

READING MANUAL

SESSION (2017-18)

CLASS: XII

This manual belongs to:

Name :

Class :

Roll No. :

PREFACE

The Central Board of Secondary Education professes the importance of reading as an indispensable skill in the development of language proficiency in students. Inculcating good reading habits in students has always been considered a stepping stone for creating individuals who not only decode information but also interpret critically, analyse effectively and evaluate objectively.

In this technology savvy world where reading as an activity is considered time consuming and thus is potentially endangered to fade into insignificance, the Reading Manual serves to facilitate the students' perception of the world by offering a wide variety of write ups. The learning material chosen for the manual went through a rigorous process of scanning, selection and deselection, and compilation taking into account the relevance and contemporariness of the content. The selection aims to provide exposure to a variety of issues ranging from the domains of education, psychology, medicine, resource management and environment, to social, ethical, political and visionary. It takes into account the interest, learnability and feasibility of learners while sensitising them about the immediate environment and developing language skills.

All selected texts have been taken from authentic and reliable sources including leading newspapers, magazines and websites, and have been meticulously edited to suit the needs of the learners.

It is hoped that this manual acts as a catalyst in enabling learners to comprehend, reorganise and synthesise information as part of the larger objective of learning and imbibing language.

PASSAGE 1

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

- I. Some political thinkers think that liberty and equality cannot go together. They think that liberty implies the freedom to do what one would like to do. If freedom is interpreted in its absolute sense it means that every individual shall be free according to his opportunities. This would lead to chaos. It is a lesson of history that whenever people are allowed to do as they wish, the clever and more capable used their freedom to concentrate all wealth and power in themselves to the misery and oppression of the rest.
- II. Obviously, the negative view is upheld by those who belong to privileged section of community and for this reason, seek to maintain status quo for the sake of their vested interests. They think that equality is unattainable under conditions of such unrestricted freedom. Lord Action therefore, says, "The passion of equality made vain the hope of liberty." The exponents of this view held that liberty is natural whereas equality is not. Nature itself created differences. For example, some are intellectuals, others are not. Liberty means freedom, that is, no restrictions. Whereas, equality needs some restrictions. This is against the principle of liberty. The institution of property is a natural institution and it should not be restricted by equality. Perfect equality is only possible when enforced by state. It means the powers of state will increase. Excess power of the state is harmful to the liberty of the people. Moreover, state has produced many evils of capitalism. It has encouraged exploitation. It has given protection to the capitalists. Such a state cannot give perfect equality. So, the hope of liberty also vanishes away. Democracy is said to be a system based on liberty and equality. But unfortunately, democracy is either becoming 'elites democracy' or 'dollar democracy'. Either this is controlled by the educated class or by the capitalist. The presence of the elite or the capitalist is inequality. Hence, liberty and equality appear opposed to each other.
- III. The Liberals as well as Marxists have asserted that liberty and equality are not opposed to each other. Liberty has no meaning if it is not enjoyed by all. It may be enjoyed by all if privileged classes are abolished in the society. In a society of unequal, freedom becomes a farce. What is the use of expression of thought, when some are deprived? A sound public opinion cannot be formed. That is why R.H. Tawney observes that a large measure of equality, as far from being inimical to liberty, is essential to it. If there is only liberty, there will be anarchy. Liberty will be exploited for personal profits. Dunham writes, "A group of men whose social role consists of taking profits from other people's labour can have no profound belief in equality and fraternity as desired ideals." Thus, liberty needs equality, so that there is no concentration of wealth in one or few hands. The Marxists have gone to the extent of saying that liberty and equality are, closely related for a classless society.
- IV. The Liberals think that democracy can never be successful till there is perfect liberty with equality. Laski, a champion of liberalism, writes, "There cannot, in a word, be a democratic government without equality; and without democratic government there cannot be freedom." Democracy is based on political equality. Political equality is not possible without social and economic equality. In the absence of social equality, some social class will dominate politics and in the absence of economic equality those holding the means of production will dominate politics. So in the absence of socio-economic equality, liberty is just a myth. People may enjoy real liberty only where social and economic equality is established. This will make democracy successful.
- V. Thus, we find that liberty without equality is meaningless. We may enjoy liberty only when there is perfect equality. If liberty is to be viewed as positive thing then equality is a prerequisite. The Marxists clearly stated there is inequality in the society due to the institution of private property. Many contemporary liberal writers express the relation

between property and equality but Marxists scientifically analysed the question of equality in relation to property. They maintained that a classless society could only be established when private property is abolished. In a classless society, one will work according to one's ability and each will get according to one's need.

- VI. The Marxists maintain that social and political equality is a myth without economic equality. In the absence of economic equality those holding the means of production will dominate politics. They refuse that the state can create equality in a class-divided society through welfare measures. They believe that social ownership of the means of production in a given society is a precondition for economic equality. The Marxists accept that all distinctions cannot be removed. They say, "Communist equality presupposes the eradication not of all distinctions and such conditions as would give rise to a difference in the social position of people."

WORKSHEET 1

A. On the basis of your reading the passage, answer the following questions:

- a. How have the mighty made use of absolute freedom?
- b. Discuss the contradiction inherent in the provision of equality and liberty.
- c. Absolute equality goes against the very concept of equality. Justify.
- d. What do the Liberals and Marxists have in common?
- e. In the absence of socio economic equality, liberty is just a myth. Comment.
- f. In what way do the elite and capitalists affect democracy?

B. Answer the following questions by writing the most appropriate option in your answer scripts:

- a. Which of these is false according to the Marxists?
 - (i) liberty and equality are not opposed to each other
 - (ii) social and political equality is a myth without economic equality
 - (iii) all classifications cannot be removed
 - (iv) state can create equality in a class-divided society through welfare measures
- b. According to the Marxists, the blame of inequality in society should be laid on
 - (i) Societal class distinction
 - (ii) Apathy of political class
 - (iii) Myth regarding liberty
 - (iv) Institution of private property
- c. Which of the following is not a presumption in communist equality?
 - (i) Abolition of private property
 - (ii) Social ownership of means of production
 - (iii) Eradication of all distinctions
 - (iv) Relationship between social, political and economic aspects

C. Find words from the passage which are closest in meaning to the following:

- a. Ruinous (para III)
- b. Absurdity (para III)
- c. Brotherhood (para IV)

D. Make notes of the above passage using an acceptable format including abbreviations and suitable headings and subheadings.

Write a summary of the above passage in not more than 80 words.

PASSAGE 2

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

- I. Many of us believe that “small” means “insignificant”. We believe that small actions and choices do not have much impact on our lives. We think that it is only the big things, the big actions and the big decisions that really count. But when you look at the lives of all great people, you will see that they built their character through small decisions, small choices and small actions that they performed every day. They transformed their lives through a step-by-step or day by day approach. They nurtured and nourished their good habits and chipped away at their bad habits, one step at a time. It was their small day-to-day decisions that added up to make tremendous difference in the long run. Indeed, in matters of personal growth and character building, there is no such thing as an overnight success.
- II. Growth always occurs through a sequential series of stages. There is an organic process to growth. When we look at children growing up, we can see this process at work: the child first learns to crawl, then to stand and walk, and finally to run. The same is true in the natural world. The soil must first be tilled, and then the seed must be sowed. Next, it must be nurtured with enough water and sunlight, and only then will it grow, bear fruit and finally ripen and be ready to eat.
- III. Gandhi understood this organic process and used this universal law of nature to his benefit. Gandhi grew in small ways, in his day-to-day affairs. He did not wake up one day and find himself to be the Mahatma”, In fact, there was nothing much in his early life that showed signs of greatness. But from his mid twenties onwards, he deliberately and consistently attempted to change himself, reform himself and grow in some small way every day. Day by day, hour by hour, he risked failure, experimented and learnt from mistakes. In small and large situations alike, he took up rather than avoid responsibility.
- IV. People have always marvelled at the effortless way in which Gandhi could accomplish the most difficult tasks. He displayed great deal of self-mastery and discipline that was amazing. These things did not come easily to him. Years of practice and disciplined training went into making his successes possible. Very few saw his struggles, fears, doubts and anxieties, or his inner efforts to overcome them. They saw the victory, but not the struggle.
- V. This is a common factor in the lives of all great people: they exercised their freedoms and choices in small ways that made great impact on their lives and their environment. Each of their small decisions and actions, added up to have a profound impact in the long run. By understanding this principle, we can move forward, with confidence, in the direction of our dreams. Often when our “ideal goal” looks too far from us, we become easily discouraged, disheartened and pessimistic. However, when we choose to grow in small ways, taking small steps one at a time, performing it becomes easy.

WORKSHEET 2

A. Answer the following questions by writing the most appropriate option in your answer scripts:

- a. The main idea in the first paragraph is that
 - (i) Big things, big actions and big decisions make a person great
 - (ii) Small actions and decisions are important in one's life
 - (iii) Overnight success is possible for all of us
 - (iv) Personal changes are not important

- b. What does the writer mean by saying 'chipped away at their bad habits'?
 - (i) Steadily gave up bad habits
 - (ii) Slowly produced bad habits
 - (iii) Gradually criticized bad habits
 - (iv) Did not like bad habits

- c. Which of the following statements is true in the context of the third paragraph?
 - (i) Gandhi became great overnight
 - (ii) Gandhi showed signs of greatness in childhood itself
 - (iii) Every day Gandhi made efforts to change himself in some small way
 - (iv) Gandhi never made mistakes

- d. What is done by great people to transform their lives?
 - (i) They approach life on a day-by-day basis
 - (ii) They build character in small ways
 - (iii) They believe in performing everyday
 - (iv) All of these

B. On the basis of your reading of the text, answer the following questions:

- a. How do small actions and choices impact our lives?
- b. Describe organic process of growth through an example from the text.
- c. What according to the author is the 'universal law of nature'?
- d. How did Gandhi accomplish the most difficult tasks effortlessly?
- e. Which things about Gandhi's life were not seen by most people?
- f. How can we achieve our 'ideal goals'?

C. Find words from the passage which are similar in meaning to the following :

- a. a way of dealing with a situation or problem (para I)
- b. intentionally / purposely (para III)
- c. be filled with wonder (para IV)
- d. of deep significance; far-reaching (para V)

D. Make notes of the above passage using an acceptable format including abbreviations and suitable headings and subheadings.

Write a summary of the above passage in not more than 80 words.

PASSAGE 3

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

- I. Hundreds of thousands of our qualified youngsters take off from different international airports every year for higher studies or highly lucrative jobs in the US, the UK, Germany, France and Australia. And most of these Indians prefer to settle abroad, attracted by the facilities and the higher quality of life provided by these countries. We have been crying hoarse about brain drain from India over the last five decades or more, without going in for a well-set blueprint to check the counter-productive phenomenon. Some of the public schools in our metros and our IITs and IIMs are providing world class education. One might wonder that having spent a lot on infrastructure, training and other facilities and the best teaching staff, can the government and the people of India look away as the talent, assiduously nurtured in India, is utilized by other countries for their development and excellence in different fields.
- II. During the decades long debate on brain drain, it was said that our youngsters leave India just because excellence is neither recognized nor rewarded in India. This could have been partly true at the beginning of this debate. But today, things have changed beyond recognition and talented people can reach the highest position if only they are prepared to work hard. Youngsters from India — whatever be the field they are working in — are today suitably recognized and rewarded. Take the field of sports where many of the celebrities are household name - SaniaMirza, Narain Karthikeyan, Sachin Tendulkar, Anju Bobby George, P.T. Usha and several others. Innovation and managerial skills get recognition when Indians can vie others in excellence from any part of the world.
- III. If there is one individual who has catapulted India to the number one position in milk production in the world, it's none other than Dr. Verghese Kurien, the father of the White Revolution. A top engineer who completed the Konkan railway in record time. Mr. E. Sreedharan has built up the world class Delhi Metro. Mr. Amitabh Bachchan is no longer a mega star of the Indian screen only. His presentation of Kaun Banega Crorepati and other ventures have made him a living legend of global proportions. Take the story of Ambani brothers, the Tatas, the Mittals and others who are having their footprints in different continents. We have had so many Indians who rose to the summit as Miss Universe and Miss World, but none has earned so much acclaim globally in Bollywood, Hollywood or the Cannes Film Festival as Ms. Aishwarya Rai Bachchan. In the wake of globalization, India has produced a galaxy of eminent entrepreneurs in IT, biotechnology, civil aviation, steel production etc. just mention a field and we are already in the vanguard or moving ahead at a frantic pace. A time may come when India would be capable of reversing the so called brain drain to India's supreme advantage.
- IV. And happily enough, this is already happening now. A report released by a high-tech lobbying group on the Silicon Valley in 2005 revealed that the highly skilled Indian born talent that once flocked to the US was returning home, "turning America's brain drain into India's brain gain." Titled "Losing the Competitive Edge; The Challenge for Science and Technology in the US", the report said that countries like India and China, through the restructuring of their economies, were dramatically increasing the skill sets of their work force, thereby posing a challenge to the US leadership and technology domain. "Public-private partnerships" have invested in technical universities and communications infrastructure to create cutting edge technology parks in places like Bengaluru in Karnataka.

This will make India more competitive and alluring to investors and multinational companies. The report further said; “They are dramatically increasing the skill sets of their workforce, investing in research and development and adopting advanced technologies, all to create wealth and spur economic growth.

WORKSHEET 3

A. Answer the following questions by writing the most appropriate option in your answer scripts:

- a. Our qualified and talented youngsters go abroad for :
- (i) holidaying
 - (ii) higher studies and better jobs
 - (iii) propagating India’s greatness
 - (iv) helping Indian students abroad
- b. Youngsters need
- (i) attention
 - (ii) repute and money
 - (iii) recognition
 - (iv) all of the above

B. On the basis of your reading of the text, answer the following questions:

- a. How can innovation and managerial skills get recognition?
- b. What is the contribution of Dr. Verghese Kurien?
- c. ‘Mr. Amitabh Bachchan is no longer a mega star of the Indian screen only.’ Comment
- d. What had turned America’s brain drain into India’s brain gain?
- e. How is India becoming more competitive and alluring to investors and MNCs?

C. Find words from the passage which are similar in meaning to the following :

- a. constant in effort (para I)
- b. propelled (para III)
- c. zenith (para IV)
- d. a specified sphere of activity or knowledge (para IV)
- e. enthusiastic and public praise (para IV)

D. Make notes of the above passage using an acceptable format including abbreviations and suitable headings and subheadings.

Write a summary of the above passage in not more than 80 words.

PASSAGE 4

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

- I. Love them or loathe them, in today's competitive scenario, there is nothing more adequate than a psychometric test to understand one's persona, mental make-up and skills. All it requires is to analyse the answers to a specific set of questions.
- II. After completing their board exams, choosing the right subject for graduation can be an arduous task for students. Scientific and easy-to-use online assessment tools such as psychometric tests can be instrumental in helping them choose the right career at the right time. Students can get a personalised report based on their answers, which is then matched with the available career options, gradually charting the path to economic growth for the nation.
- III. Measuring educational progress through examination results is passé and inadequate in today's competitive scenario as these results are influenced by a wide range of factors. While it makes sense to pursue careers that play to a student's specific abilities, exam results alone should not define their career choices. A psychometric test focuses on changing this traditional mindset of people and setting them on the career path that suits their personality. Focusing on the key aspects of an individual such as personality, interests, values and behavioural traits, these tests are successful in determining the inherent passion of students. They are based on the understanding that students can do wonders if they indulge in the work that comes naturally to them. The results of the tests highlight the weaker points of the candidates, so that they can gain knowledge and select careers that play to their strengths and needs. Candidates are also likely to gain the confidence to highlight their abilities at interviews.
- IV. Psychometric tests aim at providing better career and recruitment choices not just for students, but also for working professionals and corporate houses. Firms, as well as colleges, are embracing these cutting-edge assessment tools to support their hiring process. Education is one of the main pillars on which the economy of a country thrives. However, the real educational journey starts when students have to choose the subject of their choice, go for further studies and then choose a career line. This is when psychometric tests come into play, guiding students and early professionals between 15 and 30 years of age and assisting them in optimal career planning. They offer career clarity during school and college days and through initial jobs taking into account candidate's interests and personality. This ensures appropriate hiring for organisations and long-term sustainability in the chosen career path for individuals.
- V. Psychometrics is considered a sophisticated tool that almost all recruiters favour over the traditional interview, reference and CV method, owing to its accurate indication of how a candidate will actually perform at work. For an HR of any corporate house or a start-up, the biggest challenge today is hiring the right people. Attracting good talent is not considered enough anymore. A prospective candidate must be pronounced as a 'good hire' and needs to be the perfect fit. This test makes sure that the recruiters do not end up paying a heavy price for quick, wrong hires.
- VI. Recruitment is expected to evolve from a fragmented ecosystem to players implementing ways to work closely with their clients' requirements. In a positive move, recruitment companies are likely to give up sourcing appropriate candidates to acquiring the right ones by using psychometric tests to shortlist prospective candidates. As this industry is growing at a breakneck speed, start-ups and big corporate companies are now deploying techniques like multi-level assessments, psychometric tests and roping in external partners to make sure they assess potential employees accurately and appoint the right candidate for the required post.

- VII.** We all make assumptions about our abilities, and one may not completely trust someone else's judgment with regard to choosing one's next career or being adjudged on being a perfect fit in an organisation, exclusively on the basis of this online test. However, it is a useful persuasive tool for checking out that career move. Even if you have no idea what you'd like to do, it's a fun way of getting at a few insights you might never have thought of by yourself. It can throw up unexpected results that open up new career possibilities.

WORKSHEET 4

A. On the basis of your reading the passage, answer the following questions:

- a. Why should educational capabilities not be measured solely through examination results?
- b. How do psychometric tests ensure the choice of a 'good hire' in an HR organization?
- c. Recruitment is no longer a 'fragmented ecosystem'. Explain.
- d. How are psychometric tests an unconventional and at the same time, successful method to judge a person's capabilities ?
- e. What could be an individual's apprehensions with regard to the employment of these tests on self?

B. Answer the following questions by writing the most appropriate option in your answer scripts:

- a. In the author's view, the results of psychometric tests are:
 - (i) Cent percent accurate
 - (ii) scientific
 - (iii) subjective
 - (iv) vagrant
- b. The use of psychometric tests has become more popular with:
 - (i) Growth of the recruitment industry
 - (ii) Career related confusion with students
 - (iii) Dearth of good candidates
 - (iv) Both II. and III.
- c. Psychometric tests do not focus on an individual's :
 - (i) personality
 - (ii) economic prospects
 - (iii) behaviour
 - (iv) motivation and interests

C. Find words from the passage which are closest in meaning to the following:

- a. evaluation (para IV)
- b. rapid (para VI)

D. Make notes of the above passage using an acceptable format including abbreviations and suitable headings and subheadings.

Write a summary of the above passage in not more than 80 words.

PASSAGE 5

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

- I. When I was in New York in September this year, as always, I walked into the lobby of the UNICEF headquarters looking for the latest publications. I have done so for 20 years, enjoying the routine as much as the glimpses from the lives of children across the world.
- II. While reading, I had marked this paragraph out: *Around the world, innovators are trying unconventional approaches to education — like using simple toys to illustrate principles of science, or setting of innovation labs to give children a space in which to tinker with models and ideas. Such initiatives impart critical knowledge and skills, while giving children opportunities to build their confidence as thinkers, makers and problem solvers. These experiences can change children’s lives — and children, in turn, have the potential to change the world.*
- III. As we celebrate Children’s Day today, think about how we accompany our children at home, in school and in public settings. Our everyday pre-occupations seem to be often limited to school, homework, grades and never-ending requirements for tomorrow’s success, even if we have the child’s best interests at heart. As a result, children are left with little time and nearly no space to do things that build their confidence, nurture their creativity and connect them with their immediate reality.
- IV. One might ask: do school and all that we do for children not help them realise their dreams and innate potential? Unfortunately the answer is: not always and not enough. Families and society alike must give their children time to discover the world around them, understand more deeply the real-life problems that surround them, allow them to experiment and engage them as partners in constructive and creative programmes.
- V. Let me illustrate with some examples. India Poverty Solutions, a unique initiative to end child poverty, today engages students from over 100 schools. The USP here is the engagement methodology. Children end up knowing more about the impact of deprivation on their peers and then inviting them to be part of a creative solution - save 1/3 for self, 1/3 for family and 1/3 for society- that in turn takes the form of a concrete service for vulnerable children. It takes the form of immunization drives, educational scholarships, and support for adolescent girls and care for children living with HIV. In its third year, the child-to-child support stands out and the programme’s depth and simplicity contributes to its increasing popularity.
- VI. The children’s choir at Bharatiya Vidya Bhavan, Coimbatore, is yet another example of how the culture of India can be enriched with active leadership of children. At almost any public event in the Bhavan and across the city, I have seen the choir take centre stage, singing traditional and contemporary, religious and secular compositions, bringing alive prayers and poems in a way only children can. We could surely do more to strengthen much-needed intergenerational conversations as well as to carry forward the collective spirit of India.
- VII. On Children’s Day, let us think not only of the child at home but all the children in the *periya kudumbam*, the human family to which we all belong. Nearly 16 crore children in our country are below the age of six years. In the years to come, these children will join our workforce as scientists, farmers, teachers, data operators, artisans, service providers and healthcare professionals. A disproportionate numbers of our children are still affected by poverty, deprivation, communicable diseases, gender discrimination and public apathy. “A matter of national shame,” said our former Prime Minister referring to the impact of deprivation.

VIII. Today, let us re-imagine the way we accompany our children in their life journey. Easier said than done but worth a try. The world will be richer for the contributions of children themselves as inspired thinkers, makers and problem solvers.

WORKSHEET 5

A. On the basis of your reading of the text, answer the following questions:

- a. What are the problems, according to the author, in the contemporary education system?
- b. Discuss the role of society in making children realise their potential.
- c. What conclusion does the author draw from his experience of watching children channelizing their energies?
- d. What misfortune do a majority of children have to suffer from?
- e. What can convert children into problem solvers?

B. Answer the following questions by writing the most appropriate option in your answer scripts:

- a. According to the author, elders do
 - (i) not care about the interests of the children
 - (ii) not put in adequate effort towards learning process
 - (iii) lip service to the cause of educating children
 - (iv) not wish to end child poverty
- b. The author is a
 - (i) Pessimist
 - (ii) Visionary
 - (iii) Narcissist
 - (iv) Fanatic

C. Find words from the passage which are similar in meaning to the following:

- a. Interpretative (para II)
- b. Involve (para IV)
- c. Enhanced (para VI)
- d. Personnel (para VII)

D. Make notes of the above passage using an acceptable format including abbreviations and suitable headings and subheadings.

Write a summary of the above passage in not more than 80 words.

PASSAGE 6

Read the poem given below and answer the questions that follow.

My Butterfly

Thine emulous fond flowers are dead, too,
And the daft sun-assaulter, he
That frightened thee so oft, is fled or dead:
Save only me
(Nor is it sad to thee!)
Save only me
There is none left to mourn thee in the fields.
The gray grass is not dappled with the snow;
Its two banks have not shut upon the river;
But it is long ago-
It seems forever-
Since first I saw thee glance,
With all the dazzling other ones,
In airy dalliance,
Precipitate in love,
Tossed, tangled, whirled and whirled above,
Like a limp rose-wreath in a fairy dance.
When that was, the soft mist
Of my regret hung not on all the land,
And I was glad for thee,
And glad for me, I wist.
Thou didst not know, who tottered, wandering on high,
That fate had made thee for the pleasure of the wind,
With those great careless wings,
Nor yet did I.
And there were other things:
It seemed God let thee flutter from his gentle clasp:
Then fearful he had let thee win
Too far beyond him to be gathered in,
Snatched thee, o'er eager, with ungentle grasp.
Ah! I remember me
How once conspiracy was rife
Against my life-
The languor of it and the dreaming fond;
Surging, the grasses dizzied me of thought,
The breeze three odors brought,
And a gem-flower waved in a wand!
Then when I was distraught

And could not speak,
Sidelong, full on my cheek,
What should that reckless zephyr fling
But the wild touch of thy dye-dusty wing!
I found that wing broken to-day!
For thou art dead, I said,
And the strange birds say.
I found it with the withered leaves
Under the eaves.

-Robert Frost

WORKSHEET 6

A. On the basis of your reading of the text, answer the following questions:

- a. Apart from the death of the butterfly, the poet mentions the withering away of other things as well. Comment.
- b. How does the poet describe his first sight of the butterfly?
- c. What role do fate and God play in the life of the butterfly?
- d. What effect did the butterfly produce on the once distraught poet?

B. Answer the following questions by writing the most appropriate option in your answer scripts:

- a. The mood and tone of the poem is
 - (i) Defiant
 - (ii) Exhilarated
 - (iii) Somber
 - (iv) Astounded
- b. The butterfly which once inspired joy and magic in the speaker now
 - (i) leaves the speaker to question the forces which rule the cosmos
 - (ii) leaves the speaker to visit the river and ponder
 - (iii) leaves the speaker to analyse the dead organism
 - (iv) leaves the speaker to curse the conspiracy against his life
- c. The literary device which has not been used in the poem is
 - (i) Pun
 - (ii) Alliteration
 - (iii) Personification
 - (iv) Imagery

C. Find words from the poem which are similar in meaning to the following:

- a. spun
- b. widespread
- c. attics