

## 5. The Lighter Side

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### The Lighter Side - Post Early for Christmas

**Que 1: Your school has staged the play “Post Early for Christmas” as part of the Annual Day Celebrations. The whole event is to be published in the newspaper.**

**Draft a newspaper report**

**Marks :(6)**

**Ans:** Suitable title/format

Relevance of the content

Language and style

Organisation of ideas

**Que 2: Your school has staged the play “Post Early for Christmas”. Write a review of the play based on your observations**

**Marks :(8)**

**Ans:** Comprehensiveness of the content

Relevance of the points

Clarity of presentation

Originality

Appropriateness of language

**Que 3: Report the following dialogue**

**Marks :(4)**

**ASSISTANT:** If it is a present, I think it will be in time, sir.

**TOURIST:** It is a present—a special kind of present. But tell me, how long before it goes to the General Post Office to be sorted?

**ASSISTANT:** It will be collected at midday.

**You may begin the sentence as follows**

**The assistant said that .....**

**Ans:** Accuracy

Grammatical correctness

**Que 4: Comment on the ending of the play “Post Early for Christmas”**

**Marks :(5)**

**Ans:** Comprehensiveness of ideas

Precision and clarity

Quality of language

**Que 5: Comment on the title of the play “Post Early for Christmas”** **Marks :(5)**

**Ans:** Comprehensiveness of ideas

Precision and clarity

Quality of language

**Que 6: I'm leaving the Post Office for ever. I'm going down the road to work at the animal dispensary. Animals don't do such silly things.**

**Based on the above statement, what traits of character do you get about the 'Young Lady Assistant'** **Marks :(5)**

**Ans:** Contextual presentation of ideas

Cohesion of ideas

Language and style

**Que 7: It is said that laughter is not devoid of an element of pain. In the light of this statement bring out the circumstances that lead to humour in the play "Post Early for Christmas"** **Marks :(5)**

**Ans:** Comprehensiveness of the content

Appropriateness of language

Clarity of ideas

## **The Lighter Side - This is Going to Hurt just a Little Bit**

**Que 1: With reference to the poem "This is going to hurt just a little bit", narrate an unpleasant experience that has happened in your life** **Marks :(5)**

**Ans:** Comprehensiveness of the presentation of experience, personal impressions

Creativity

Appropriateness of language

**Que 2: Write a critical appreciation of the poem "This is Going to Hurt Just a Little Bit"** **Marks :(8)**

**Ans:** Comprehensiveness of the content

Relevance of the points

Clarity of presentation

Originality

Appropriateness of language

**Que 3: Read the lines from the poem "This is going to hurt just a little bit" and answer the questions that follow.** **Marks :(5)**

**Because some tortures are physical and some are mental,  
But the one that is both is dental.**

- 1. Pick out the rhyming words in the above lines**
- 2. Bring out the idea conveyed in the lines**
- 3. Why dental pain is considered as a torture?**

**Ans:** a) mental/dental

b) Relevance of the content

Appropriateness of the language

c) Relevance of the content

Appropriateness of the language

**Que 4: Exaggeration is one of the devices used in depicting humour. How far is this statement true with reference to the poem “THIS IS GOING TO HURT JUST A LITTLE BIT”**

**Marks :(5)**

**Ans:** Comprehensiveness of ideas

Precision and clarity

Quality of language

**Que 5: Compare the poem with “This is going to hurt just a little bit” by Ogden Nash.**

**Marks :(8)**

**Common Cold**

**Ogden Nash**

**Go hang yourself, you old M.D.!**  
**You shall not sneer at me.**  
**Pick up your hat and stethoscope,**  
**Go wash your mouth with laundry soap;**  
**I contemplate a joy exquisite**  
**I'm not paying you for your visit.**  
**I did not call you to be told**  
**My malady is a common cold.**

**By pounding brow and swollen lip;**  
**By fever's hot and scaly grip;**  
**By those two red redundant eyes**  
**That weep like woeful April skies;**  
**By racking snuffle, snort, and sniff;**  
**By handkerchief after handkerchief;**  
**This cold you wave away as naught**  
**Is the damndest cold man ever caught!**

Give ear, you scientific fossil!  
Here is the genuine Cold Colossal;  
The Cold of which researchers dream,  
The Perfect Cold, the Cold Supreme.  
This honored system humbly holds  
The Super-cold to end all colds;  
The Cold Crusading for Democracy;  
The Führer of the Strep to coccracy.

Bacilli swarm within my portals  
Such as were ne'er conceived by mortals,  
But bred by scientists wise and hoary  
In some Olympic laboratory;  
Bacteria as large as mice,  
With feet of fire and heads of ice  
Who never interrupt for slumber  
Their stamping elephantine rumba.

A common cold, gadzooks, forsooth!  
Ah, yes. And Lincoln was jostled by Booth;  
Don Juan was a budding gallant,  
And Shakespeare's plays show signs of talent;  
The Arctic winter is fairly coolish,  
And your diagnosis is fairly foolish.  
Oh what a derision history holds  
For the man who belittled the Cold of Colds!

**Ans:** Analysis of theme, message, tone, mood and poetic devices

Cohesion of ideas

Clarity of expression

### **The Lighter Side - Crime and Punishment**

**Que 1: Draft a blog for the story "Crime and Punishment"** **Marks :(5)**

**Ans:** Format of blog

Content

Language

**Que 2: Fill in the blanks with suitable prepositions and correct tense forms**

The boy immediately switched on ..... another demand. He asked his teacher to ..... (tell) him a story. The teacher said that he hadn't done a sum and that it ..... (be) eight-thirty. The boy said that he did not care ..... sums and he demanded the same thing **Marks :(4)**

**Ans:** to, tell, was, for

Accuracy/Grammatical correctness - 4

**Que 3: Compare the character sketch of the teacher and that of the boy with reference to the title “Crime and Punishment”** **Marks :(5)**

**Ans:** Contextual presentation of ideas

Cohesion of ideas

Language and style

**Que 4: Report the following passage**

"I won't be a station master," he said defiantly, whereupon the young fellow said: "Oh, oh, is that what you say?" He gently touched his cheek, and murmured: "It is paining me here awfully, I must see my mother." **Marks :(4)**

**Begin the sentence with**

**The teacher said defiantly that he .....**

**Ans:** Accuracy/Grammatical correctness

**Que 5: The teacher in the story “Crime and Punishment” is the one who suffers punishment more than the boy does. Do you agree with this statement? If so, why? Marks :(5)**

**Ans:** Contextual presentation of ideas

Cohesion of ideas

Language and style