she knew was the only thing so could do. She stood up courageously and declared that she was not afraid and that she would plead with the angel of death to have mercy on the Canterville Ghost.
4. The writer uses humor throughout this novel. The fact that the ghost stole Virginia's paint to refurbish the blood stain in the library is humorous and an unexpected twist to the story. The readers do not expect a supernatural being to be using paint to create blood. This is followed by the ghost trying to justify his action

by saying that real blood was hard to find. He also defends his actions by saying that he would not have stolen Virginia's paints if Washington had not diligently removed that blood-stain daily.

## **Chapter 6**

### **Comprehension**

1. Mr. Otis was a practical man. When he learned that Virginia was missing, he didn't waste time but immediately went to look for his daughter. Mrs. Otis, on the other hand, did not bother much when initially Virginia did not turn up for tea.
2. Mr. Otis and the Duke of Cheshire went to town to look for Virginia. Mr. Otis thought that Virginia was kidnapped by the gypsies. So, they went to Bexley, a village which was a well-known haunt of the gypsies. But didn't find them there. The gypsies were later found on Brockley meadow but Virginia was not with them.

The carp-pond was dragged because people thought that Virginia might have accidentally fallen into the water.

3. a) Mr. Otis asked this question.  
b) Mr. Otis was truly angry at Virginia because he thought that she had played a practical joke on them.
4. When Virginia returned she said that the ghost was dead and they must see him. She added that the ghost had been very wicked but he was sorry for everything that he had done and gave her a box of beautiful jewels before he died.

This reveals that Virginia was a calm and matured girl. She was not shaken by the incident but remained collected and assertive. She calmly accepted the ghost for what he was and what he has changed to. She had the courage and clarity in thinking even under such bizarre circumstances.

5. The prophecy in the window said that only a pure, sweet and gentle girl will be able to lead the ghost to the Garden of Death. The prophecy also said that when the ghost finally sleeps, there will be peace in the Canterville and the barren almond with the bear. This prophecy was fulfilled when Virginia who was pure and innocent led the ghost to the garden of death. The barren almond tree outside the window also blossomed and peace came to the Canterville Chase.

#### **Interpretation**

1. When Virginia was missing, Mr. Otis suspected that she was kidnapped by the gypsies. He had reasons to be suspicious of the gypsies. Their departure was rather sudden and the fire was still burning and some plates were lying on the grass. So, he informed the police and they started to look for the gypsies. They were finally found at Brockley meadows but Virginia was not with them. They said they left in a hurry as they had mistaken the date of the fair. They were distressed to hear that Virginia was missing and four of them offered to help in the search. Hence, we see that it was a coincidence that the gypsies left at the same time that Virginia was missing.

## **Chapter 7**

### **Comprehension**

1. Page 57.
2. a) Mr. Otis said these lines to Lord Canterville.  
He said this because he wanted to return the casket of jewels to Lord Canterville.  
b) When Mr. Otis says 'appurtenances of idle luxury' he is referring to Virginia's lack of interest in luxury.  
c) Mr. Otis told Lord Canterville that the jewels should be regarded as heirloom and simply as a part of Lord Canterville's property that has been restored to him.
3. Lord Canterville told Mr. Otis that he cannot accept the jewels as they were given to Virginia by the ghost and she has to keep the jewels as she rendered a great service to the Canterville family. He was also afraid that if he takes the jewels, the ghost may haunt him. Lord Canterville added that the jewels cannot be considered as heirloom as it is not mentioned in any will or legal document and its existence was not known to any member of the family. He also mentioned that Mr. Otis bought both the furniture and the ghost, so whatever the ghost has passed should belong to Mr. Otis.

This shows that Lord Canterville is a man of punctilious honour. He was honest and not materialistic or greedy.

4. Old Marchioness of Dumbleton and Mr. Otis had misgivings about the match between Virginia and the Duke of Cheshire.

Old Marchioness of Dumbleton did not approve of the match because she wanted the duke to marry one of her seven unmarried daughters. Mr. Otis was also not in favour of the match because he objected to titles.

Interpretation

1. By using the phrase 'the reward for all good American girls' Wilde is humorously referring to the common occurrence at that time where rich Americans married into British noble families and so acquired a royal title.
2. Virginia says that her meeting with the ghost made her realise that love is the strongest force on earth. The Canterville Ghost made her see what life was and what death signified.
3. Virginia views the ghost as someone who made her realise what life and death means. She knew that he was wicked but also realised that he had changed. She understood him and helped him to achieve peace and eternal sleep. She was compassionate towards the ghost and saw him as a sad old man who was trapped in death.

### **Summative Assessment (Chapter 1-4)**

1. The ghost initially was very confident in his ability to scare the inhabitants of the Canterville Chase and he had been successful in doing that for 300 years. When the Otis family moved into the house, the ghost's ghoulish and creepy behaviour started with usual enthusiasm. It begins with the bloodstain on the library floor. The bloodstain didn't disturb or scare the Otis family instead Washington removed it with stain remover. This happened three times and then the ghost appeared in chains to menace Mr. Otis. However, Mr. Otis was not disturbed by the sight of the ghost and gave him a lubricator to oil his chains. This filled the ghost with indignation and he violently threw the bottle upon the floor and fled. But just as he reached the staircase the Twins threw a pillow and the ghost vanished. After this incident he decided to take revenge on the Otis family. For his second appearance, the Canterville Ghost tried to put on an old suit of armour but was unable to bear its weight and knocked it over. When the family came, he was seen sitting on a high-backed chair nursing his wounds. When the Twins saw him, they shot at him with pea shooters and Mr Otis held up his revolver and told the ghost to raise his hands. The ghost blew out Washington's candle and quickly vanished. He recovered only when he reached the top of the staircase. In an attempt to fulfil his ghostly duty, he gave his celebrated demoniac laughter. This made Mrs. Otis offer him medicine as she thought that he had indigestion. The ghost, filled with fury, was about to turn himself into a black dog but hesitated as he heard footsteps and thought that it might be the twins. He retired to his room and entirely broke down and became extremely upset and angry. He became extremely ill for a few days and hardly stirred out of his room at all. He then planned to take revenge on the Otis family on 17th August. These incidents show that the ghost was not as confident as he was and he seems somewhat frightened by the Twins. All of his tricks were always met with practical solutions such as the stain remover, oil, tincture and the mischief of the twins. These filled the ghost with dejection and frustration. However, the Canterville ghost was egoist and revengeful and decided to take revenge on the Otis family.
2. The ghost decided to attempt to frighten the United States Minister and his family on Friday, 17th August. He planned that he would gibber at the foot of Washington's bed and stab himself three times in the throat to the sound of low music. Then he would go to Mr. and Mrs. Otis's room, place a clammy hand on the wife and hissed into her husband's ears the terrible secrets of the charnel-house. He thought that a few groans from the wardrobe would be sufficient for Miss Virginia or he might grapple at the counterpane with palsy twitching fingers. As for the Twins, he was determined to teach them a lesson by sitting on their chest and producing the sensation of nightmare. Then, he would stand between their beds in the form of icy-cold corpse.



His first stop was Washington's room and as he turned to the corner, he fell back and hid his face with his long bony hand. He saw a horrible ghost standing in front of him. Having never seen a ghost before, he ran back to his room. The next day, he wanted to meet the ghost but when he went to the corner, he realised that it was a fake ghost. Filled with anger, at being tricked, foiled and outwitted by the Twins, he swore that he would murder someone by the time the cock crowed twice. However, his plan was foiled again as the cock failed to crow twice that day.

3. The Otis family, being a practical family, were not frightened by the supernatural. They viewed everything in black and white. The ghost's egotist nature is revealed when he proudly recalls his past experiences and how he frightened the residents of the house. He was vengeful and bore grudges against people. The ghost was also very particular about his ghostly appearances and spent hours planning his role, costumes, and putting on makeup. The ghost was very comfortable in his skin as a ghost until the Otis family came along. The indifferent and rational attitude of the Otis family made the ghost bear grudges against them. The ghost's vengeful character is revealed here as he began to elaborately plan his ghostly appearances and how he would scare each member of the Otis family. The ghost planned several times to teach the Otis family a lesson and to frighten them. But all his plans were foiled. The Otis family were not frightened by the supernatural. The character of the ghost gradually changes after his encounter with the Otis family. The ghost becomes defensive and scared after his encounter with the Otis family. Sometimes, he would not leave his room for several days because he was depressed and scared of the Twins. His feelings were wounded as the Twins who always played pranks on him and the rest of the family were not bothered by his ghostly appearances. By the time the Duke of Cheshire arrived at the Canterville Chase, the ghost had almost become an invalid and was depressed.

When the ghost learnt that the Duke of Cheshire was a guest at the house, he wanted to show him that he had lost his influence over the Duke's family. He planned to appear in front of the Duke in his celebrated impersonation of 'The Vampire Monk'. However, at the last moment, his terror of the Twins prevented him from leaving his room and the Duke slept peacefully.

4. The Canterville Ghost was very conscious of his appearance and 'make-up'. In chapter two, as the ghost recalls his past experiences as a ghost, he remembered his last appearance as 'Red Ruben, or the Strangled Babe' and the disturbances he had created on a June evening by merely playing ninepins with his own bones upon the tennis grounds. He considered himself as a true artist. In chapter 3, he recalled how he had played the character of 'Dumb Daniel, or the Suicide's Skeleton'. He played this role with great effect and considered it to be quite equal to his famous part of 'Martin the Maniac, or the Masked Mystery'. In chapter 4, the ghost dressed as 'Black Issac, or the Huntsman of Hogley Woods' was roaming in the corridor at night when he met with a severe fall because the Twins had tied strings across the corridor. This insult enraged him and he decided to appear as 'Reckless Rupert, or the Headless Earl' the next night. It took the ghost three hours to put on his makeup. In the end of chapter 5, the ghost planned to impersonate 'The Vampire Monk, or the Bloodless Benedictine' in order to scare the Duke of Cheshire. However, his plan failed as his fear of the Twins prevented him from leaving the room. The ghost considered himself as an artist and spent a lot of time choosing his outfits and the roles he would play.
5. Mr. Hiram Otis is the middle-aged American ambassador to the royal court of England. He is a rational and pragmatic American Republican. He comes from a modern country which has everything that can be bought. He refuses to believe that Canterville Chase is haunted despite what his acquaintances say. Later, however, after the constant reappearance of the bloodstain in the library, he has to accept the existence of the disembodied spirit. His predominant qualities are his determination and his inflexibility. He is also rational, practical and pragmatic, in conclusion he is a true American. In the beginning of the novel, he believes that the ghost's existence was nonsense, then, when he personally meets the ghost, he is indifferent. He has more important things to do, making money, for example. Mr. Otis treats the ghost as if he is a noisy neighbour. Sir Simon, the ghost, is stunned when Mr. Otis demands he use the Rising Sun Lubricator to quiet his haunting chains so that the family may get some sleep. Mr. Otis is a calm man who scolds the Twins for throwing pillows at the ghost, and then reasons that if the ghost will not use the lubricator, the family will take away his chains. He is also a loving and a concerned father. When he comes to know that Virginia is missing, he wasted no time and when looking for her. He and his family live with a ghost

without any inhibitions. The fact that he allows the ghost to be a part of the house shows that he is a practical and down to earth man.

6. Mr. Otis was a practical man. He was not bothered by the fact that a ghost was present in the house that he was planning to buy. He told Lord Canterville that if there was a ghost in the house, he would buy both the ghost and the furniture. When he encountered the ghost face to face, he was not frightened, but offered a bottle of lubricator to the ghost so that he could oil his chains. When the ghost refused to accept his gift, he was more disturbed by the thought that he had to live with a noisy neighbour than by the fact that a ghost was present in the house.

Mrs. Otis was the wife of the American ambassador to the royal court of England. Before marriage, she was called Miss Lucretia R. Tappan and was well known for her beauty. She is described as ‘a very handsome, middle-aged woman, with fine eyes, and a superb profile’. The author praises her for having ‘a magnificent constitution’ and ‘a really wonderful amount of animal spirits’. She wasn’t scared of the ghost and even asks him if he wants a remedy for his stomach. Like her husband, she was not disturbed by the fact that a ghost was living in their new home.

Washington Otis was the eldest child. He was ‘fair-haired’, ‘good-looking’ and an ‘excellent dancer’. He is said to display an excessive fondness towards the nobility. This sets him apart from his father who does not approve of titles and the enfeebling influences of the ‘pleasure-loving aristocracy’. He was also not afraid of the ghost and tried to remove the blood stain several times using paragon detergent. He had a practical approach to the supernatural like the rest of his family.

Virginia Otis was the daughter of Mr. and Mrs. Otis. She was born in a London suburb ‘shortly after Mrs. Otis returned from a trip to Athens’. She is said to be athletic and free-spirited, with golden hair and large blue eyes. She was a good rider who once raced and beat Lord Bilton. Virginia had a sense of right and wrong. She censured the ghost for murdering his poor wife. She had a great regard for her family. So, she took offence when the ghost called her family ‘horrid, rude, vulgar, and dishonest’. She encountered the ghost in the fifth chapter. She was initially frightened by his sight but was soon filled with pity and talked to him. During their conversation we come to know that Virginia was aware that the ghost was stealing her paints to refurbish the blood stain on the carpet. However, she didn’t tell anyone. Virginia, unlike her family, was initially disturbed by the thought of a ghost living in their new home. As the novel comes to an end, Virginia emerges as a confident and brave girl, who helps the ghost to enter the garden of death. She was the key to ghost’s redemption.

The Otis Twins were the youngest members of the Otis family. They studied at Eton, an English boarding school. We are told that ‘The Star and Stripes’—a reference to the American flag and the fact that they were always getting canned. They are described as the only true republicans as they practised total freedom in doing everything. They proved to be the Canterville ghost’s nemeses. They attacked him with pillows and pea shooters. They dressed up as ghosts to scare him off his wits. They set tripwires and butter slides in different parts of the house to make him fall. This shows that the Otis Twins like the rest of the family were very practical and not frightened by the ghost.

### **Summative Assessment Chapter 5-7**

1. Virginia Otis was the daughter of Mr. and Mrs. Otis. She was born in a London suburb ‘shortly after Mrs. Otis returned from a trip to Athens’. She is said to be athletic and free-spirited, with golden hair and large blue eyes. She was a good rider who once raced and defeated Lord Bilton. Virginia was the only member of the family who showed no interest in the ghost. She doesn’t bother the ghost and does not try to remove the blood stain either. This shows her unprejudiced and inclusive attitude towards others. She encountered the ghost in the fifth chapter of the novel. She was initially frightened by his sight but was soon filled with pity and talked to him. Virginia had a kind and gentle nature. When the ghost told her that he had starved to death, she offered him her sandwich. During their conversation we come to know that Virginia was aware that the ghost was stealing her paints to refurbish the blood stain on the carpet. However, she didn’t tell it to anyone as she was a sensitive and caring girl. Virginia had a sense of right and wrong. She censured the ghost for murdering his poor wife. She had a great regard for her family. So, she took offence when the ghost called her family ‘horrid, rude, vulgar, and dishonest’. Virginia, unlike her family, was initially

disturbed by the thought of a ghost living in their new home. As the novel comes to an end, Virginia emerges as a confident and brave girl, who helps the ghost to enter the garden of death. She was helpful even when her own safety was endangered. She was also pure and innocent and so she was able to pray for the sins of the ghost and lead him to eternal sleep.

2. The Canterville Ghost in the first two chapters appeared to be a confident ghost. He was vain and liked to recollect about the past and how he frightened the residents of the Canterville Chase. He would often recall the roles that he played as a ghost and how successful he was. He was considered to be a true artist performing his ghostly roles flawlessly. He took pride in scaring people to insanity and death and he planned to scare the Otis family in a similar manner. However, the American family was different for the other inhabitants who lived in the house and he was unable to successfully scare them. As the Otis family arrived at the Canterville Chase, they saw blood stains on the carpet. Washington removed it with paragon detergent but Mrs. Umney, the housekeeper told them that the blood stain cannot be removed and that it would reappear. The blood stain reappeared again and Washington used his detergent to remove it. The first appearance of the ghost was his encounter with Mr. Otis. Mr. Otis was not frightened by the ghost but offered his sunrise lubricator for his chain. The ghost was enraged by his practical approach to problems and smashed the bottle on the ground. Again, when Mrs. Otis encountered him, she offered him a bottle of digestive tincture for his demoniacal laughter. The ghost confidence and morale began to drop as the family were not frightened by any of his celebrated and successful acts. The character of the ghost changed drastically when the twins tricked him, with a fake ghost. He realised that all his plans were foiled and he was outwitted by the two boys. The Otis family seemed immuned to his strategies and as his plans were constantly foiled he ended up in a state of physical illness and exhaustion. His nerves were shattered and he began to be afraid of even the slightest sounds. He stayed in his room for four days and even gave up on putting the blood stains. Even when he roamed the corridors at night, he was careful not to make any noise and moved around quietly. Here, we see that from a confident ghost, the Canterville ghost has become timid and weak. However, he tried one last attempt at frightening the family. So, he dressed as the headless earl and entered the twins room. However, the twins were prepared for him and managed to outwit him again by making a jar of water fall on his head as soon as he opened their door. This incident was the turning point of his ghostly life and he was not seen again for a few days. His feelings were wounded and he caught a cold. He wanted to frighten the Duke of Cheshire but he did not do it as he was afraid of the twins. When Virginia encountered the ghost, the ghost looked sad and depressed. He felt weary and irrelevant and asked Virginia to take him to the Garden of Death.
3. The ghost in the beginning appears to be proud of his ghostly acts. He was vain and took pride on how he drove people to insanity and death. He was revengeful and wanted to see revenge for starving him to death. He thought that some of his ghostly acts were good as he was able to punish evil men. The ghost was self righteous and believed that by frightening people, he was fulfilling his ghostly duties. He considered himself to be a true artist and liked to dress up as certain characters and scare people. He would recollect all the characters he impersonated and how it frightened the people. He had elaborate plans on how to scare the Otis family and started to unveil his acts. However, the Otis family being practical and modern, were not frightened by his impersonations and tricks. This angered him and he started to have grudges against them. He wanted to take revenge on the Otis family for not respecting him as a ghost and for offering practical solutions to the supernatural. Later, we see that the ghost was terrified of the twins and did not go out of his room for several days because he was afraid that the twins may play pranks on him. He wanted to show his influence over the family of the Duke of Cheshire but could not frighten him because of his own fear of the twins. From a proud and confident ghost, he transforms into a timid ghost. He hated the Otis family for their materialism and their American way of life. He was, however, able to see the virtuous and kind nature of Virginia and took her help to go to the Garden of Death. Even as a ghost, he thanked her with a jewel.
4. Virginia alone was eligible to pray for the ghost as she was kind and had a generous heart. She was also selfless and pure. The prophecy required that a pure and innocent girl should cry for the sins of the ghost and pray for him. The ghost knew that Virginia would be the girl in the prophecy because she was sweet, good and gentle. She never bothered the ghost and never told on him even when she knew that he was stealing her paints. He also knew that since she was pure, the wicked voices would not be able to harm her.

Virginia was the only one with a pure heart. When she saw the ghost, she was filled with pity and wanted to help him. Virginia saw that the ghost was truly tired and she offered to release him into the Garden of Death and rest in peace forever. She was a brave girl and showed no fear even when the voices asked her to return. Hence, we see that Virginia was the only one who was eligible to pray for the ghost.

5. Mr. Otis was a true Republican. He was rather strict and had a practical upbringing for his family. When he first encountered the ghost, he offered him lubricating oil for his chains. His practical nature did not change even after encountering the ghost. When the ghost threw away his oil he was concerned that he and his family would be living with a noisy neighbour. Mr. Otis even defended the rights of the ghost and scolded the twins for annoying the ghost. He even tried to shoot the ghost, when he did not listen to his reasoning. In the later part of the novel, we see him as a warm and affectionate father. When Virginia was missing, he did not waste any moment in searching for her. He did not want the Duke to join the search as he was concerned about him. He is seen as a protective father who did not stop at anything to get Virginia back safely. When he learned that Virginia was offered jewels by the ghost, he tried to convince Lord Canterville to take it. This shows that he was not only a good parent but also a man with integrity.
6. Virginia was riding out when she tore her riding costume. She decided to take the back staircase to her room. On her way, she entered a room and came face to face with the ghost. Initially very frightened, Virginia felt great pity for the ghost seeing that he was sad. She tried to comfort him. The ghost tried to justify his evil acts and Virginia scolded him for murdering his wife. The ghost finally broke down and told her about the Garden of Death and how he longed to sleep. The ghost appealed to Virginia to help him cross over to the other side, saying that she had the power of love and love was stronger than death. He reminded her of the verse on the library window and revealed the meaning to her. The ghost said that Virginia was as pure as a child could be and she will be able to persuade the Angel of Death to have mercy on him. Virginia agreed to help the ghost and he took her hand and walked ahead. Virginia proved to be very brave as she did not listen to the wicked voices and moved ahead with the ghost. On her return, she carried a box of jewels given to her by the ghost.
7. The Canterville Ghost is not simply a ghost story. It uses wit and humour. Humour is a powerful weapon that Wilde uses to defuse the scary atmosphere. There is the spooky element, philosophy, romance and family drama, all in one novel. The spooky elements are the rattling of chains, the bloodstains on the floor, the blowing out of candles, the terrible appearances of the ghost and his scary past experiences. However, all this is interlaced with humour. Example, the rattling of chains leads to Mr. Otis offering the ghost an oil to oil to chains so that he and family can sleep peacefully. When the ghost does his demonic laughter, Mrs. Otis offers him medicine for indigestion. The blood stains also appear to be fake as the ghost stole paints from Virginia in order to refurbish it. Then, there is the element of romance with Virginia being in the center of it. The young Duke's affection and his adoration for Virginia is mentioned in the novel. When she goes missing, he sets out to search for her with the only intention to get her back. The novel ends with the Duke, finally marrying Virginia. There is philosophy in the novel as the ghost mentions that love is greater than death. Ultimately, Virginia because of her purity and true love, was able to deliver the ghost to the Garden of Death and plead his case with the Angel of Death. The element of family drama is also present here as the Otis family try to live a full life in the Canterville Chase and deal with the ghost in their own unique way.