



Brain International School

Vikas Puri, New Delhi

ASSIGNMENT NO. 1

SUBJECT: ENGLISH

CLASS-XII

APRIL, 2025

THE LAST LESSON

THEME-

1. LINGUISTIC CHAUVINISM (a belief that your own language is superior to others)
2. PROCRASTINATION-(the habit of unnecessary delaying an important task)

QUESTIONS

1. Everybody during the last lesson is filled with regret. Comment.
2. The order from Berlin aroused a particular zeal in the school. Comment.
3. How is the title 'The Last Lesson' appropriate?
4. What had the narrator counted on for entering the class unnoticed?
5. How did M. Hamel say farewell to his students and the people of the town?
6. Our native language is part of our culture and we are proud of it. How does the presence of village elders in the classroom and M. Hamel's last lesson show their love for French?
7. How does linguistic chauvinism play a key role in the chapter.

LOST SPRING

THEME: PART I: Pathetic, deplorable and miserable living conditions of the slum dwellers who earn a living by collecting garbage and are denied the right to education and the basic amenities.

PART II: mind numbing toil and pathetic condition of the bangle makers. They are exploited and manipulated by the sahuikars, middlemen, police and the other people in authority. They are caught in the vicious web of poverty.

QUESTIONS

1. Which industry was a boon and also a bane for the people of Firozabad? How?
2. In spite of despair and disease pervading the lives of Saheb and Mukesh, they are not devoid of hope. How far do you agree?

3. What does the title 'Lost Spring' convey?
4. "Listening to them, I see two distinct worlds...." Which two worlds is Anees Jung referring to?
5. Give a brief account of life and activities of the people like Saheb-e-Alam settled in Seemapuri.
6. 'Lost Spring' explains the grinding poverty and traditions that condemn thousands of people to a life of abject poverty. Do you agree? Why/why not?

DEEP WATER

THEME: Grit, determination, will power, resilience, courage, fortitude, perseverance and devotion enable us to conquer the insurmountable.

QUESTIONS

1. Douglas has a near death experience in his childhood which has a negative as well as a positive outcome. Justify the statement with evidences from the text.
2. Fear is something that we must learn to overcome if we want to succeed in life. How did Douglas get over his fear of water?
3. Describe both the physical and emotional impacts that the misadventure of the YMCA pool incident had on the narrator.
4. Draw a character sketch of William O Douglas.
5. We always admire those as heroes who face challenges bravely in different phases of life and emerge successfully. Elaborate on this statement with reference to William Douglas.
6. How did the instructor turn Douglas into a swimmer?

THIRD LEVEL

Theme: Escapism from the world full of tensions, war, jealousy and an urge to acquire materialistic possessions.

QUESTIONS

1. How would you evaluate Sam's character? Elucidate his traits and substantiate it with evidence from the text.
2. Does Charley agree that stamp collecting habit is a way of escapism? Why/why not?
3. Briefly describe the scene at the station as seen by Charley.
4. What can be inferred from Sam's letter to Charley?
5. How did Charley reach the third level of Grand Central? How was it different from the other levels?
6. Justify the title 'The Third Level'.

TIGER KING

Theme: Satire on the conduct of people in power and cruelty towards animals.

QUESTIONS

1. Giving a bribe is an evil practice. How did the Tiger King bribe the British officer to save his kingdom? How do you view this act of his?
2. Why was the Maharaja sunk in gloom even after having killed seventy tigers?
3. Attempt a character sketch of the Tiger King.
4. 'Knowing too much of your future is never a good thing.' In the light of this quote, examine how knowing the future paved the way for the king's end.
5. The Maharaja justified his actions based on the maxim: 'You may kill even a cow in self- defense', so there would be no objection to killing tigers in self-defense'. Do you think it is right to justify our actions in this way? Elaborate.
6. Describe the upbringing of the royal infant.

MY MOTHER AT SIXTY-SIX

Theme: fear of losing our loved ones and death being an inevitable truth.

Rhyme scheme: The poet does not use any identifiable rhyme scheme in this poem. It's a blank verse.

Poetic devices:

Simile: This rhetorical device is used when an overt comparison is made between two different things. In this poem, the poet uses the device of simile on two instances. When she compares her mother's face with that of a corpse and also uses the word "like" while making that comparison. She again compares her mother with the moon in wintertime and also uses the word "as" while making this comparison.

Personification: This rhetorical device is used to bestow human qualities on something that is not human. In this poem, the poet uses the device of personification with respect to trees i.e. trees sprinting. She imagines the trees to be figures that are running alongside her car.

Apostrophe: This rhetorical device is used when a poet addresses his or her poem to an absent audience. In this poem, the poet uses the device of apostrophe, when she speaks directly to her mother, addressing her as "Amma", even though we never see the mother replying to the poet.

Metaphor: This rhetorical device is used when a word or phrase is applied to an object or action to which it is not literally applicable. In this poem, the poet uses the device of metaphor in line when she speaks 'the merry children spilling out of their homes' to show the contrary image of her mother's age and approaching end.

Repetition: This rhetorical device is used when a word or phrase is repeated. In this poem, the poet uses the device of repetition in last line ‘all I did was smile and smile and smile.....’ when she had to subdue her feelings and tried not to show her emotion to her mother. She says she believes that she will meet her mother again and ends the poem on an optimistic note.

Tautology: Tautology is a literary device used by writers to say something more than once, using the same words or synonymous words. The intent of this device is to emphasize a point or idea for an audience or reader. e.g. wan, pale

QUESTIONS

1. Having looked at her mother, why does Kamala Das look at the young children?
2. Comment on the tone of the poem with references to ‘My Mother at Sixty-Six’.
3. Analyze the concept of losing our dear ones on account of old age in the context of the poem.