

ISC Solved Paper 2020

English Paper - 1 (Language)

Class-XII

(Maximum Marks : 100)

(Time allowed : Three hours)

(Candidates are allowed **additional 15 minutes** for **only** reading the paper.

They must **NOT** start writing during this time.)

Attempt all **four** questions.

The intended marks for questions or parts of questions are given in brackets [].

(You are advised to spend not more than **45 minutes** on Question 1, **55 minutes** on

Question 2, **30 minutes** on Question 3 and **50 minutes** on Question 4.)

(You should begin each answer on a fresh page.)

1. Write a composition (in approximately 400-450 words) on any one of the following subjects: [25]
(You are reminded that you will be rewarded for orderly and coherent presentation of material, use of appropriate style and general accuracy of spelling, punctuation and grammar.)

- Recently, you travelled to a place you found peaceful and rewarding. Describe the place, the weather, the people, and the local activities that make this destination particularly attractive.
- Narrate an experience when you took on a responsibility in your school that you usually would not, and you were pleasantly surprised at the outcome.
- "If winter comes, can spring be far behind?" Express your views on this statement.
- Solitude.
- Students should be allowed to use electronic gadgets in the classroom. Argue for or against this proposition.
- Write an original short story that begins with the line:

The lone young man who sat hunched on the park bench had an unusual gleam in his eyes.

Ans. (a) **A Visit to a Peaceful Place**

Travelling has numerous benefits. It helps widen our knowledge, entertain and exposes us to new and beautiful locations. Last month, I went to an island of Indonesia named Belitung. It is a tranquil place perfect for a solo visit. It is located on the east coast of Sumatra in Indonesia. The island is divided into two districts – Billiton District, the key locality of the island and also the main attractive place, and the East Belitung District.

The name of the island is derived from a local word meaning the strike of the sea. In earlier times, the island used to be hit by sea waves causing serious damage to people and properties. Hence, it was named so. There are two main beaches Tanjung Tinggi and Tanjung Kelayang. They are known for their rounded granite boulders, fine sand and calm waters.

There are many towns and villages within the island. The largest town is called Tanjung Pandan. It has Dutch architecture from the colonial era and a harbour that is filled with multicolours. People work in mines and produce fishery products. The main source of income is palm oil.

The Belitung Island is really a place filled with natural beauty. Among the offshore islands, Pulau Lengkuas has a lighthouse belonging to the 19th-century. You can go for snorkeling among its coral reefs or enjoy a peaceful across the shore. The island has a considerable Malay population, yet several languages are found here. It is filled with natural resources which help the locals to earn their living.

The people of the island are very friendly. As soon as I got off the plane, I received a warm welcome from the hotel staff that I had booked earlier. The hotel was located right across the beach. It was such a beautiful place as I had never seen before. The beach was full of exotic flora and it looked like the shadow of the blue sky was floating on the water.

I mostly stayed near the beach to enjoy the sunset and sunrise. Fortunately, it was a moonlit night. I clocked many pictures of the full moon from the beach and from the hotel window. During the day, I would swim in the clear, blue water. and sometimes I passed some time enjoying my solitude.

I enjoyed sailing, snorkelling and swimming in the clear beaches. I visited the Bird Islet which had many birds from different species. The guide told us the names of a few birds. I learnt many interesting things about bird-watching that day.

All in all, I returned from the trip quite satisfied and relaxed. I would recommend everyone to go for a solitary outing at least once a year if they can afford it.

- (b) The word 'carnival' itself brings forth tremendous excitement in the hearts of kids and adults alike. The word spells enjoyment and an occasion of fun with friends and family. Every alternate year, our school organises a carnival for students, our families and friends. It is indeed a great occasion for all to get together and enjoy. This year our school organised the carnival in the month of December and aptly called it the 'Christmas Carnival'. A lot of preparations and hard labour went into making this carnival a successful event. Every year, the head girl of the school plans the programme with the help of other cabinet members, under the supervision of the teacher incharge. Unfortunately, just few days before the carnival, our head girl fell ill. The organizing team got very nervous. God knows how did my name struck in my principal's mind and she forwarded my name. I have been a topper in studies but had never handled such eminent responsibilities. I was in a shock, neither could I refuse to accept the duty nor could prepare myself confidently for it, but then I decided to accept it as a challenge! We divided the classes into junior and senior groups and deployed at each stall in such an organised manner that they not only got an opportunity to shoulder the responsibility of the stall but also got time to visit other stalls and enjoy the carnival along with their friends. Amongst the games stalls, the most popular ones were Nine Pins, Ring the Duck, Shoot the Basket, Test of Strength etc. However, the greatest attraction was The Golden Goal stall was where one had to kick a football into a three foot ring suspended in air. The stall grossed the highest amount amongst the games stalls. A large variety of fast food items were served at the various food stalls. The best part of these food stalls was that the prices were kept quite reasonable as compared to the market prices, unlike other school carnivals, where the prices were almost doubled. Many of the senior students interacted with the crowds in the guise of clowns and other cartoon figures and enthralled the little kids.

- (c) **If Winter Comes Can Spring be far behind?**

The last line of Shelley's famous poem: "Ode to the West Wind." says, "If winter comes can spring be far behind?" The poet describes the terrible effect of the west wind but concludes

saying that there is still hope. The west wind, however terrible, will one day go away. Winter must, at last, come to an end. It must be followed by the colourful spring which brings colourful flowers and bird's sweet songs. After all, the circle of seasons must continue moving unhindered.

This line is an epitome of optimism. Day is followed by night and night by day. Similarly, in life, every period of sorrow and despair will come to an end. It is followed by a period of peace, comfort and joy. We must have a firm belief in the goodness of things and have strong self-confidence.

It is rightly said, "If hopes are dupes, fears may be liars." The best attitude in life is stay clear of dismay. Joys and sorrows should be treated in their own stride. They should be given equal treatment. Robert Browning was a highly optimistic poet. He had a novel way of looking at things. If he ever had to face failure in life, he consoled himself saying that he will get his reward or success in heaven or in the next life.

Take the example of a caterpillar. It looks ugly and detestable. However, as time passes by it turns into a beautiful butterfly. Historically too, many bad events were followed by good incidents. The World Wars were followed by rapid technological advancements. Who could have thought that the same atomic power which was used for such massive destruction could be later deployed for humanitarian uses. This shows that every winter is followed by a spring.

It is said that Gandhiji was not quite good at studies at school, but he had a very strong character. He was always truthful and honest. We all know what unachievable heights of greatness he reached later in his life. Thus, it does not mean that a student or child who seems dull or even stupid, may actually be so. His period of dullness may not last long or forever. He may show some new undiscovered faculties in due time.

We should never give up hope. We should not entertain imaginary fears. We should stick to optimism in all circumstances. Thus, we must be assured that our sorrows, if any, are short-lived and a period of joy awaits us. Such thinking will always maintain our balance and peace of mind.

- (d) **Solitude**

The noun solitude is defined by the Oxford English Dictionary as "The state of being or living alone; loneliness, seclusion." Solitude is something that different types of people feel different about. To some, solitude is something to fear; the worst situation thinkable for that person. However, to others, solitude is something that they reach for, something to

dream of. It is a state in which they can work and be completely focused on what they are trying to do.

Solitude gives people time to think. Scholars, scientists, poets, writers and artists all seek solitude as it stimulates their creative juices. Solitude enables you to grow in many directions: in self-reliance, in enjoyment of life, and in dealing with life's difficult situations. It is a way of getting to know oneself. No wonder sages have always found enlightenment in solitude. The Great Buddha achieved knowledge after spending years in solitary meditation.

Solitude may be scary to some people. Most of the people think that it would make them miserable. We have seen people pacing the house trying to escape boredom or loneliness in the recent lockdown. Many were compelled to commit suicide while others got away with psychological disorders. This is mainly because they were unable to put their valuable solitary moments to any use. Many people misconceive solitude. They believe that they have to be with other people at all times. They never look inward and talk to themselves. When spending time with others, it is difficult to discuss things about yourself with yourself. If you are spending time with others, you usually do what they want to do or you do something that involves all of you. You may learn things about what you enjoy doing—golfing, playing guitar, reading—but you never really learn about what your inner thoughts are. This self-reflection is useful because it enables you to understand your own talents, strengths and weaknesses.

Solitude helps you to believe in yourself. If you are always dependent on other people, you will not be able to deal with life's changes. Solitude helps you utilize your independent capabilities. Imagine yourself trapped on a deserted island. There is nobody else within 300 miles. What would you do? You will have to rely on yourself to use your own resources to solve the problems before you.

Excessive solitude may be detrimental as it makes a person anti-social. A person who has not interacted with others in the society becomes awkward after a while. Social interaction is important because human beings are social animals. Besides, people with families cannot afford to seek solitude often. Thus, we need to balance between being alone and being with people.

- (e) **Should students be allowed to bring electronic devices to school?**

For the Proposition

Digital literacy holds key to a promising career after school. Then what is the point in the ban of electronic devices in school?

In modern times, the use of personal technology devices in the classroom is prevalent at colleges and universities. Schools need to evolve along with the rapidly changing world. So, it is inevitable that they incorporate laptops, tablets, and cellular devices into the curriculum. The world is slowly turning into a sci-fi mode, and schools are already buying huge amounts of electronics for classrooms and offices. E-books have become common and digital learning is the new age atomic weapon.

Shouldn't children be given a digital advantage to compete in the global society? Why not replace back-cracking books with light e-books? Online classes are already in trend today. Rather than embracing this trend, some faculty, departments and even entire institutions have started putting limitations on students' use of personal technology in class.

While it is inevitable that students will be distracted at times, but putting constraints on the use of personal technology devices will not solve this problem. Restricting use of devices in the classroom is moving away from the trend of improving education by integrating technology. In this age, use of technology is second nature to students. They have grown up with it and incorporate it into almost every aspect of their lives.

Students are accustomed to using notebooks, tablets and cell phones for entertainment. They can use these as ancillary learning aids. Many students are purchasing digital editions of textbooks instead of traditional printed copies for a variety of reasons, including cost efficiency, ease of accessibility, and environmental friendliness. E-books are typically accessed through a student's personal device, such as a notebook, tablet or cell phones. Students should have access to them to look up information during class.

Students should not lose access to potential learning tools that have known benefits in a classroom. Personal technology devices have a range of features that can aid students with organization, such as note-taking applications, calendars and virtual sticky notes. These help students stay more organized by keeping all of their information centralized and connected between devices.

Mobile devices give students access to the internet. Although they can be used inappropriately by some (such as to check Facebook or Twitter), students often use the Net to find more information about a topic being discussed in class. Not only can students use their personal devices to find extra data on their own, but teachers can provide additional information that is easily accessible to their students. Thus, students should be allowed to use electronic gadgets in the classroom.

Against the Proposition**(f) Trickster Tricked**

The lone young man who sat hunched on the park bench had an unusual gleam in his eyes. He was silently watching the little children play in the park. People passed by in colourful attire busy in their own conversations. The young man eyed the children, shrewdness filled in them.

He was wearing a black jacket over a shirt whose collar covered half his face. Additionally, he was wearing a mask and a hat. He had hair falling on his face in such a way that only his eyes were visible. People ignored him as if he was an insignificant planet in the infinite cosmos. After a while he got up from his seat silently and walked around the park. He took a few slow circles watching the kids with those ever alert eyes.

Some time later, the weather became breezy. Four-year old Asha was running behind her balloon laughing loudly. The balloon hit the masked man's feet and he held it under his boot. Asha stopped in her tracks watching the stranger expectantly. The man beckoned her towards him cooing and calling and pointing towards her balloon.

A few words of love and Asha willingly started walking with the stranger holding on to his finger. The lone young man walked through the park leading Asha towards the back gate. His sedan waited there ready to take the little girl to a doomed future.

It was not surprising that no one noticed a girl being kidnapped in the light of the day. A lot of parents were walking around with their kids holding on to their hands. Besides, Asha was happily chatting with the stranger – not a word of protest, nor a scream of rejection. Who could have suspected that something wrong was happening under the noses of tens of adults and kids?

The sedan was parked in the parking lot. The young man clicked open the doors and welcomed the little girl inside. Here, Asha showed signs of doubt. She started dawdling. A big gloved hand covered her mouth and the young man thrust her inside the car.

Triumphant, the young man drove the car outside the parking lot. However, he was stopped right at the gate. A police van was waiting for him. Fear, steep, tangible fear could be seen in those bright eyes. "What happened officer?" he asked inspector.

"We had been searching for you, Kidnapper Kunal. You are under arrest," the inspector answered. A lady police quickly carried the unconscious child out of the car. From behind the police van, a group of children emerged. They had planned it all. Many children were

kidnapped in the last few days. So, this group had made this plan trying to get the kidnapper behind bars.

2. (a) **As the secretary of the Creative Arts Club of XYZ School, you organized an inter-school drama competition. Write a report for the school magazine in not more than 300 words, detailing the success of the event based on the following points:**

Date, time and place – objective of the event – inauguration – schools involved – judges invited – response of participants – reaction of audience – plan for similar events in future.

- (b) **As a member of the Student Council, you have been given the responsibility of arranging for a career guidance workshop. Write a proposal in not more than 150 words, stating the steps you would take to make the workshop a success.**

Ans. (a) Inter-School Drama Competition

Drama is a strong medium of communication. In order to develop dramatic skills and promote acting ability among students, our school, organized an Inter School Drama Competition in the school auditorium on 27 August, 2019. The competition was limited to dramas in the English language. Eight schools participated in this competition.

The programme was presided over by respected Mayor of the city. Renowned names in the field of theatre graced the occasion. The programme started with the lightning of the lamp by the chief guests, followed by the Principal's opening address bringing out the importance of dramatics in the overall development of children during their formative years.

The theme was diverse, with the respective schools choosing their own dramas and showcasing their talents. Once the competition started, the teachers were more eager than the students or the participants. Each one supported their teams with full enthusiasm, cheering hard and waiting with folded hands and holding their breaths to know who will win. When the results were announced, our school won the first prize, with our drama based on Shakespeare's famous tragedy "Hamlet". Our joy was overwhelming, with everyone cheering us on. Even the participating schools congratulated us on our success and showed great sportsmanship. All the performances were of a high standard and were highly appreciated.

The auditorium was full throughout the day with enthusiastic and attentive viewers, who seemed to enjoy all the plays enormously. The students and teachers of our school played a stellar role in the organization and administration of this competition.

The day ended with the high excitement of the prize distribution. The head girl presented the vote of thanks. The faculty members of all the schools decided on organizing an event like this more often. The programme was a success.

Secretary,
Creative Arts Club
XYZ School

(b) Proposal for Arranging a Career Guiding Workshop

Heading :- To provide students with relevant careers information, advice and guidance that are suitable for their life, we propose to organize a career guidance workshop

Objectives :-

- To provide students with a comprehensive understanding of opportunities in career

- To help students fully engage in career planning

Measures :-

- School auditorium will be required to hold the career guidance workshop.
- Students of classes X–XII will be asked to attend the workshop along with their parents.
- The arrangement of the workshop will be done by the institute organising the workshop along with student volunteers.
- Career councilors will help the students to evaluate their own strengths and develop positive attitude towards study and work.

We wish the proposal is accepted and the career guidance workshop is a success.

3. Answer sections (a), (b) and (c).

(a) In each of the following items, sentence A is complete, while sentence B is not. Complete sentence B, making it as similar as possible to sentence A. Write sentence B in each case.

Example:

- (0) (a) As soon as the bell rings, the children run out to play.
(b) No sooner.....

Answer: (0) No sooner does the bell ring than the children run out to play.

- (a) When he returned, we asked him many questions.
(b) On his
- (a) He arrived and the crowd went hysterical with joy.
(b) Scarcely
- (a) The bus service has been interrupted by floods.
(b) Floods.....
- (a) This scenery is breath-taking.
(b) How
- (a) You are entitled to a discount as long as the offer lasts.
(b) So long
- (a) He is so tall that he cannot enter through this door.
(b) He is too.....
- (a) The doctor said to him, " Drink at least three litres of water every day."
(b) The doctor advised
- (a) Sunita is the best debater in our team.
(b) No other
- (a) Not only did he score a century but also took three important wickets.
(b) Besides
- (a) I am sorry I am unable to accompany you.
(b) I regret my

- | | |
|---|---|
| <p>Ans. 1. (b) On his return, we asked him many questions.</p> <p>2. (b) Scarcely had he arrived, when the crowd went hysterical with joy.</p> <p>3. (b) Floods have interrupted the bus service.</p> <p>4. (b) How breath-taking is this scenery!</p> <p>5. (b) So long as the offer lasts, you are entitled to a discount.</p> | <p>6. (b) He is too tall to enter through this door.</p> <p>7. (b) The doctor advised him to drink atleast three liters of water every day.</p> <p>8. (b) No other debater in our team is as good as Sunita.</p> <p>9. (b) Besides scoring a century, he took three important wickets.</p> <p>10. (b) I regret my inability to accompany you.</p> |
|---|---|

(b) Fill in each blank with a suitable word. (Do not write the sentence.) [5]

1. The antique furniture was sold _____ an auction.
2. The tickets were sold _____ within an hour.
3. I realized I had walked _____ a trap, but it was too late.
4. She had walked _____ two hours before she realized she was lost.
5. Can he take _____ the additional responsibility?
6. She takes _____ her mother in all her mannerisms.
7. Neha turned _____ a new leaf after the incident.
8. I did not expect so many people to turn _____ for the conference.
9. The baby was brought _____ by wolves in the jungle.
10. Raja had brought her sister _____ the party.

- Ans. 1. at 6. after
 2. out 7. over
 3. into 8. up
 4. for 9. up
 5. over 10. to

(c) Fill in the blanks in the passage given below with the appropriate form of the verb given in brackets. Do not write the passage but write the verbs in the correct order. [5]

When Albert Einstein _____ (1) (be) three years old, his parents _____ (2) (be) very worried. He _____ (3) (seem) intelligent but had not spoken a single word. They _____ (4) (take) him to many doctors who _____ (5) (say) that they _____ (6) (find) nothing wrong with the child. One day, at the dinner table, Albert suddenly said, "The soup _____ (7) (be) too hot." The shocked parents _____ (8) (ask) him why he _____ (9) (remain) silent for so long. The young child solemnly replied, "Everything _____ (10) (be) in order until now."

- Ans. 1. was 6. could find
 2. were 7. is
 3. seemed 8. asked
 4. took 9. had remained
 5. said 10. has been

4. Read the passage given below and answer the questions (a), (b) and (c) that follow:

- (1) My job as the District Veterinarian in Darrowby Yorkshire, has thrown up some interesting moments. I was driving up to Pawson's sheep farm one morning, when I saw this rare sight.
- (2) I suppose it isn't unusual to see a man pushing a pram in a town, but on a lonely moorland road, this scene merits a second glance. Especially when the pram contains a larger gray dog. I drew up beside them and stopped. [5]
- (3) I looked at the pram, ancient and rusty, and at the big animal sitting upright inside it. He was a cross-bred greyhound, and he gazed back at me with unruffled dignity. I couldn't help but admire his health and happy disposition.
- (4) "Nice dog," I said. [10]
- (5) "Aye, that's Jake." The man smiled, introducing himself as Roddy.
- (6) That same evening, about eight o'clock, the doorbell rang. I answered it and found Roddy on the front doorstep. Behind him, stood the ubiquitous pram. One look at the prone dog warned me that something was terribly wrong.
- (7) I threw the door wide open. "Bring him in." [15]
- (8) I grabbed the animal round the middle and we lifted him onto the table. I watched in disbelief as the huge form lay there. There was no fight for breath, he was unconscious. His pulse was rapid and feeble, yet he didn't breathe.
- (9) Understanding the symptoms, I said, "Roddy, he is choking. I'm going to have a look at his throat." [20]
- (10) I pushed Jake's jaws apart, depressed his tongue with a forefinger, and shone my torch into the depths. He was the kind of good-natured dog who offered no resistance as I prodded around. I shall always be thankful that at that very instant the dog coughed, opening up the cartilages of the larynx and giving me a glimpse of the cause of all the trouble. There, beyond the drooping epiglottis, I saw for a fleeting moment a smooth round object no bigger than a pea. [25]
- (11) "I think it's a pebble," I gasped. "Right inside his larynx. I'll have to get it out."
- (12) I seized a pair of scissors and clipped away the hair from the ventral surface of the larynx. I dared not use a general anesthetic, and therefore I infiltrated the area with local before swabbing with antiseptic. [30]

- (13) "Hold his head steady," I said hoarsely, and gripped a scalpel. I cut down through skin, fascia, and the thin layers of the muscle until the ventral surface of the larynx was revealed.
- (14) And there it was. A pebble right enough--- gray and glistening and tiny, but big enough to kill. [35]
- (15) I had to fish it out quickly and cleanly without pushing it into the trachea. I leaned back and rummaged in the tray until I found some broad-bladed forceps, then I poised them over the wound. Great surgeons' hands, I felt sure, didn't shake like this.
- (16) I clenched my teeth, introduced the forceps, and my hand magically steadied as I clamped them over the pebble. [40]
- (17) I didn't breathe at all as I bore the shining little object slowly and tenderly through the opening and dropped it with gentle rat-tat on the table.
- (18) "Is that it?" asked Roddy, almost in a whisper.
- (19) "That's it." I reached for a needle and suture silk. "All is well now." [45]
- (20) The stitching took only a few minutes and by the end of it, Jake was bright-eyed and alert, paws shifting impatiently, ready for anything.
- (21) He seemed to know his troubles were over.

Adapted from: James herriot's Favorite Dog Stories

- (a) (i) Given below are four words and phrases. Find the words which have a similar meaning in the passage: [4]
- (1) deserves
 - (2) undisturbed
 - (3) being unable to breathe
 - (4) wet and shining
- (ii) For each of the words given below, write a sentence of at least ten words using the same word unchanged in form, but with a different meaning form which it carries in the passage: [4]
- (1) middle (line 16)
 - (2) wound (line 38)
 - (3) introduced (line 40)
 - (4) well (line 45)
- (b) Answer the following questions in your own words as briefly as possible:
- (i) What was unusual about the poem on the moorland load? [2]

- (ii) How did the narrator know that the dog was choking? [2]
- (iii) Describe how the narrator found the cave of the choking. [2]
- (iv) What preparation did the narrator make before the surgery? [2]

Ans.

- (a) (i) (1) Merits
(2) Unruffled
(3) choking
(4) glistening
- (ii) (1) The man was in his middle thirties whe I met him.
(2) She wound a saree around her waist while getting ready for the party.
(3) A statement of the theme called proposition instroduces on epic.
(4) The villagers dig a deeps well to get Water in the Summer.
- (b) (i) It was unusual to see a man pushing a pram on a lonely moorland road, especially one carrying a large gray dog.
(ii) The narrator knew that the dog was choking due to his understanding of the symptoms. The dog was quite healthy when he saw it in the morning but now he was unconscious, without putting up a fight for breath.
(iii) The narrator pushed the dog's jaws apart, depressed his tongue with a forefinger, shoned his torch into the depths of his mouth, then prodded around inside. Fortunately, the dog coughed, opening up the cartilages of the larynx and giving a glimpse inside. Then the narrator saw a round, pea size object beyond the drooping epiglottis.
(iv) Before the surgery, the narrator seized a pair of scissors and clipped away the hair from the central surface of the larynx. He then infiltrated the area with local anesthetic before swapping with antiseptic. Then with the help of scalpel, he cut down through the skin fascia and the thin layers of the muscle until the ventral surface of the larynx was revealed. And there he saw, a pebble.
- (c) **Summarise how the narrator removed the pebble and saved Jake's life. (Paragraphs 11 to 19). You are required to write the summary in the form of a connected passage in about 100 words. Failure to keep within the word limit will be penalized.** [8]

Ans.

	1	2	3	4	5
1.	The	narrator	pushed	apart	of the
2.	jaws	of	the	unconscious	dog
3.	and	lowered	his	tongue	with
4.	a	forefinger.	He	shones	his
5.	torch	into	its	mouth.	As
6.	the	dog	coughed,	its	cartilages
7.	opened	up,	providing	a	glimpse
8.	of	the	pebble	lying	beyond
9.	the	epiglottis.	The	narrator	clipped
10.	away	the	hair	from	the
11.	ventral	surface	of	the	larynx
12.	with	a	pair	of	scissors,
13.	then	he	infiltrated	the	area
14.	with	local	anesthetic	before	swabbing
15.	with	antiseptic.	He	used	a
16.	scalpel	to	cut	down	through
17.	skin,	fascia	and	thin	layers
18.	of	muscles	reaching	upto	the
19.	larynx.	Atlast,	he	pulled	out
20.	the	pebble	with	a	forcep.

20×5 = 100 words

Summary :

The narrator pushed apart the jaws of the unconscious dog and lowered his tongue with a forefinger. He shones his torch into its mouth. As the dog coughed its carilages opened up,providing a glimpse of the pebble lying beyond the epiglottis. The narrator clipped away the hair from the ventral surface of the larynx with a pair of scissors, then he infiltrated the area with local anesthetic before swabbing with antiseptic. He used a scalpel to. Cut down through skin, fascia and thin layers of muscles reaching upto the larynx. Atlast, he pulled out the pebble with a forcep.

