

ENGLISH CORE

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**ENGLISH CORE-XII
DESIGN OF THE QUESTION PAPER**

S.NO.	Section	Type of Questions	Marks	Total Marks	Testing Objectives
Q.1	Reading 1.1	(a) SA (b) VSA (c) SA (d) SA (e) SA	2 1 2 2 2	09	Comprehension
	1.2	(a) VSA (b) VSA (c) VSA	1 1 1	03	Vocabulary
Q.2	2a.	Note Making	5	05	Study Skills
	2b.	Summary Writing	3	03	Summarising Skills
Q.3	writing 2 Options	Short Writing Task	5	05	Writing Skills Organization Skills, giving details, fluency and coherence in drafting notices advertisements, Circulars, invitation and their replies and making posters.
Q.4	2 options	Long writing task	10		Presenting factual details in proper format, fluency and coherence in Report writing and factual description
Q.5	2 options	Letter Writing	10	10	Organization skills, writing in proper format, coherence, fluency to write formal letters and job applications
Q.6	2 options	Writing article or Speech/debate	10	10	Organization, coherence, fluency
Q.7a	Text Books Poetry			45	Poetry-appreciation and interpretation
	2 options	(a) SA (b) VSA (c) VSA	2 1 1	04	

Q.7b	Any three	(1) SA (2) SA (3) SA (4) SA	2 2 2 2	06	Poetry-appreciation, comprehension and interpretation
Q.8	Five	(1) SA (2) SA (3) SA (4) SA (5) SA	2 2 2 2 2	10	Comprehension, interpretation and Drawing inferences
Q.9	2 options	Long Answer	10	10	Relevance in content, organization, appreciation, understanding, fluency, and coherence
Q.10	2 options	Long answer	7	07	Organization of content, understanding, fluency and coherence
Q.11	Four	(a) SA (b) SA (c) SA (d) SA	2 2 2 2	08	Understanding and Drawing inferences

ENGLISH (Core)

Time Allowed : 3 hours

Maximum Marks : 100

General instructions :

- (i) *This paper is divided into three Sections: A,B and C.All the sections are compulsory.*
 - (ii) *Separate instructions are given with each section and question, wherever necessary. Read these instructions very carefully and follow them faithfully,*
 - (iii) *Do not exceed the prescribed word limit while answering the questions.*
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SECTION-A : READING

20 Mark

I. Read the passage given below and answer the questions that follow : 12 Mark

The Future of india lies in the health of her childern. The latest Human Development Report shows that 47 per cent of indians live on less than Rs 40 a day. The mid- day meal (MDM) Scheme is thus a necessity makes in the health of its children. But unfortunately, the government's implementation of the scheme leaves much to be desired in most parts of the country. Recently some of our young MPs keen to understand the malnutrition situation in the country-made jaunts to a few states mean While there was a hare brained suggestion from some quarters to replace a fresh MDM with packed food- like biscuits. Our leaders feel that by doing away with the hot meal, they would he stemming the corruption found to be associated with the programme. It is akin to killing a person because of an aliling organ. it would be funny, if it were appealing to see how ignorant some of our leaders are of a government scheme working well in some parts of the country.

The advocates of packed meals should visit some villages in Tamil Nadu to see for themselves what a fresh hot meal can do, The formula adopted by those schools leaves little room for corruption and has dramatically improved the quality of the meal. What is this magic remedy? It is the involvement of the mothers of the childern in the MDM Programme along with the teachers, they have a say in the purchase and storage of the food items. The mothers' group of each school selects from among themselves those who will cook and serve the meals. The cooking is done in the school premises and they ensure that each child gets a hot meal of rice, sambhar and greens or koottu (mixed Vegetables)

The child carries a plate to school and after eating, washes and takes it home to bring it again the next day. The scheme is working so well that the balanced nutritious meal comes for (hold your breath) just Rs 5 a day for each child Tamil Nadu has a MDM committee, Which has drawn up a weekly menu, providing for variety and ensuring that the children get balanced nutritious meals. The involvement of The mothers in The meal Programme has had many positive spin offs. Their presence on the school premises and the constant and regular monitoring by the state authorities ensure that teachers do not absent themselves from work and classes are run on a regular basis The INDUS project launched by the Indian government in 21 districts of the country to eliminate child labour has found that involving mothers in the MDM

programme has brought the children into schools faster than any other scheme in districts with high instances of child labour like Virudhanagar and Nammakal for example involving the mothers has promoted teacher parent interaction thus benefiting the child.

In some areas, NGOs have joined hands with the government in running special schools for mainstreaming child labourers. Some of them have managed to raise additional resources so that each child can be given a glass of milk or a mid-morning snack in some of these special schools, an afternoon snack in the form of a cup of groundnuts, cooked beans or Bengal gram has been introduced providing an additional helping of much needed protein.

The mothers involved in the cooking programme are given a monthly stipend which goes into augmenting the house hold income Another big plus is that Children from different religions and castes eat food cooked and served from a common pot. They sit together , breaking bread, and caste barriers. So let us hand over the reins of the MDM programme elsewhere in the country too to the mothers. They will ensure that their children get adequate nutrition and also attend school regularly. At stake is much more than a mid-day meal scheme.

- a. Why is mid day Meal (MDM)scheme a necessity?
 - b. What suggestions are given to fight corruption in the MDM Programme?
 - c. How are some villages in Tamil-Nadu a role Model for other states?
 - d. How do mothers play an important role in maintaining the quality of food served to the Children in their schools.
 - e. Mention two indirect advantages of involving mothers in Midday meal Programme.
1. Find out the words from the passage Which mean the same as Following :
- a. lack of balanced diet (para 2)
 - b. shocking & disgusting
 - c. Money paid as wages etc.

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

While many indians suspect that they enjoy more public holidays than others, this is justified on account of india's bewildering religious and regional diversity. if secularism is to be manifested in public life, What better way than to celebrate (or at least not work on) festivals of all religions?

The public holidays of a country are not only byproducts of its history, but also reflect the ways in which that history is interpreted. Changes in public holidays over time indicate changes in the country's perception of its own past.

Take India in 1924, for instance, a year sandwiched between two major nationalist mass movements. there were 18 public holidays, of which Diwali, Easter and Christmas were allotted three days each, and the New Year holidays spanned the year holiday spanned the last day of the present year as well as the first day of the coming year. Only one Muslim celebration, Id, merited a public holiday in contrast to seven Hindu ones, including Mahashivaratri, Holi Coconut Day', and Ganesh Chaturthi Two days in the year were also dedicated to the celebration of empire Empire Day in May and the King's Birthday in June.

More Surprisingly, there were as many as three parsi holidays While one commemorated the death of prophet Zarathustra, the parsis were given the unique privilege of, celebrating New year twice in March and in August September, as adherents followed different calendars For the Parsi who rose above denominational differences, New Year would thus joyously arrive three times a year, at convenient intervals.

Post- independence india moulded holidays in its own image. By declaring some holidays as compulsory (officials prefer the term gazetted) and many more as optional (of which employees across the country could choose a limited number according to their persuasion), it enlarged the list of public holidays to twice that of 1924, but also ensured that the people enjoyed no more holidays (in terms : of days) than they did in the colonial period.

Taken together, the list of holidays became a microcosm for the Indian nation: regional for the indian nation; regional holidays and festivals celebrated by regional or linguistic minorities were all accommodated in the optional list: Creating this hierarchy of holidays may have served the cause of national productivity. But it also created endless controversies as pressure groups urged government to consider one or the other festival for inclusion in the compulsory list. In 2007, of the 17 compulsory holidays, five are Muslim celebrations, five Hindu, two Christian and one each is Buddhist, Jain and Sikh. There is of course another list of around 35 festival (the number varies from state to state), which includes one parsi New year. Much as we would like to believe otherwise; this year most of us will not celebrate many more public holidays than our forefathers almost 80 years ago.

However, we have much more choice in terms of choosing our optional holidays There are other changes too: All our compulsory holidays are now restricted to one day. and those who prefer extended celebrations have to resort to exhausting their reserve of optional holidays.

Why are Parsi holidays no longer compulsory public holidays in India? in 1924, when three public holidays were dedicated to their festivals, there were just over 1,01,000 Parsis in india in 2007 they are allotted one optional holidays. The reason could possibly lie in numbers. parsis as a proportion of the indian population have declined dramatically: they were 0.03 percent of the population in 1921, but only 0.006 per cent in 2001.

However, one could also approach the question from the other end. Why did the colonial state give disproportionate importance to parsi celebrations? Their contribution to all aspects of public life continues now, as then to be vastly disproportionate to their number. also by the 1920 there were perhaps as many parsis who opposed colonial rule as there were those who supported it. Perhaps the fact that their celebrations tend to be private ones (not involving processions, for instance) made them 'safer' in the eyes of the colonial state

On the basis of reading the above passage answer the following questions :

- a. Make Note on it using headings and subheadings use recognizable abbreviations wherever necessary give a suitable title to the passage. 5
- b. Write a summary of the above passage in 80 words using the notes. 3

Section-B (Advanced Writing Skills)

3. Your school is holding a summer camp for training Students in hockey and Basket ball Write a notice for the school notice board of Bharat International School, Lucknow you are the Sports secretary of the school. (word limit-50 words) 5-marks

or

You are Suman / Sandeep of M-27, Kailash Colony, Delhi. You have been invited to attend the wedding of your best friend. Draft a formal reply to the invitation, regretting your inability to attend it. (word limit-50 words) 5-marks

4. You are Dinesh/ Pratibha As a representative of your Residents, Welfare Association you have attended a workshop of Promoting Health and Hygiene. Write a report in about 125 words for publication in the association's news letter. 10 Mark

or

Your school has arranged a programme in life skills for class X and XII. Experts invited on the occasion delivered speeches on motivation, stress management, goal setting and inter personal relationships which were of immense help to the students in acquiring leadership qualities. Write a report in 125 words. Sign yourself as Pallavi / Puneet the Head girl/ boy of your school.

5. You are Manas /Mansi, you have come across an advertisement in 'The Times of India', for recruitment of computer Engineer trainees by Shivam software, Bangalore. Apply in response to this advertisement giving your detailed biodata (curriculum-vitae) Invent all necessary details.

or

You are Manohar/Monika of Defence Colony, New Delhi. You are disturbed at the rampant corruption in the country. Write a letter to the Editor, The Hindustan Times expressing your concern at the seriousness of the problem. Also give your suggestions to check this menace.

6. You are Vineet/ Vineeta. You feel that today's youth are addicted to electronic gadgets like T.V., computer and mobile etc. and this affects their physical health and social behaviour. Write an article on the " Hazards of over use of electronic gadgets.

or

Recently at a Career Mela, you saw the 'Medical' and 'Engineering' Counters over crowded with students and their parents and the rest of the counters with very few aspirants. You want to write an article highlighting the wonderful opportunities students can have with other careers in their future. Write an article as Aman/Amita on 'Think beyond Medicine and Engineering'.

Section - C : Literature

45 Marks

7. (a) Read the extract given below and answer the questions that follow :

Sometimes I feel myself I can hardly bear
the thought of so much childish longing in vain.
The sadness that lurks near the open window there.
That wait all day in almost open prayer..

- (i) Why does the speaker say he can hardly bear his feelings ? 2
(ii) What is the “Sadness that lurks near the open window there” ? 1
(iii) What is the open prayer for ? 1

or

And yet, for these
Children, these windows, not this map, their world,
where all their future’s painted with a fog,
A narrow street sealed in with a lead sky
Far far from rivers, capes, and stars of world.,

- (i) Who are ‘these children’ ? Where are they sitting ? 1
(ii) Why is the map not their World ? 1
(iii) What do the last two lines of the extract say about their world ? 2

(b) Answer any three of the following questions in 30-40 words each. 2×3=6

- (i) Why does Pablo Neruda say that the ‘Earth can teach us’ ? (Keeping Quiet)
(ii) What was the poet’s childhood fear and why did it return ? (My mother at sixty six)
(iii) According to Keats, what ails our world ? What is it that keeps us bound to the earth?
(iv) What qualities do Aunt Jennifer’s tigers symbolise ?

8. Answer the following in 30-40 words. 2×5=10

- (a) How is Eco’s style of writing different from the regular academic style ?
(b) What changes did Sophie want Geoff to make in his appearance ?
(c) Mention two qualities of Douglas that helped him conquer his fear of water ?
(d) Why did Gandhiji agree to settlement of 25 percent refund to farmers ?
(e) Why was Franz able to understand every thing very well on the last day of school ?

9. Answer the following in 125-150 words ? 10

We realise the importance of a thing only when we lose it. Do you agree ? Give a reasoned answer.

or

The story 'The Rattrap' is not only entertaining but also philosophical". Bring out the entertaining and philosophical aspects of the story.

10. Answer the following in about 125-150 words : **7**

How does Mr. Lamb succeed in infusing Derry with a zest for living ?

or

Assess Hana's role in saving the life of the injured person in 'The Enemy'.

11. Answer the following in 30-40 words each. **2×4=8**

- (a) How was the hundredth tiger in 'The Tiger King' a comical figure?
- (b) What were the feelings of the author on reaching Antarctica ?
- (c) What was the cause of Roger Skunk's sadness ?
- (d) Who had impersonated whom in the plan to escape in 'Evans Tries on O'Level. ?

Section - A - Reading

Comprehension - 1

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

1. It has become gospel among India's elite that English is good for India. They say that English is good for development, it's good for people, and it's good for empowerment. Our prime minister said at Cambridge: "Of all the Legacies of the Raj, none is more important than the English language and the modern school system". There are many benefits to learning English but it is neither a panacea for economic development nor a freebie.

2. There is no greater a myth than that English is important for the development of the economy. Undoubtedly, English has helped jumpstart the Indian economy. The outsourcing boom has been driven by the fact that so many Indians speak flawless English. But one billion people aren't going to be uplifted through call centres. We will progress by becoming more educated and productive members of society. And remember that education and productivity come regardless of language. It's a solid foundation in maths, science, arts, history and literature that will drive productivity. Not familiarity with English language.

3. Japan, for Instance, is a textbook example of productive growth. Any visitor to Japan will quickly realise that few speak or write English well. Japan's growth has been driven by an education system with an emphasis on the basics: maths, physics, chemistry, biology, literature and history-and all done in Japanese. I don't know about the issues of Japanese individuality and whether Japan stifles creativity. However, the rise of Japan, South Korea, Taiwan, Hong Kong, China and Thailand and even the recent rise of Russia show that English is neither a sufficient nor a necessary component of economic growth.

4. Development and progress come from the foundation, the tried and tested tradition of learning: an ancient Indian concept. That is what is truly driving growth now and will continue to drive growth. We sell a false promise when we sell English as magic mantra for advancement. What's important for productivity and growth is the basics and as Abhishek Bachchan said in Guru, an understanding of " dhandoo".

5. The second myth is that English unites us. Maybe, but it also divides us. English splits this country into two. There is the upper crust elite that, to paraphrase another Bachchan, Amitabh, speaks English, talks English and walks English. But most importantly, it reads English. The reader of this newspaper is unlikely to have read anything in any native Indian language in a long time. Not a book, not a newspaper, not a magazine. The elite of India read English. The rest of India reads Hindi, Tamil, Teluge, Punjabi, Marathi, Gujrati, Malayalam, Assamese, etc.

6. We have developed a common cultural currency through television and Bolloywood, but the discourse of the nation remains divided. The bestselling book in China last year, Wolf, sold upwards of six million copies. The sum total of all general fiction literature books sold in India since Independence may come close to that number. As a nation, we don't read together. The headlines of The Times of India and local language papers maybe the same, but the stories and focus are different. If English provides a medium for discourse across India then it also divides in many ways we don't realise.

7. The third myth is that learning English doesn't cost India anything. It does. Our

familiarity with English comes at the expense of our own languages. Go to any major museum in the world and you will find Indians, but you will not find Indian languages. Growing up in Washington DC. we saw the Smithsonian museums add language to its foreign language tour groups. Inevitably, the addition of a language was driven by the rise of the country's economy.

8. Today, the language guides are in German, Spanish, French, Italian, Portuguese (for Brazil), Russian Korean, Japanese and Chinese. Hindi isn't there. Neither is Tamil or Gujrati or any of the other 16 official Indian languages (save English). The lesson of this is that Indians who travel abroad better learn some English before going there (or at least some Chinese or Spanish or Japanese). But the nuance is more than that.

9. Jim Rodgers, the investor, proclaims that his daughter will learn English and Mandarin. Private schools across the US compete on how early they will teach Chinese. You can Google it all you want, but you won't get any more than 10 high schools in the US that teach Hindi. But the problem isn't that foreigners won't learn our languages. it's that we won't learn our own either.

10. There is no reason that Tamil shouldn't be taught as a second language in Uttar Pradesh or that Hindi shouldn't be taught in Kerala. Or at least the choice should exist. Our languages are rich, imbibing millennia-old tradition. We learn English at the expense of our own language and culture. If we don't make our languages a priority, no one else will either.

11. We should learn English, but we should also learn our own languages. The key to economic progress isn't spelled out in English, but it can be found if we establish a grounding in maths, science and literature at the core of learning in any language.

- i.
 - a. What is the most important legacy of the Raj?
 - b. How in the Japan a good example of productive growth without using English?
 - c. Mention two myths about the importance of English?
 - d. How is English a uniting as well as dividing force.
 - e. What is the cost Indians have to pay by learning English?
- ii. Find out the words from the passage which mean the same as the following :
 - a. An idea as story which many people believe but is false. (Para 1)
 - b. That cannot be avoided or prevented from happening. (Para 7)
 - c. Declares. (Para 9)

Passage - 2

It is evident that a nation's destiny lies in the hands of its children. When we talk about progress in the context of Bihar, it goes without saying that state cannot afford to neglect its children. It is encouraging to note that the past two years have seen concerted effort by the state government to improve the lot of its children.

The chief areas that are vital to a child's development are health, education, and protection

from cruelty and exploitation. We are not only talking about children in middle class homes, but the vast majority of the children of Bihar: those in villages, those in Dalit habitations, those on the street, in employment, and in conflict with the law. The Child Labour (Prohibition and Registatrion) Act is being implemented effectively. A special task force at district level has been constituted for effective implementation of the Act. Bihar was the first to recognise the need for the proper habilitation of rescued child labourers, to take concrete steps in this direction. Necessary action is being taken for release and rehabilitation of child labour engaged in prohibited employment and processes. In addition, prosecutions have been launched against the defaulter employers who were found to have engaged children below the age of 14 years in contravention of the Act. The district task force has been especially active in ensuing that a clear message is sent to the general public that Bihar will have zero tolerance for those who perpetrate child labour.

2. At present, all out efforts are being made to have Patna declared a child-labour free city. Regular raids are being conducted on places employing children under 15 including housing complexes. Those found guilty of using child labour are charge-sheeted, and have to pay a penalty of Rs 20,000, an amount which will be utilised for rehabilitation related activity. Children rescued are immediately removed to Care homes, and efforts are made to restore them to their families as quickly as possible. Towards this end, networking takes place between the Department of Labour resources, NGOs and the Police.

3. To stop child labour and eliminate the practice, efforts at all levels are being made to spread awareness about the Child Labour (P & R) Act and the rules. April 30 is observed as 'No Child Labour Day' at the State and District level. All forms of media: print, radio, and television are used as means to create awareness among the citizens. Rallies and poster distribution are also part of these awareness campaigns.

4. The state government has formulated an action plan to combat trafficking of women and children from, to and within Bihar. It is believed that despite resource constraints, an effective strategy can be worked out through synergy of government agencies, NGOs, the corporate sector, media, Panchayats and other local bodies.

5. In response to the Supreme Court directive to state governments to take the initiative in preventing and combating trafficking, and following the Government of India advisory to state Government to constitute committees to this effect, the State Level Anti-Human trafficking Co-ordination Committee [SLAHTC] has been proposed.

6. The SLAHTC has an extended mandate to monitor, review, and take all appropriate and timely steps in preventing and combating trafficking. It will also take up issues related to rehabilitation of victims of trafficking. The SLAHTC will have multi-sectorial as well as NGO representation.

7. The proposed plan envisages Anti-Human trafficking Units [AHTU] constituted by the Director General of Police in all districts and one unit in the CID. The district AHTU shall be regularly monitored by the range DIOG and Zonal IG. Monthly reports are to be sent to the DG police. NGO partnership in AHTU is also envisaged. The Anti-Human trafficking Prosecution Monitoring Committee [AHTPMC], constituted by the Director, Prosecution shall likewise prepare monthly reviews of prosecution in trafficking crimes across the state. Village level anti-trafficking bodies are also to be set up.

a. i. What are the important areas of the development of a child? (2)

- ii. Mention two concrete steps for saving the childhood of the child labourers. (2)
- iii. What efforts are made to make Patna a child labour free city? (2)
- iv. What are the functions of state level Anti-Human trafficking co-ordination committee? (2)
- v. What are the orders of supreme court regarding child labour? (1)
- b. Find out the words from the passage which mean the same as the following :- (3)
 - i. To help someone to live a normal life. (Para 2)
 - ii. To remove something that is not wanted.(Para 3)
 - iii. To fight against something. (Para 5)

Passage - 3

1. Education systems in India, all the way from adult literacy programmes and rural school to vocational institutes and research universities, need a comprehensive make-over. This is uppermost amongst the country’s development priorities.

2. Literacy and basic education are required for people to manage their daily lives and participate in democratic processes; vocational skills enable participation in the economy; and higher education enables Indians to play a more effective role in the global knowledge economy and international affairs. However, there is another need which runs through all forms of education: it is the need to inculcate the right values to develop responsible citizens of society.

3. Changing societal values is a recurring theme across the world. The erosion of ‘family values’ has been concerning leaders in the USA where both Republican and Democratic political leaders regularly call for their restoration. The decay of ‘community life’ also bothers Americans. Social studies reveal that family and community values contribute greatly to happiness, and their depletion in economically advanced countries is a significant reason why people in these countries are not happier even when they are richer.

4. Though children brought up in the education systems of these countries learn to stand on their feet, and be politically and economically independent, often they end up “Bowling Alone” (in sociologist Robert Putnam’s memorable phrase) and unhappy. Therefore, as we strive to improve India’s education systems to enable our children to become economically independent, they should also imbibe better family and community values in them if we want a more harmonious, happy society.

5. At the heart of family and community values is the values of inclusion, of considering not only one’s own needs, also the needs of others. Some suggest that good values are built at home, in the family and the community, rather than in school. However, when good values are disappearing from families and communities themselves, schools must become the place where they are strengthened, and from which required values will be reinserted into society. In India. Citizens must think and act more inclusively than in any other country of the world perhaps, because we are very diverse and a democracy with many inequities.

6. Values cannot be taught like texts, nor tested in written examinations. They are learned

by living. Two Indian schools that are good examples of how children imbibe values of inclusion are the Loreto Day School besides Sealdah Station in Kolkata, and the Kathalaya School in Delhi's enormous Govindpuri slum. The Loreto Day School has about 1,500 children, half from fee-paying middle class families, and the rest from poor families.

7. Amongst the poor are about 350 'rainbow' children, who are taken off the streets, many of whom are orphans. The children come from very different circumstances but no distinction is made amongst them when they are in school. Learning is in teams. The rainbows mix with the rest. The school enters inter-school debates and other competitions and does well.

8. However, it has an unusual system. If a child wins a debate, that child does not compete in the next. This may affect the school's chances at winning. But it gives another child a chance to win and shine. Imagine implementing this system in Indian cricket a player scores a century, he must step from the next match. There would be no superstars but there may be many more

9. The Kathalaya School is in the middle the huge, congested, and trash-strewn has several hundred children, all poor, too, children learn in teams. They begin semester exploring a new theme, and wearing their lessons, in language, history, geography, science, and vocational skills, around them they discover and want to learn about, they explore this theme.

10. The school is buzzing with activity computer screens flashing, painting sketches on boards, collage of words and pictures in rows in this school! The unique mode of learning in the school not only enables the kids to easily pass the certified central school exams, it also gives them a great ability and desire to excel.

11. The themes the kids explore in the school lead them to the concern for their communities. While looking at these, they are guided into structures of projects. For example, team working on improving sanitation, availability of water in the slums in Delhi. They have surveyed family needs and the physical reality infrastructure. They have discussed solutions with the municipal authorities, some of which are being implemented. They are also persuading communities to change behaviours, regarding sanitary practices for example. The confidence of these 12-14 years old children in those of staggering odds-that they will make difference to the lives of their own community - is most inspiring.

12. Both these schools are showing how, with all the utilitarian knowledge and skills children need to pass exams and get job. Children are also learning values of caring for others and for their surroundings, so that they will become not only responsible citizens even leaders. These children are some millions of fireflies, carrying their own lights for others. They can transform India more inclusive and better society.

- i. What are the two factors that Americans are worried about? (1)
 - ii. How can we contribute to form a more harmonious and happy society through education? (2)
 - iii. How are Loreto to Day School in Kolkata and the Kathalaya school in Delhi different from other schools? (2)
 - iv. Mention four activities which will make children learn about their society better.(2)
 - v. Why are the children compared with the fireflies? (2)
- b. Find out the words from the passage which mean the same as the following :- (3)

- i. To happen again or many times. (Para 3)
- ii. With a variety. (Para 5)
- iii. Discovering. (Para 9)

Passage - 4

1. WHEN ANURAG Basu made Metro, he did not exaggerate his account of the young, lonely and love-hungry working population. In a time when love takes the backseat, ambition drives and money comes easy; loneliness does not follow far behind. But that's not the only reason pets, both large and small, are increasingly becoming family. While dogs still top the charts, space and time constraints have made cats, fish, turtles and even hamsters hot favorites. If a familiar bow-wow or an occasional furry ankle rub is your idea of relaxation then read on, if not, keep reading because you may just be tempted into buying a pooch.

Why do I need a pet?

2. You must have heard the cliché 'having pets is therapeutic' and research and first person experiences prove it to be true. There have been stories of heroic dogs that have saved their masters from accidents while others act as a blind woman's helping paw. Petting dogs, feeding turtles or playing with cats can have a calming effect on people. 25-years old Sales Manager, Kaushal Guhya is the proud owner of a handsome (and extremely large) Great Dane, After a bad day at work, I feel relaxed when I'm playing with Scotch or just having him lie around." Kaushal also admits to becoming a more patient person because of Scotch.

3. Along with the obvious physiological aspects, most pet lovers agree on one ground - the sheer joy of knowing that someone loves you unconditionally and does not base it on your looks, pay package or social status. Aditi Singh, 20, student, owns a Lhasa Apso and a Chow Chow in addition to three turtles. "I have always had dogs. You give them some attention and it's enough for them to give you a lifetime of faith and trust." A sure confidence-booster, we observe. Akanksha Verma, 23, Event Manager, agrees, "My dog has brought a lot of positivity into our lives. It's always nice to see someone who's happy to see you even though you've just stepped out to shut the lift door."

4. It is important that you have an inclination towards a certain animal if you want to have a pet. It is also strongly advisable that you check for any allergies, especially pertaining to dog and cat fur. But as much as a matter of personal choice, deciding on the ideal pet has to be a practical decision. For instance, in cities like Mumbai where apartments are the norm, having a big dog could add to your everyday stress. However, genuine dog lovers find a way to overcome it and also sometimes hire help to take care of the daily chores. Kaushal logically states, "People ask me, 'how can you keep a Great Dane in an apartment, but what difference does it make? You have kids and you plan on how to handle them regardless of whether you have a big or a small house.'" However, there are others that acknowledge the time and space constraint. Mughda Parkar, 27, is a relationship Manager with a bank, "I have always wanted to own a dog but I don't have the time and can't put in enough effort to take care of one. But I bought myself a turtle last year and I had no idea he would become such a huge part of my life. It is a misconception that turtles are slow and keep to their shell. Fido runs around, recognises me and even has his favourite corners."

5. Speaking of personal preferences, Ashwini Dutta, 24, Journalist has the unusual but amusing pair of a dog and a cat. “They are completely different. The cat is tiny but she is the boss. The dog is her caretaker even though she claws at him. He is very protective about her.” Although Ashwini is a dog person, the cat serves as great company for her dog, Circuit. “But I have realised that having a pet does affect you in many ways. There is one more love in your life to go home to,” she adds. She is also happy about the fact that Circuit gives her parents a daily dose of exercise which they otherwise never bothered with.

6. While dog-lovers are plentiful, cat people seem to be catching up. Dimple Bathija, 23-Year-old, Makeup Artist, says that bringing her cat Brownie home was not a conscious decision. “My mom likes dogs but that’s big commitment. Brownie used to sit outside our house. We started feeding her and slowly started getting her home, we all got used to her.”

- a.
 - i. Why does keeping a pet relax the owner?
 - ii. How do the pets make a person think positively?
 - iii. Give the names of two species of dogs mentioned in the passage.
 - iv. What are the extra advantages of keeping pets?
 - v. Why is keeping a pet a big commitment?
- b. Find out the words from the passage which mean the same :-
 - i. Attracted to use (Para 1)
 - ii. Agrees (Para 3)
 - iii. A feeling that makes someone want to behave in a particular way. (Para 4)

Passage - 5

1. Contemporary educational debates in India have largely focused on the issue of access to higher education, especially professional course in engineering, medical and management. While increasing access is clearly important, the issue of significantly improving the quality of what is taught and learnt in our schools and colleges should receive far more attention. We are simply not aware that our entire educational system, including the vast majority of our best schools and colleges, is substandard.

2. Two decades of research have established unequivocally that most children complete five years of schooling in our government schools acquiring very limited literacy and numeracy skills. This initial deficit is not significantly made up by many who make it to the class 10 board examinations. It’s mainly students from the poor and lower middle classes who attend government schools that suffer from the prevailing orthodoxy that access issues need to be solved before improving quality.

3. What is the quality of teaching and learning provided by our best English-medium schools, which cater to the middle and upper classes? Contrary to popular belief, here too the quality of education provided is mediocre. Middle and upper-class Indian parents, after spending enormous amounts of time and money on getting their children into these schools, feel that their job is

done. Most students from these institutions do well in competitive examinations and are more likely to be selected by elite institutions of higher education. Consequently, there is a widespread belief among parents and educators that both the quality of teaching and learning must be reasonably good in our best English-medium schools.

The results of a large-scale study conducted last year flatly contradict this rosy view. From the best 142 English-medium schools in five metro cities - Bangalore, Chennai, Kolkata, Mumbai and New Delhi - 32,000 students were selected from classes 4, 6 and 8. They were administered tests to evaluate their understanding of key concepts in mathematics, science and English.

4. Students fared poorly in questions testing understanding or application of knowledge to new situations. They were only able to do answer questions based on recall or standard procedures. They were simply unable to answer questions that appeared to be different in their textbooks. Whatever else our best schools may claim to be teaching, clearly most of them are failing miserably in one of their principal goals-to help students understand what is learnt, relate it to the world outside the classroom and to think critically.

5. Are schools in other countries doing a better job of teaching children?

6. We have no objective basis to make any comparative judgments, as India does not participate in international studies of student achievement. However, the study on our best schools did include 11 questions on maths and science that were taken from an international study of 43 participating countries. The results are indicative. Class 4 students from our best schools scored lower than even the average performance of class 3 students from these 43 countries on the same 11 questions. Even though this evidenee is limited, it surely indicates that there is something rotten in the state of our top English-medium schools if our best students are performing worse than average students in other countries.

7. A similar false consciousness exists about the quality of our elite institutions of higher education. In the recently published 2007 Times Higher Education World University rankings, not a single Indian institution featured in the top 200. Of the 26 Asian universities in this list, Japan had 11 and China 6. Hong Kong, which has less than half the pqpulation of Mumbai, had 4 universities in the top 200.

8. Nothing will improve unless we are prepared to radically change what is taught, learnt and evaluated in our educational institutions. From our best educational institutions to our worst, from pre-primary classes to postgraduate levels, almost the entire enterprise of teaching and learning, with few exceptions, is geared to formulas and procedures involving students in “by hearting”, and reproduction of a vast array of facts. In order to bring about this change, we need not do away completely with rote learning. For example, despite the easy availability of calculators, children should learn their multiplication tables. Memorising poems and speeches, a common practice in many schools in the past, has its benefits,

9. Children from Indian immigrant families often do very well in schools and universities abroad. That they thrive there is a vision of what is possible here in our own country, and our enormous waste of student talent and potential. We need to begin the task of reforming an educational system based on rote learning to one which promotes critical thinking and practical skills. But there will be no takers for this task unless we squarely face the reality that most of even our best educational institutions are substandard, where students and faculty are energised only by the spectre of examinations.

- i. What are the two major defects of our education systems?
 - ii. How do teachers and parents show carelessness towards the quality of education?
 - iii. What three goals of education are get to be achieved?
 - iv. What is the level of our elite institutions of higher education?
 - v. What steps may help fight rote learning to improve the quality of education?
- b. Find out the words from the passage which mean the same as following :-
- i. Belonging to same time (Para 1)
 - ii. Average (Para 3)
 - iii. A social group that is thought to be the best (Para 7)

Comprehension - 6

1. Memory is what defines our lives. Our personality, our very existence. The dictionary defines memory as the faculty by which things are recalled or kept in mind, the recovery of one's knowledge by mental effort.

2. But for most of us memory is just the ability to recall facts and figures, the faces of people we know and the recollection of things in the past. But memory is far more complex than this. Without memory, as in the case of amnesia, the personality changes and is distorted without any point of reference. Memory is of vital importance in defining our personalities as it enriches our lives with complicated personal remembrances without this, we turn into walking zombies. As people grow older, they often suffer memory loss in some form or other and disease like Alzheimer's can obliterate memory centres of the brain, making the sufferer into a different, less coherent and irrational personality.

3. Science has discovered that there are many different types of memory and we can lose one kind and still retain others. Human beings have a long term memory and a working memory. Working memory is the ability to recall telephone numbers, addresses and relevant information such as those needed in our daily lives. Many elderly people seem to lose this form of memory while still retaining their long term memory. Even perfectly normal people may have only one part of the brain active under stress or illness. In addition to long term memory and working memory there is also recent memory, semantic memory (the memory of facts) and episodic memory (the memory of something which actually happened, explicit and implicit memory and source memory which enables us to recall from where we learnt certain facts. A loss of source memory seems to affect most people at sometime or the other.

4. Without memory we become different people. It is what most elderly people fear, but it need not be so. Unless illness is the cause for memory loss, participating fully in life can make a world of difference. Scientists, musicians, writers, doctors, architects, engineers and artists. all use their brains and memory centres to maximum effect. In fact anyone who is absorbed in some sort of work or project or hobby whereby the mind is stimulated and used can keep the memory in good working condition. Reading and paying attention to what you are reading, learning poetry by heart and taking a deep interest in the world around you, stimulates memory. We must also learn to breathe deeply.

5. If the brain does not receive sufficient oxygen for the process of celebration, hallucination and negative psychic reactions occur. Yoga tells us that for good mental health and emotions stability, we need to be good, deep breathers.

6. Without memory we are nothing. Our closest family members are nothing to us, we are alone, drifting in a world of which we appear to know nothing. The preservation, dignity empathy, love depend almost entirely on the preservation of memory.

- (a) Answer the following questions briefly:
- (i) What is the true definition of memory? How is it different from the layman's interpretation of memory 2
 - (ii) What is the importance of memory ? How does the absence of it affect our personalities ? 2
 - (iii) What kind of memory loss do old people generally suffer from ? Does this mean they lose memory completely ? 2
 - (iv) How can one keep one's memory in good condition ? Give at least two points ? 2
 - (v) How is the preservation of memory important in our personal lives ? 1
- (b) Find words from the passage which mean the following : 3
- (i) blot out or having no trace of (Para 2)
 - (ii) to make something more active (Para 4)
 - (iii) to keep something in good condition or in original state. (Para 6)

Note Making

Passage -1

Read the following passage and answer the questions that follows :

Over the last few years, Delhi has witnessed a host of welcome changes, which have made it truly an international city. Today, the city can boast of a world-class Metro, modern shopping malls, posh office complexes and graceful flyovers. Over the next few years leading up to the Commonwealth Games in 2010, many more exciting developments are likely to change the face of Delhi forever as the Asiad Games did in 1982.

The Delhi Metro will be at the heart of these changes providing the citizens something, which they lacked for many years - a clean, reliable and safe public transport system. Already the Metro network spreads across 65.1 kms.. with 59 stations and another 120 kms. is expected to be added to this by 2010 as part of Phase-II. This will include the extensions to South Delhi, Gurgaon and Noida. In addition, a high-speed airport link will be constructed from New Delhi Railway Station, which will bring the city into the elite league of major world cities. Trains will cover the 19 kms. distance in just 16 minutes and city terminals will have check-in facilities. A Metro connection from Dwarka Sub-city to the IGI Airport is also on the cards.

Through the Metro network is expanding rapidly, the place at which it is spreading is not

adequate for the size and spread of the city. For a population of over 14 million the city would need a Metro network of at least 350 to 400 kms. in the next 15 years. By the time the phase-II Metro Project nears completion, the plans and sanctions for another 100 kms. should be in place so that by 2015 Delhi has a Metro network of 285 kms. and by 2020 another 100 kms. should be added.

In a vastly spread-out city, Metro obviously cannot reach each and every door. Ideally the Metro network should be within half a km. of every citizen. This would be difficult to achieve in a city like Delhi. Therefore, while Metro network will serve as a transport backbone of the city, it has to be complemented with feeder bus services, bus rapid transit systems and light rail transit (LRT) systems. This is not difficult to achieve provided the planners have the vision and determination to accomplish it.

Delhi has a wonderful surface Railway system converging into the city from five different directions and interconnected with a Ring Railway. Unfortunately, this Railway network carries only 2% of the city commuters. Strengthening, upgrading and modernizing the Railway system is a low cost solution to attract commuters to the suburbs and to de-congest the city. Unfortunately, Railways, unwillingness to run more suburban trains and Government's helplessness or inability to tread on Railway's possessive turf is preventing any improvements to the suburban system.

The example set by Delhi Metro in keeping its stations clean, trains gleaming, staff friendly and courteous and most significantly not depending upon the Government for operational subsidies should now spread to other modes of public transport as well in the city. The bus fleet and its operation need a complete overhaul, upgrading the whole system to international standards using the commonwealth Games as a pretext. While the drivers of public vehicles are adequately skilled, they lack road manners and road culture. Disciplining the pedestrians to use zebra crossing and provision of sub-ways or foot-over bridges has to be enforced before the Commonwealth Games. Is it a big deal to get the city roads rid of roaming cattle and beggars at traffic junctions or for the matter bring in a law making public spitting an offence ?

On the basis of reading the above passage answer the following questions :

- (a) Make notes on the passage using headings and sub headings. Use recognizable abbreviations (minimum 4) wherever necessary. Give a suitable title to the passage. 5
- (b) Write a summary of the passage in about 80 words using the notes. 3

Passage - 2

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

According to the 2001 census, India's literacy rate for the population, aged seven and above, was 65.4 percent. What does this number really mean ? Can 561 million people, that this rate implies, read a newspaper headline in their own language ? Not really. What it means is that households across India reported 65.4 percent of its members to be 'literate', when the census fieldworker showed up. The literacy rate is a perceptual number — people perceived to be literate. It is not an accurate indicator of the proportion of readers in the population.

What if the national census actually tested for reading ability ? We did just that, with a sample of around 20,000 people drawn from 3,200 randomly chosen households in four Hindi states - Rajasthan, UP, MP and Bihar.

First we followed the census approach. Then we asked every household member, aged seven and above, to read a simple text in Hindi, of 35 words, that a student in class three would be expected to read. Those who could read it correctly at their own pace, were marked as readers. Those who could read only parts of it, or took recourse to sounding syllables before putting together words, were classified as “early-readers”. The rest were non-readers, who could not read at all.

The census approach gave us a literacy rate of 68.7 per cent in the sample. The reading test, in sharp contrast, resulted in 26 percent readers, 27 percent early-readers and 47 per cent non-readers. Even if one were to club the readers and early-readers, at best 53 percent could be considered to be readers. The census method] thus led to an overestimation of the literacy rate, in Hindi states, by a whopping 16 percent. Why is there such a big overestimation ?

First, in the 1990s, the National Literacy Mission did a remarkable job of drumming up interest in literacy and started off millions of people on the path of literacy. Once someone acquires beginning alphabetic knowledge, that person becomes “literate” in family and self-perception, for life, and therefore, in the census. The 1990s added nearly 100 million perceptual literates, permanently to the census. Many of them, however, never quite attained functional reading ability or relapsed quickly into non-reading in a lifelong sense.

Second, our data show that 90 percent of those who completed first grade, were automatically reported as literate. First children aged 6-14, because enrolment itself, nationally, is over 93 percent. So whether a child can read or not, if you can get her to enrol and complete first grade, she immediately joins the ranks of the literate. Yet, our testing found that, at first grade less than 1 per cent were actually able to read a simple paragraph, 27 per cent read it like an early-reader, and 72 per cent could not read at all. Even after the completion of grade five, 26 per cent could not read at all and only 12 per cent could read it comfortably.

These two reasons explain why the literacy rate is galloping but not the ability to read. For the latter to improve, national policy-makers would need to draw upon innovative strategies that can make lifelong reading, inescapable at a mass level. One such strategy that we have been advocating for national policy adoption, is Same Language Subtitling (SLS). Essentially, SLS is the idea of adding karaoke-like subtitles to film song-based content on TV, in the same language as the audio. SLS is well-researched and proven to improve reading ability, is cost-effective, and causes automatic and lifelong reading.

SLS allows a school-going child to pick up emerging reading skills in school and right away practise them at home. This constant interplay of school learning and home practice of an essential skill, such as reading, deserves more policy attention. In the census we have 260 million so-called “literate” people who cannot read. National progress ultimately depends on their ability to read, not our ability to call them literate.

- (a) On the basis of the above passage, make notes on it using headings and sub-headings. Use recognizable abbreviations (minimum 4). Wherever necessary. Give a suitable title to the passage.
- (b) Write a summary of the above passage in about 80 words using the notes.

Passage - 3

Read the following passage and answer the questions that follow :

The Australian city of Melbourne successfully hosted the XVIII Commonwealth Games between the 15th and 26th March 2006. For the first time in the history of the Games the Queen's Baton visited every single Commonwealth nation and territory taking part in the Games, a journey of 180,000 kms (112,500 miles). The relay ended when the Governor of Victoria, and former Commonwealth Games medallist, John Landy delivered the baton to her Majesty the Queen at the Melbourne Cricket Ground during the opening ceremony. The sports on the programme were Aquatics (diving, swimming and synchronised swimming), Athletics, Badminton, Basketball, Bowls, Boxing, Cycling, Gymnastics, Hockey, Netball, Rugby, Shooting, Squash, Table Tennis, Triathlon and Weight lifting. There were approximately 5,766 athletes and team officials in attendance in Melbourne with the home nation having the largest team with 535 athletes and officials and the volcanic island of Monsterrat the smallest with 4 members.

The dates for the Games are 3rd-14th October 2010, inclusive of the Opening and Closing Ceremonies. The Delhi Games Village is to be constructed as a low rise medium development on a 40 acres site in the heart of the capital with a possible capacity for 8,500 athletes and officials. Existing and new stadium will be used to host the following sports. Archery, Aquatics, Athletics, Badminton, Boxing, Cycling, Elite Athletes with a Disability (EAD) Events, Gymnastics, Hockey, Lawn Bowls, Netball, Rugby, Shooting, Squash, Table Tennis, tennis, Weightlifting and Wrestling.

Mr. Suresh Kalmadi, is the Chairman of the Organising Committee of the Commonwealth Games 2010. He has said that in Melbourne, India finished fourth in the overall medal tally and aiming for second position in 2010 games.

The National stadium, which has been one of the main centres for hockey, will see a new turf soon for the 2010 Commonwealth Games. The Dhyan Chand National Stadium, as it is called will see several other changes. Installation of floodlights at the stadium is already under way while both the artificial turfs will be re-laid. In addition a third turf will be laid at the present grass grounds. But the major changes will be in the actual structure of the stadium itself. The main playing area will be shifted about 20 feet, bringing it closer to the stands, the seating area at the far end will also be moved forward. It will raise the capacity to about 25,000.

The Jawaharlal Nehru Stadium, will host the opening and closing ceremonies of the 2010 Commonwealth Games. Renovation work includes partial covering of the stadium and also the spectator gallery will move closer to the action. A new athletics track will also be laid, and that will be one of the big boons for the upcoming athletes after the games. Separate accommodation and technical rooms will be built. The warm-up area behind the stadium will also be upgraded to accommodate a special arena for throwing events.

The Indira Gandhi Stadium will host competitions in four disciplines - cycling, archery, wrestling and gymnastics. The stadium which was part of the 1982 Asian Games will see big changes, including a brand new track for cycling. A new indoor hall will also be built with electronic video-matrix scoreboards with quick replay facilities.

On the basis of reading the above passage answer the following questions :

- (a) Make notes on the passage using headings and subheadings. Use recognizable abbreviations (minimum 4) Wherever necessary. Give a suitable title to the passage.5
- (b) Write a summary of the passage in about 80 words using the notes. 3

Passage - 4

Read the following passage and answer the questions that follow :

What is attitude? “Attitude is a mind set. It is the way one looks at things mentally,” “A positive attitude is the outward manifestation of a mind that dwells primarily on positive matters”

Negative attitude-- You cannot achieve success.

positive attitude-- You can achieve success.

Believe it or not, attitude is contagious. A positive attitude gives energy to you and to those around you. On the other hand, a negative attitude drains your energy and the energy of those with whom you come in contact.

When we are positive, we find that our interactions with the world and ourselves become brighter, more productive and perpetuate the ‘feel good’ factor. This in turn makes us healthier and more peaceful.

All of our feelings, beliefs and knowledge are based on our internal thoughts, both conscious and subconscious. The truth is that we can control these. We can be positive or negative, enthusiastic or dull, active or passive.

The biggest difference between people is their attitudes. For some, learning is enjoyable and exciting. For others learning is drudgery. For many, learning is just okay, something required on the road to a job.

Our present attitudes are habits, built from the feedback of parents, friends, society and self, that forms our self-image and our world-image.

All of us, at one time or another, express the three different types of attitudes: Positive, negative and neutral, Those with a neutral attitude are sometimes the most challenging to deal with, and can be called as “spectators in the game of life.” We often try to avoid contact with those carrying a negative attitude, “the critics of game of life.” And we are drawn to those with a positive attitude, “the players of the game of life.” People respect you.

A positive attitude leads to happiness and success and can change your whole life. If you look at the bright side of life, your whole life becomes filled with light. This light affects not only you and the way you look at the world, but also your whole environment and the people around you. If strong enough, it becomes contagious.

Developing a positive Attitude:

A positive attitude doesn't just happen. It is something you have to work at, all the time.

If you have been exhibiting a negative attitude and expecting failure and difficulties, now is the time to change the way you think. It is time to get rid of negative thoughts and behaviour

and lead a happy and successful life. Why not start today? If You have tried, it only means that You have not tried enough.

Of course it's just not possible even for the greatest optimist to smile all the time and feel good throughout the day. Everyone has a spell of the blues now and then. When everything seems bleak and without cheer. But once you develop a positive attitude, and realise that life is a roller coaster ride, a series of ups and down, dark clouds and silver linings, in no time You will bounce back ready to welcome the world again with open arms and a huge grin. So, look towards the sunshine and the shadows will fall back. Positive attitude is the ability to enjoy life even troubles arise: be able to take each day as it comes, full of sorrow, joy, disappointment and happy surprises.

- a. on the basis of reading the above passage make notes on the passage using headings and sub-headings use recognizable necessary. Give a suitable title to the passage.
- b. write a summary of the passage in about 80 words using the notes.

Passage - 5

A.2. Read the passage given below and answer the question that follow:-

Nearly A year after the Municipal corporation of Delhi (MCD) privatised garbage transportation, it is convinced that things have only gone worse from bad.

This is especially true for colonies in south. Central and City zones, Where complaints are pouring in that the colonies have become dirtier ever since the private players have moved in. The MCD has now served a final warning notice to M/s Delhi Waste Management (DWM) threatening to terminate its contract if the company does not clean up its act within 15 days.

“We have received a series of complaints from residents and councillors about the deteriorating sanitary conditions in their respective area. Also an independent consultant US-based firm MSV international hired by us monitor the performance of private garbage collectors has also given a damning report about DWM. The other two companies, AG Enviro and Metro Waste, are however doing well,” said a senior MCD officer. With just four years left for the commonwealth Games to begin, The MCD had taken recourse to out-sourcing the task of cleaning up Delhi.” We 20 lakh on DWN and have issued several warning letters. The company was also given two month's time to improve its performance, but to no tangible improvement in 15 days,” the officer said.

As per the agreement, DWN was required to renovate the 750 garbage stations by January 31, 2006. “however, most garbage stations are in a pathetic state. Waste is not removed in time and most of them are over-flowing resulting in garbage spilling on to roads,” the officer said.

The company is required to keep the garbage covered at all times to keep off stray animals and birds.” Also the company is required to maintain cleanliness in an area up to 25 metres from each garbage station- but these clauses too are not being followed,” the officer added.

MCD's another experiment in outsourcing door-to-door garbage collection in Dwarka last year too had yielded poor results. However, the Corporation's poor administrative control on its

own staff and shortage of funds to invest in buying trucks and other equipment still leaves privatisation as the only alternative to clean up the city. Plans are afoot to invite private players for garbage transportation in zones under MCD's jurisdiction - Civil Lines, Shahadra and parts of Nazafgarh.

- MCD has not been able to acquire any new land for dumping waste.
- Two sites sanctioned in Narela and Bawana are yet to be handed over by DDA, Even after sites are handed over, it would take at least two years to construct an engineered landfill site.
- The site at Bhatti Mines has run into trouble with environmentalists as part of land falls in protected forest area. The Ridge Management Board is yet to submit its report on whether the site can be used for dumping waste. The only alternative before MCD is to reduce garbage being dumped in landfills. This can be done by segregating recyclable garbage from the non-recyclable waste. But MCD's all garbage segregation campaigns have fallen flat. MCD merely relies on unorganised rag-pickers for the job.
- From September this year, private companies roped in for garbage transportation would be required to segregate 5 percent of the waste they dump at landfills. But MCD officials themselves admit that is too little and too late.
- Delhi has no laws on handling and disposal of electronic waste.

On the basis of reading the above passage answer the following questions :

- (a) On the basis of your reading of the above passage, make notes on it using headings and subheadings. Use recognizable abbreviations (minimum 4) wherever necessary. Give a suitable title to the passage. 5
- (b) Write a summary of the passage in about 80 words. 3.

Passage - 6

Read the following passage and answer the questions that follow :

Get ready for a world-class nursery and ecology park in the heart of the city. Sunder Nursery, virtually next door to Humayun's Tomb, is being revamped by Central Public Works Department (CPWD) and Aga Khan Trust for Culture (AKTC). Once complete, it will be Delhi's first arboretum with over 300 varieties of trees. The project will be formally announced on July 12, CPWD's 155th Foundation Day.

Authorities said it was the first partnership of its kind in India aimed at developing an urban park where both ecological and heritage resources will be showcased. There are 140 species of trees in the nursery at present and some like Pink Cedar, *Atalantia*, Khasi and West Indian Elm are the only specimens that can be found in Delhi.

Sunder Nursery is also home to over 75 species of birds. "We're bringing back all the native tree species we can think of that have deserted Delhi in the last few centuries", added sources.

There are also nine Mughal era monuments, three of which are protected by the Archaeological Survey of India (ASI), within the nursery premises. They are also being resorted.

At Sunder Nursery, about nine acres of nursery beds have been prepared and a 2 km-long peripheral road is nearing completion. “The present entrance will be only for pedestrians with vehicles being limited to the peripheral road in the future”, said an official. Landscape architect M. Shaheer and environmentalist PradipKrishen are part of the team that finalised the landscape plans.

“This project will restore Sunder Nursery’s position as the foremost ecological resource for Delhi and create a magnificent new urban park that showcases Delhi’s flora, bird life and Mughal heritage. We hope the new developments will attract more visitors, thereby increasing revenue, which can then be ploughed back into maintenance of the nursery”, Said D.S. Sachdeva, director-general, CPWD.

Added Krishen, author of ‘Trees of Delhi’ and a AKTC consultant : “A portion of Sunder Nursery is going to become a miniature landscape that exhibits Delhi’s native microhabitants – imagine a tiny set of rocky hillocks that mimic the Delhi Ridge, and an adjoining “Wilderness” that features a miniature riverine system filled with plants and trees that you might have seen in the Yamuna Khadar 200 years ago.”

According to historians, Sunder Nursery stands on the Historic Grand Trunk Road, between Purana Qila and Humayun’s Tomb. The nursery was established by the British to experiment with trees that had been proposed to be planted in the new British capital being built in Delhi. It became a CPWD nursery in 1945.

The three project zones of Humayun’s Tomb, Nizamuddin Basti and Sunder Nursery will be connected with walking trails. In addition, nursery related structures such as mist chambers, tissue culture lab, glass houses and a training centre are going to be built within the nursery with adequate facilities to train CPWD gardeners who visit Sunder Nursery each year for training. Specialised spaces are being created for hosting flower shows.

- (a) On the basis of your reading of the above passage make notes on it using headings and sub-headings. Use recognizable abbreviations wherever necessary (minimum 4). Give a suitable title to the passage 5
- (b) Write a summary of the passage in about 80 words. 3

Section (B)

Advanced writing skills (35 Marks)

ADVERTISEMENTS

Points to Remember

(a) Types

- (i) Classified
- (ii) Display

Classified Advertisements are covered through different headings :

- Property/Tolet/For sale/Accommodation available:
- Employments-Situation vacant/jobs wanted/lost and Found/Vehicles/Pets and Kennels.
- Educational/Missing Persons/Language courses/Hobby classes.
- Utility services : Packers and Movers/Tour and Travels
- Vehicles : For sale
- Tenders

(b) How to write an Advertisement

- Write in a box
- Specify the category of the advertisement, underline it.
- Educational, To Let/ For Sale etc.
- Be brief, give only relevant information.
- Information in abbreviated and short forms is acceptable.
- Must mention contact address and telephone no.
- Classified advertisements should not be spread out but should be written in running lines.
- Language-formal and concise, not in complete sentence.
- Display ads. may be spread out, written in catchy and persuasive language to make them attractive; language to be in complete sentence, Visual and slogans may be used, designed for commercial purpose.

FOR SALE

Property

Points to Remember :

- Details of the kind of house (Flat/ independent house/ first floor/ farm house).
- Details about surroundings-centrally located, facing park, near railway station, airport/ shopping complex.
- Covered area and kind of colony-posh colony.
- Details of inside of the house : no of rooms, drawing-cum-dining, kitchen, baths, servant quarters, garage, lawn etc.
- Use adjectives like airy, well-ventilated, fully furnished, brand new, newly constructed etc.
- Whether to be given on company lease.
- Expected rent/ price.
- Contact address and telephone number; e-mail address.
- Begin with 'Available' if you are to sell/ let out your house.
- Begin with 'Wanted' if you require an accommodation on rent/for purchase.

SALE : MOTOR VEHICLES

Points to Remember :

- Model No., Year of manufacturing, colour.
- Accesories (new seat cover, new mats, stereo etc.).
- Single-hand driven, good condition, non-accidental, mileage, mat, invite for test drive.
- Paper-Insurance papers, pollution under control certificate.
- Any other details-Brokers excuse.
- Expected price
- Contact address, telephone number.

FOR SALE (HOUSEHOLD / OFFICE GOODS)

- Item name, Brand name and year of manufacturing.
- General condition-excellent, working condition, looks brand new etc.
- Reasonable Price
- Contact address and telephone no. Also mention the day and time on which to contact.

FOR SALE

a. what (item name)

brand name, year of manufacturing

b. condition/description

c. Price

d. Contact / address, phone no.

1. You propose to sell your flat as you are going abroad. Draft an advertisement for it to be published in Daily Times under classified columns.
2. You own an independent house in west Delhi and you want to sell it. Draft a suitable advertisement to be published in a local daily, giving details about the exact location, number of rooms, the facilities and the expected price.
- B. You want to sell your blue coloured Maruti 800 car. Draft an advertisement for the classified columns of the Times of India giving particulars of models, mileage and the expected price. You may add other details too.
4. You want to buy a new motorbike and hence want to sell your 4 year old scooter first Draft a 'For sale' notice to be put up at the notice board of the community centre giving necessary details.
5. Your family is moving out of Delhi since your father has been transferred. You want to sell a number of household items at a reasonable rate. Draft a notice for this purpose to be put up outside the RWA's office specifying the items and giving necessary details.
6. You want to sell off some of the electronic items that are in use at your home. Draft an advertisement to be published in your colony's news letter with details about their brand, condition and the expected price.

TO LET

- Details of kind of house (plot/Flat/ independent house)
- Details of Location
- Details of no. of rooms, kitchen, garbage and lawn etc.
- Contact address and telephone number (can give an e-mail address)

TO LET

Available

What

Quality/condition

Terms and conditions (if any)

Contact address

1. You are Zaheer Khan of 22, Sports Lane, Delhi. You wish to give on rent the 1st floor of your newly constructed house. Draft an ad to be published in the 'To let' classified columns of 'The Indian Times.' 50 words
2. Rahul Dev of 18, Dream land Apartments, Circular Road, Delhi, wants to rent out the portion of his ground floor flat to student only. Write an ad to be published in the 'To let' columns of 'The Times of India' (50 Words)
3. K. George wishes to let out 15,00 sqm of commercial space on old G.T. Road, Ludhiana. Draft an ad. in 50 words mentioning what it is suitable for, to be published in 'Punjab Chronicle' in 50 words.

ACCOMODATION WANTED

- Put it in a box
- Specify category of accommodation according to the requirement.
- Be brief and give only significant information

Accommodation Wanted

- Details about accommodation required
- Purpose
- Area/colony
- Details of no. of rooms & size
- Contact and address.

1. You are a builder and the proprietor of 'Dream House construction.' Design a suitable advertisement for a new complex of residential flats, mentioning all necessary details like area, surroundings and facilities etc.

2. You want to purchase an independent house in a posh area. Draft a suitable advertisement under the classified column 'Accommodation wanted' giving your requirements and capacity to pay.
3. You want to purchase a newly constructed office in a prime locality of Dwarka. Draft an advertisement as per your requirements about location price etc.

MISSING PERSON/PET ANIMALS

POINTS TO REMEMBER

Details to be given :-

- Name, age, sex of Child/ Person/ Pet.
- Built - tall/ medium/ slim/ fat etc.
- Height (person).
- Complexion, colour of hair, eyes (Person).
- Specify when he/ she was seen last and in which clothes.
- Any particular mark/scar or characteristic which will help in locating the person.
- Specify any message/ reward.
- Contact - name/ address/
- Pet (specific) - breed, colour of fur/skin etc.

1. You are brother of a boy who has been missing from his home for the last two days. Draft an advertisement under the caption "missing" for a local newspaper. Provide necessary details and also offer an award.
2. Your grand father aged 80 years, mentally upset using spectacles has been missing for a week. Draft an advertisement for the 'missing persons' column of a local daily in about 50 words.
3. You are Mayank/ Mona of G.K.I. Your pet dog is missing since July 13, 2009. Draft an advertisement for the 'missing' column of a news paper giving details about the breed of the dog, name, sex, mark of identification etc. and also offer an award.
4. Your nephew, a kid of 5 years has got lost, giving full details of the missing kid, draft an advertisement for a local newspaper.

MATRIMONIALS

Points to Remember

- Begin with wanted/Alliance or proposals invited.
- Write in box seeking details regarding the girl/boy.

- Education/ professional qualifications
 - Service/profession income
 - Age, height, complexion, built
 - Caste/ sub-caste - religion
 - Qualities sought in partner
 - End with Box No. c/o the Daily
1. A retired army officer is looking for a suitable match for his smart, convent educated daughter. Write out a matrimonial advertisement for publication in newspaper.
 2. A highly placed I.T. Professional settled in America seeks alliance with an exceptionally beautiful, educated, cultured, tall girl of Brahmin family. Write a suitable advertisement for the “Matrimonial” column of a national daily.
 3. after completing his M.B.A from I.I.M Ahmedabad, your son is working as a manager in an M.N.C in Bangalore. He wants to marry a beautiful, educated, well cultured girl. Draft an advertisement for the “matrimonial” columns of a national newspaper.
 4. Draft an advertisement for the matrimonial columns of a news paper for your brother who is healthy, smart, visually impaired and working as a school teacher.

LOST AND FOUND

NEWSPAPERS/SCHOOL NOTICE-BOARD

- Essential Details.
- Use the word ‘Lost’ or ‘Found’ at the beginning so that it is clear whether the article/object has been lost or found.
- Name of the Object/article lost or found.
- Brand. Colour, condition - VIP, brown, leather bag.
- Where/when - in a bus, school
- What time -
- Reward/ Contact.
- For ‘Lost’ give all the details whereas for ‘Found’ the details need not be given completely.

LOST/FOUND

- a. What
- b. Condition/description
- c. Where/ When
- d. Reward
- e. contact/address

(In 50 words)

1. You have lost your Chemistry book in the play ground in VI period. Draft a notice for the lost items for your School notice board giving details of the book.
2. You are Anirudh of XII A, You have lost your motor cycle's key outside the school library. Write a notice in not more than 50 words for your School Notice board giving details of key ring.
3. You are Satish/ Seema, you lost your bag in Metro between Janakpuri and Dwarka while going for an Interview, It contains a file having important certificates i,e academic and professional. Draft an advertisement for a national daily under the column 'Lost and found' in not more than 50 words.
4. You have found a wallet in the compartment of Rajdhani Express while travelling from Delhi to Mumbai. Draft an advertisement for the Hindustan Times under the classified column.
5. You are Nitin/Neha. You have found a text book of Physics in the lab. Write a notice for your school notice board in not more than 50 words.

SITUATION VACANT

Points to Remember

Value Points

- Name of Employer with address.
- Nature of the post Vacant.
- No. of Posts.
- Required qualifications (Eligibility)
- Salary offered.
- Whom to apply (with necessary contacts)
- Time limit for submission of application.

Put your advertisement in a box.

1. You are the secretary in Thapar Company. Draft an advertisement for the situation vacant column for the Post of public relation officer (PRO) in your company
2. You are the Manager in 'Design well' company training multi media and web designing. You require two trained experienced web designers. Draft an advertisement for the situation vacant column of a local newspaper giving your requirement.
3. Your school requires an experienced teacher for craft work in your school, on behalf of the principal of the school draft an advertisement for the 'situation vacant' columns of a local newspaper giving necessary details of eligibility condition for the posts.
4. Draft an advertisement to be published in a newspaper to fill in the vacancy of a librarian cum information officer. Mention necessary details such as qualifications, salary offered experience required etc. Draft this advertisement on behalf of the chairman Rajdhani Public School, Delhi.
5. You are the manager of style furniture Delhi. You want to recruit people for the following posts :-
 - i. Salesman (3)
 - ii. Driver (2)

Draft an advertisement asking interested people to apply for any of the posts given above. Mention other necessary details.

SITUATION WANTED

- Name of post/specialization
- educational qualifications and experience
- Personality traits/ result oriented etc.
- Terms and conditions
- Salary / enumeration

SITUATION WANTED

Available

- Which professional
- Education, Specialization and experience
- Salary

1. Draft an advertisement to be published in a newspaper offering your services as a tourist guide during common Wealth Games in Delhi specifying the languages spoken by you.

2. You are an interior designer with specialization in designing for fairs and functions. You are looking for a job in an institution Draft an advertisement to be published in the newspaper giving other necessary details.
3. You are a Chartered Accountant with specialization in taxation. Draft an advertisement to be published in the newspaper giving other necessary details.
4. You are a psychiatrist and counsellor and have a ten years experience. Now you are looking for a better job in a public School. Draft an advertisement to be published in the newspaper.
5. You are a software Engineer working as a Web designer. Draft an advertisement to be published in a newspaper to teach web Designing in an institution.

WRITING NOTICES

Points to Remember

Format:

1. Name of the issuing agency (School)
2. Word : Notice
3. Date of issue
4. Subject (Heading)
5. (a) Signature of the authorised person.
(b) Designation of the issuing authority.

Content :

- | | | | |
|---------|-----------------|---|---------------------------|
| Mention | What | : | Event/Activity |
| | When | : | Date and Time |
| | Where | : | Venue |
| | Who | : | Participants, organisers. |
| | People involved | : | Chief guest. If any |

1. CCRT is going to conduct a number of workshops in crafts like pottery, handicraft, paper bag making and doll making during winter break in your school. Write a notice for your school notice board. You are Avika, the cultural In Charge of Sarvodaya Vidyalaya, Saraswati Vihar.
2. Sarvodaya Vidyalaya, Keshav Puram is organizing an educational tour to Chennai for the students of class VI to XII Write a notice for your school notice board inviting students to join the tour. Invent other necessary details.
3. You are Seema/ Asim of Govt. Sarvodaya Vidyalaya, Rohini. You have to organise a debate competition in the school on the topic. 'Is India ready for the Common Wealth Games'. As the Head boy/Head girl of the school write a notice for your school Notice

Board.

4. As the secretary of sports club of your school write a notice for your school notice Board inviting names for various team events on 'Sports Day' to be celebrated in your school. Give necessary details regarding last date and kit etc.
5. You are the editor of your school magazine 'Parichay'. Write a notice for your school Notice Board inviting articles, puzzles, reports and painting etc. from the students.

CIRCULAR

Circular is for wide circulation sent by a school to parents, by a club to its members.

Remember to include

- Name of the institutions on top
- Date to be mentioned on left hand corner
- Subject
- Salutations such as dear parents members etc.
- Content to include all the relevant information.
- It has to be signed with designation

D.G. Model School

Nand Nagri

Date

Circular

Heading

Salutations

Signature with post and name.

CIRCULARS

1. You are Asha/Ashu, the head girl/boy of D.A.V. Public School. Write a circular to inform the students about PTA Meet on second Saturday.
2. You are Rajat/Rajni, the head boy / girl of VKS Students committee. Write a circular

for the members to inform them about the VKS Meeting and its agenda.

3. As per the official order, write a circular to inform the students about the five days holidays for class I to VIII due to scorching heat in your city. You are the head boy/girl of your school.
4. You are the incharge of Health Club of your school. Write a circular in wake of Dengu informing the students and parents that full sleeves shirt and pants are quite necessary for their wards.

INVITATIONS

Formal Invitations/Formal Replies

Points to Remember

- To be written in a rectangle box.
- To be written in third person : no abbreviations to be used.
- Generally simple present tense is used.
- There is no signature of the writer.
- No punctuation at the end of the lines.
- Each entry to be mentioned in a separate line, e.g. (a) the name of the person who is/ are inviting (b) formal expressions like 'request the pleasure of your company (c) time and date of event (d) purpose and occasion of invitation.
- In RSVP - address and telephone no. is given, at which the invitee may contact for any queries.
- In official invitations, time by which the guests are to be seated, name of the chief guest, programme may be given.
- 'Valid for one/two only can be given at the end, in case the number of invitees is to be limited.

FORMAL REPLIES : ACCEPTANCE / REFUSAL

Points to Remember :

- Acknowledge the invitation.
- Use third person
- Not to be signed at the end.
- When accepting, confirm dates and time, venue need not be confirmed.
- If declining give reasons, convey your best wishes for the function.
- Give date and address at top left hand corner.

INFORMAL INVITATION

Points to Remember

- Use first person - 'I', 'we' and 'you' and avoid using 'he', 'she' and 'they'
- Do not write : 'subject' and 'receiver's 'address.
- Write in warm and personalised style.
- Avoid writing unnecessary details.
- Begin with 'Dear' _____ (name)

FORMAL INVITATION

Name of the person / persons inviting

Occasion

Date and Day

Time

Venue

(Chief guest (if for school functions etc.))

RSVP

INVITATIONS

1. Dreamland school is opening a new branch at Karol Bagh. The inaugural ceremony is fixed for Sunday. Prepare a draft of formal invitation for this purpose mentioning date, time, venue and Chief Guest.
2. You are Anuj Goel. Write a letter of invitation to invite all your friends for the party you are giving, on achieving the highest marks in the school in class XII.
3. You are Kalpit/Kalpana. Write a reply refusing the invitation you got from your friend Anuj/Anuja who was selected for a project of NASA to observe Solar Eclipse.
4. You are Manas/Manasi of Dwarka. Write a reply accepting the invitation you got from Mudit/Mudita on his/her being selected as a lecturer at English and Foreign University, Hyderabad.
5. On the occasion of Annual Day function in your school draft an invitation to invite the Chief Minister of Delhi Mrs. Sheila Dikshit.

POSTERS

Points to Remember

Posters generally spread a social message to create awareness about an issue or an event of common interest.

- Highlight the main topic of the poster by writing it in bold and capital letters in order to draw attention.
- Include all the important details like
What : Event
When : Date and time
Where : Venue
- Write within a box. Name of the agency responsible for release of the poster.
- Maintain the prescribed word limit of fifty words.
- Use persuasive language catchy phrases, slogans and emotional and amusing style according to the situation.
- Can use graphics, varying font size, shape
- Can make letters light or dark to create the requisite effect.

<p>Name of the host</p> <p>Occasion</p> <p>Date, Day</p> <p>Time :</p> <p>Venue :</p> <p>Chief Guest :</p>	
Special Features :	Courtesy

POSTERS

1. Your school is organising a poster designing competition on Serva Siksha Abhiyaan. Design a poster Highlighting the importance of 'Education for All. You are Neeraj/ Neerja of Sarvodaya Vidyalaya, Timarpur.
2. You are Nitin/Neha of Kendriya Vidyalaya Lucknow. Draft a poster to make aware the society about declining ratio of girls i.e. to 'Save Girl Child.'
3. Smoking has been banned by the Supreme Court as the teenagers are (smoking before their age) falling into this habit. Design a poster highlighting the harmful effects. Invent all details.

4. “An Education Fair” is to be held at Pragati Maidan for three days to make the students aware about higher education and career options in India and abroad. You are Mudit/Mudita, the head of literary club of your school.
5. Design a poster to save the Earth from “Global Warming” highlighting the need and climatic changes due to this warming. You are Ranjan/Ranjna, the president of cultural club of your school.

REPORT WRITING

Points to remember

Reports, record happening of events in the recent past.

- Be brief, to the point and systematic, objective and balanced.
- Report an event in the order in which things have happened (Maintain sequence of events)
- Give it –

A.

Format :

- a. A bold heading / title
- b. Name of the reporter
- c. Date of Report alongwith name of the place (city)

B. Content

- Write the report in 3-4 paragraphs.

Para - 1. Brief introduction of the incident, like what, who, when, where.

Para-2, 3. Give details of the incident.

Para-4. Concluding remarks regarding action taken or required.

In case of report for school magazine, date and place need no be written.

- Put the Report in a box.
- Use Past Tense as Reports are written after the event is over. Use of passive voice is also recommended.
- Follow the prescribed word limit. (i.e. 100-125 words.)

Heading

(Name of the writer / reporter)

Place, date

Content -	What	- Event and other details
	Where	- Venue
	When	- Date, day and time.
	Who	- Participants, guests, visitors etc.

1. You are Archit/Arushi working as a reporter of a national daily posted at Nehru Place, New Delhi. You are the eye witness of Delhi Metro Bridge pillars collapsed near Kailash Colony in South Delhi. Write a report in about 125 words for your newspaper giving all the details of loss and damage to life and property and rescue operations.
2. You are Pranav/Priyanka, the cultural secretary of your school. Heads of two schools from Nepal visited your school as a part of cultural exchange programme. Students of your school put up a cultural show in their honour. Write a report about it for your school magazine.
3. On the occasion of Independence day your school organised a drawing competition at zonal level in which students of about ten schools participated. Write a report in about 125 words giving details of the competition.
4. As staff reporter of the Delhi Gazeteer you attended a press conference held by the Chief Minister of Delhi after she had a meeting with the heads of power distribution companies of the city on power crisis in the capital and its solution. "Write a report for the newspaper in 120 words covering what the Chief Minister proposes to do to solve this crisis".
5. On successful completion of the year of "Educate the Girl child" campaign organised by a leading national daily, a meet of all volunteers was held to assess the success of this programme and to formulate a strategy for the coming year. As a volunteer you attended this programme write a report for your school magazine in 125 words. You are Gagan/Gunjan.
6. The Eco Club of your school launched a campaign to create awareness about the hazards of crackers under the banner "A Pollution Free Diwali". Write a report for your school magazine in 125 words.
7. PETA (People for Ethical Treatment of Animals) an NGO working for animal rights organised a two day workshop to sensitise people about poaching, use of animals in circuses etc. As staff reporter of 'The Capital Express', write a report for your newspaper in 125 words.

8. As a part of the Community Service Programme NSS volunteers from your school visited an old age home in the neighbourhood where they interacted with the elderly. As the student Editor of your school magazine write the report in 125 words.

FACTUAL DESCRIPTION

- Write the description in 3-4 paragraphs
 1. Brief Introduction of place, object, person or process.
 2. Give specific features.
 3. Give usage, kinds etc.
 4. Concluding remarks.
- Use Present Tense

<p>Heading</p> <p>Writer's name</p> <p>Description</p>

1. You are Aadhar/Aaradhana. Recently you visited Akshar Dham temple. You are extremely impressed by cleanliness, discipline, work of sculpture, lawns and gardens, depiction of life of the Saint Swami Narayan, beautiful paintings etc. Write a factual description of Akshar Dham in about 125 words.
2. A move has been started by Directorate of Education, Delhi for the modernization of libraries in Govt. Schools of Delhi to encourage reading among students. The librarians have been provided with interesting reading material, educative and informative CDs, so that the students can enjoy reading in the library. Write a factual description of the modernized library of your school in about 125 words. You are Prateek/Pratima of Sarvodaya Vidyalaya, Mangolpuri.
3. You are Randhir/Rajni of Sarvodaya Vidyalaya, Pitampura. Recently you visited India Gate and was excited to share your experience with the other students of your school. Write a factual description for your school magazine depicting the lawns, people, hawkers, boating, lights, traffic etc.
4. Recently you visited an election booth with your mother where Electronic Voting Machines were used by the voters. Various posters displaying the process of using the machine and casting the vote are displayed. You feel that the experience of visiting the election booth should be shared with your cousin. Write a factual description in about 125 words. you are Anuj/Anuja of Narela.
5. Sahitya Academy organized a cultural function at central park, Connaught Place. You were also invited to give your performance. The foreigners were also there as the special invitees of the Chief Minister of Delhi. You were asked by your Principal to

give the factual description of the programme. Write the factual description.

WRITING LETTERS

The best letters give the most important information in the shortest time and most accessible form.

Points to Remember :

- * Time available 15-20 minutes.
- * Always plan your letter. Think before you write.
- * Avoid ambiguity, cliches and be straight forward
- * Give complete information
- * Don't use abbreviations, e.g. inst. govt. etc. Though contractions (don't, can' etc.) are permissible in modern letter writing, one should avoid them.
- * Be polite, Courteous and correct even if you are in bad mood.
- * Use short and crisp language.
- * Write one idea in one paragraph. Use several paragraphs for all the points with appropriate linkers.
- * Use correct/ appropriate format.
- * Avoid vague closing like 'Hoping to hear from you' or 'Thanking you in anticipation' - these are outdated. Instead end on a firm and positive note.
- * Follow block style (latest). Do not mix it up with the traditional semi - block style.
- * Leave one line space between paragraphs.
- * No punctuation in address/ date/ salutaions.
- * Don't leave any space at the beginning of a new paragraph, as was done in traditional paragraphs.
- * In the complimentary close - write.
 - Yours obediently to the Principal
 - Yours sincerely - When writing to the editor or to your employer etc. (or whenever you write Dear Sir/ Madam as salutation)
 - Yours sincerely - to friends and to all the people, who you are addressing by name.

FORMAL LETTER

Sender's address

Date

Receiver's address

(Post and office address)

Subject

. Statement of problem

. Result of problem

. Causes

. Suggestions

Complimentary close

(Yours sincerely, obediently etc)

Name, signatures and post.

Letters to the Editor of a newspaper

Points to remember :

- Raise the issue by giving certain news items/ events.
 - Analyze the issue, try to find causes.
 - Offer suggestions to solve the problem.
 - Be courteous, even if critical.
 - Don't Write that The Editor Should Take Action.
1. Recently several people who attended a marriage party fell sick after eating the fruit salad served at the dinner. Later it was found that the fruits used were injected with coloured water to improve their colours. Write a letter to the editor or a date on the need for action on the part of the authorities concerned to check adulteration of food items. Sign yourself as Manav/ Manasi 31, Model Town, Delhi.
 2. Write a letter to the editor of the Hindustan Times on the need for educating the public on 'Road Safety' to bring down the number of road accidents. You are Vivek/ Vidisha of Nehru Nagar, Ashok Vihar, Delhi.
 3. While the internet is a great communication tool, it is also the most abused tool. Write a letter to the editor of a reknowned newspaper your views on the need to monitor and guide students on the use of the internet. You are Vipin/ Vidya class XII, Delhi Model School, Vivek Vihar.

4. Write a letter to the editor of the Times of India on the need for a regulatory body to check advertisements that mislead the ignorant people, with tall claims about some products. Sign yourself as Aman/ Anamika living at 5, Mall Road, Shimla.
5. One of the reasons for students' stress is the very high expectations of parents from their children to become high achievers in every field. Write a letter to the editor of Education Times giving your views on the need for understanding individual differences and recognition of individual interests and talents. Sign yourself as Neha/ Nitin living at 11, 2nd Main Road, Hill view Apartments, Panchkula.

LETTERS OF COMPLAINT

Such letters are written to officials of different departments and business organisations for necessary action or redressal. These complaints may be related to untimely, short, defective supply or irregular public services such as buses electric or water supply.

Points to Remember:-

- Use appropriate format
 - Content : Complete/ all necessary points.
 - Request for action required.
 - language : Formal and courteous.
1. You are Nikhil/ Nisha staying at 53, Banjara Hills, Hyderabad. Last summer you bought an LCD from 'Clear Vision' an authorised showroom with a warranty of 2 years. Now you discover that the picture gets blurred every now and then even the sound has become defective. Write a letter to the dealer complaining about the problem and requesting him to get the defect rectified. Also request him to replace it, if needed.
 2. 'A chain snatched at gun point', an old couple murdered in his flat in broad day light, almost every day, the newspapers and news channels are full of horrible details of such acts of crime. The police have failed to provide the much needed security to the common man. Write a letter to the superintendent of police expressing your concern and anguish over the issues. You are Mohan/ Mohini, 7/A, Gulmohar Park, New Delhi.
 3. You are Nitin/ Neeta, 4/3 Model Town, New Delhi, the manager of Hotel Blue Heaven. Write a letter of complaint to the managers of The Cottage India Emporium, Central Market, Lajpat Nagar, Delhi for supply of defective furnishings and upholstery item for your hotel.

Placing Orders

4. You are Exam. Incharge of Abhinav Model school. Pitampura. Write a letter to the Manager of Delhi Consumer Co-operative Store, Moti Nagar placing an order for stationary such as Answer sheets. Report cards, thread balls etc. Asking for the immediate supply of the material.
5. You are the music teacher of Greenfields Public school, Defence Colony, New Delhi.

You had placed an order for musical instruments such as harmonium. Tabla, Sitar etc, to M/S Laxmi Musical store Darya Ganj. But you have not yet received the items till date and your cultural activities and competitions are about to start. Write a letter to the dealer for immediate supply otherwise, order shall be cancelled.

JOB APPLICATIONS

Unemployed people respond to the vacancies advertised under 'situation vacant' column.

Points to Remember :-

- Use proper format
- To write correct contact address.
- To refer to the advertisement, write date and name of the newspaper (source of information)
- Forwarding note to offer your candidature.
- To enclose, your curriculum vitae (Resume or Bio-data) duly signed.
- C.V. should include
 - Personal details : Name, D.O.B., Address
 - Academic and professional qualifications.
 - Details of experience and hobbies
 - Salary expected

References (two)

1. You are Varun/Varuna, a resident of M-204, Block-C, Dilshad Garden, MBA from Amity University, You come across an advertisement in Times of India published by ICICI Bank, New Delhi. Write an application for the post of Business development manager for the Loan section giving your complete bio-data.
2. You are Aporva, B-120, Malviya Nagar, Chennai. Read the advertisement given below and write letter to the advertiser, applying for the job.

Himalaya Pharmaceuticals

20, Hill Road, Kochi, requires Trainee Medical Representatives
Candidates should be science or pharmacy graduates below 25 years of age, Fluency in English and regional language is essential. Attractive stipended with incentives will be given. Successful trainees will be appointed on regular basis. Please apply with complete resume within seven days.

3. You are Ashu/Asha, 21, Nehru Marg, Agra. Read the advertisement given below and write a letter to the advertiser, applying for the job with complete resume.

Wanted

Sales Engineers for Delhi and Mumbai. BE (Mech./Electrical) about 25-30 years having 2-3 years of experience in marketing of industrial products. Candidates should have good communication skills having a good personality. Please apply to Tri-Airs Ltd. B-4, Gandhi Nagar, Bangalore-2.

4. Required a PGT Chemistry in Govt. School of Delhi. Essential qualifications - (a) M.Sc. Chemistry with 60% marks (b) B.Ed. from a recognised University desirable qualification : Teaching experience of 5 years in a Sr. Sec. School. Apply to Director of Education, Govt. of N.C.T. of Delhi within one month on the prescribed form available from the Directorate Office.

Abha/Abhay of 30, Jyoti Nagar, Delhi comes across the advertisement and decides to apply with detailed resume.

5. India Assurance Company, New Delhi has an advertisement in the Hindustan Times, for recruitment of manager to their company. Apply for the same, giving your detailed bio-data curriculum vitae. Invent all necessary details. As you are Aman/Abha, 54-A, Shalimar Bagh, Delhi.

Business Letter

1. You are Sahil/Sneha, a resident of 49, B-Block, Dilshad Garden. You appeared in combined Engineering Entrance exam this year and got a very good merit, but you cannot afford to pay your fees. Write a letter to the Manager, PNB, Dilshad Garden to grant you Educational Loan for further studies.
2. You are Ripu Daman staying at 23, Krishna Park, Agra. Last month you got an inverter installed in your home but now it is not working properly and charging the battery having some technical defect. Write a letter to the dealer, 'Inverter World' 154/5, Tilak Nagar, Agra to replace it immediately as per terms and conditions.
3. You are the Tour Incharge of SKV No. 1 Ashok Vihar. You have to organise an outstation tour to Kullu Manali as per the departmental orders for class XI. Write a letter to IRCTC, Janpath Connaught Place, New Delhi about the tour packages for Govt. Schools.

WRITING ARTICLES

Points to Remember

- Give the title at the top.

- ❑ Write the name of the writer below it.
- ❑ Break the subject matter into 3-4 paragraphs :
 - (i) Para 1- Introduction - brief (raise the issue) by showing its existing status.
 - (ii) Para 2 and 3 body should comprise of analysis. Cause-effects/types and other relevant information.
 - (iii) Para 4 conclusion should be focussed and brief. It should contain suggestions / reminders etc.
- Systematic presentation of ideas is a must
- Pay attention to grammatical accuracy. Good vocabulary and spellings. Use sentence linkers to ensure continuity.
- Take care of coherence and relevance of ideas and style.
- Always make a rough draft, following acronym CODE, collect content → Organise → Draft → examine and edit.

Format

Title	
Name of the writer	
Introduction :	
Contents	3. Causes, effects, types. etc.
	4. Conclusion - suggestions, remedies

1. With the advent of Metro and introduction of low floor buses and A/C buses travelling in the city has become more comfortable for the common man. Keeping this in mind write an article on how improved public transport system can help in raising the quality of life in the city. You are Harnam/Hema of R.P.V.V. Nand Nagari.
2. During a recent visit to C.P. You saw a group of foreign tourists being harrassed by hawkers, taxi drivers and touts. Write an article suggesting how India can project itself as a tourist friendly destination. Sign yourself as Aman of R.S.V. No. 4. RoopNagar.
3. Despite measures taken by the authorities, beggars at crossings, in market places and at places of worship are a common sight. Write an article highlighting the causes of social evil. You are Frank Anthony of G.B.S.S. Rithala No. 2
4. You are Manish/Manisha, a student of class XII. S.V. Dilshad Garden. You are quite disturbed to read about young children employed in embroidery units in N.E. Delhi. They are rescued but revert back due to lack of any rehabilitation programme. Write an article on the need for rehabilitation programmes to eradicate child labour.
5. The recent monsoon failure, inversion of weather patterns, increase in average global temperature etc. is a result of man's insensitivity towards environment which can

prove disastrous in the long run. As the student editor of your school magazine write an article on the “Role of students in protecting environment”.

6. Private cabs and taxies can be seen carrying school children in the morning and afternoons. They overspeed, are overcrowded and unsafe but parents have few options. Write an article on the topic “Need for safe school transport”. You are Farhan Akhtar/ Farha of G.S.V. Ashok Vihar.
7. Ragging and bullying in educational institutions have shattered the lives of many students. As student representative of your school deliver a speech in the morning assembly highlighting the causes and measures that should be taken to prevent such incidents. You are Prerna/Pintu.
8. On the occasion of ‘World Disabled Day’ you are to address your school students on the need to integrate the disabled with main stream society rather than pity them. Write the speech in 200 words. You are Daksh/Daksha.
9. In the wake of serial bomb blasts, terrorist attacks etc. You have to give a speech in the morning assembly on how common man can help law enforcing agencies in preventing any untoward incident. Write the speech in 200 words. You are Mohan/ Mohina.
10. Parents today try to impose their views on the younger generation whom they view as immaure and too young to take their own decisions. Write a debate in 200 words in favour or against the topic “Parents are always right”.

TEXT BOOK

POEMS (FLAMINGO)

1. My Mother at Sixty Six - Kamla Das

Read the following extracts and answer the questions that follow each:

1. Driving from my parent’s
home to Cochin last Friday
Morning, I saw my mother
beside me,
doze, open mouthed, her face
ashen like that
of a corpse and realized with pain
that she was as old as she looked but soon
put that thought away,

Questions :

- a. Where was the poet going to? Who was sitting beside her?

- b. With what does the poet compare her mother's face and why?
- c. What was the thought that the poet put away?

2. and looked out at young

Trees sprinting, the merry children spilling
 out of their homes, but after the airport's
 security check, standing a few yards
 away,

Questions

- a. Why did the speaker look out of the window?
- b. What do the words 'young trees' and 'merry children' signify?
- c. Who are referred to as 'I' and 'her' in the above lines?
- d. What seemed to be the state of the poet's mind?

3. I looked again at her, wan, pale
 as a late winter's moon and felt that
 old
 familiar ache, my childhood's fear,
 but all I said was, see you soon,
 Amma,
 all I did was smile and smile and
 smile

Questions:

- a. Who looked wan and pale and why?
- b. What was the speaker's childhood fear?
- c. How were the parting words of the poet and her smile in contrast to her real feelings?
- d. Explain the comparison "...as a late winter's moon"

Answer the following questions in 30-40 words each

- 1. What image has the poet used to show her mother's ageing decay?
- 2. What does the poet realize with pain? Why does the poet 'put that thought away' and look outside?
- 3. Why has the poet used the images of the young tree and the merry children?
- 4. Why is the poet's mother compared to the late winter's moon?

5. What is the poet's familiar ache and why does it return?
6. How does the poet show her helplessness for her mother's condition in the poem?
7. What are the poetic devices used by the poet Kamala Das in her poem?

2. An Elementary School Classroom In A Slum - Stephen Spender

Read the following extracts and answer the questions that follow each :

1. Far far from gusty waves these children's faces.
Like rootless weeds, the hair torn round their pallor:
The tall girl with her weighed-down head. The paper-
seeming boy, with rat's eyes.

Questions :-

- a. Who are the children talked about?
- b. Why is the head of the tall girl "weighed down"?
- c. What do you understand by "The paper-seeming boy, with rat's eyes"?
- d. What does the image "rootless weeds" suggest?

2. The stunted, unlucky heir

Of twisted bones, reciting a father's gnarled disease,
His lesson, from his desk. At back of the dim class
One unnoted, sweet and young, His eyes live in a dream;
Of squirrel's game, in tree room, other than this.

Questions :

- a. Who is the "unlucky heir" and what has he inherited?
- b. What is the stunted boy reciting?
- c. Whose 'eyes live in a dream' and what is his dream about?

3. On sour cream walls, donations. Shakespeare's head,

Cloudless at dawn, civilized dome riding all cities.
Belled, flowery, Tyrolese valley. Open-handed map
Awarding the world its world.

Questions :

- a. What is the colour of the classroom walls? What does this colour suggest?
- b. What do the classroom walls have?
- c. Explain: 'civilized dome riding all cities'
- d. Why does the poet refer to the Tyrolese valley in these lines?

4. and yet for these children, these windows
not this map, their world, where all their future's painted with a fog.
A narrow street sealed in with lead sky far far from rivers,
capes and stars of words.

Questions :

- a. What do these windows and this map represent? To which of them do the children in the slum school belong?
- b. What is the future of these children?
- c. What are the narrow street and lead sky indicative of?

5. Surely, Shakespeare is wicked
The map is bad example,
With ships and sun and love tempting them to steal
For lives that slyly turn in their cramped holes
from fog to endless night?

Questions :

- a. Why is Shakespeare wicked and the map a bad example?
- b. How does the poet describe their present condition in these lines?
- c. Explain "from fog to endless night."

6. on their slag heap
these children wear skins peeped through by bones and spectacles of steel with
mended glass,
like bottle bits on stones.
All of their time and space are foggy slum
So blot their maps with slums as big as doom

Questions:

- a. How is the slum described here?
- b. How are the children described in these lines?
- c. Explain: 'so blot their maps with slums as big as doom'

7. Unless governor, inspector, visitor

This map becomes their window and these windows

That shut upon lives like catacombs.

Break O break open till they break the

town

Questions :

- a. What is expected of the governor, inspector and visitor and why?
- b. How can 'this map' become their window?
- c. What are the windows doing in their lives at present?

8. and show the children to green fields, and make their world

Run azure on gold sands, and let their tongues

Run naked into books the white and green leaves open

History theirs whose language is the sun.

Questions :

- a. Where will the children's world extend up to?
- b. What other freedom should the children enjoy?
- c. Who can create history?
- d. What poetic device is used in the last line?

Answer the following questions in 30-40 words each

1. What is the theme of the poem? How has it been presented?
2. Which images in the poem suggest/ present the picture of social disparity, injustice and class inequalities?
3. What does the poet want to convey when he says "So blot their maps with slum as big as doom"?
4. How can powerful persons - viz governor, inspector and visitors contribute to improve their condition?
5. Which world do the slum children belong to? Which world is unreachable to them?
6. Stephen Spender's poem begins with despair and ends with hope. Explain.

3.

Keeping Quiet - Pablo Neruda

Read the following extracts and answer the questions that follow each:

1. Now we will count to twelve
and we will all keep still.
For once the face of the Earth
let's not speak in any language,
let's stop for one second,
and not move our arms so much.
It would be an exotic moment
without rush, without engines,
we would all be together
in a sudden strangeness.

Questions :

- a. What does the poet suggest in the first two lines?
- b. Explain: 'exotic moment'
- c. How would we all be together?
- d. How is the present day world a contrast to the world desired by the poet?

3. Fishermen in the cold sea
would not harm whales
and the man gathering salt
would look at his hurt hands.
Those who prepare green wars,
wars with gas, wars with fire,
victory with no survivors,
would put on clean clothes
and walk about with their brothers
in the shade, doing nothing.

Questions :

- a. Mention any one of the effects of 'doing nothing', for a short while.
- b. Explain: 'green wars', 'wars with gas'
- c. explain the irony in 'victory with no survivors'

4. What I want should not be
 Confused with total inactivity.
 Life is what it is about;
 I want no truck with death.
 If we were not so single-minded
 about keeping our lives moving,
 and for once could do nothing,
 perhaps a huge silence
 might interrupt this sadness
 of never understanding ourselves
 and of threatening ourselves with
 death.

Questions :

- a. What does total inactivity mean?
- b. Explain: 'Life is what it is about'
- c. How has single-mindedness affected us?
- d. What are the two things that have caused 'this sadness'.

5. Perhaps the Earth can teach us
 as when everything seems dead
 and later proves to be alive
 Now I'll count up to twelve
 and you keep quiet and I will go.

Questions :

- a. In nature, When does everything seem dead? When does nature seem to come alive?
- b. What lesson can we learn from the earth?

Answer the following questions in 30-40 words each

- a. Why does the poet want everyone to keep quiet as he counts up to twelve?
- b. What is the sadness that the poet refers to in the poem?
- c. How does the poet suggest that there is life in nature under apparent stillness?
- d. Does the poet suggest total inactivity or death? Give reasons.
- e. How can a brief stillness soothe people who 'prepare' wars?
- f. How do few moments of introspection affect our lives?

4. A Thing of Beauty- John Keats

Read the following extracts and answer the questions that follow each:

1. A thing of beauty is a joy forever
 Its loveliness increases, it will never
 Pass into nothingness; but will keep
 A bower quiet for us, and a sleep
 Full of sweet dreams, and health, and quiet breathing.

Questions :

- a. How is a thing of beauty a joy for ever?
- b. How does the poet attribute beauty for sound physical and mental health?

2. Therefore, on every morrow, are we wreathing
 A flowery band to bind us to the earth,
 Spite of despondence, of the inhuman dearth
 Of noble natures, of the gloomy days,
 Of all the unhealthy and o' er-darkened ways
 Made for our searching:

Questions:

- a. How do things of beauty bring us to the earth?
- b. Is the poet happy with the human beings? Why?
- c. What does 'inhuman dearth of noble nature' lead to?
- d. Explain: "o' er darkened ways"

3. yes, in spite of all,

Some shape of beauty moves away the pall
From our dark spirits. Such the sun, the moon,
Trees old, and young, sprouting a shady boon
For simple sheep; and such are daffodils
With the green world they live in; and clear rills
That for themselves a cooling covert make
'Gainst the hot season;

Questions :

- a. What does the word 'all' in line 1 stand for?
 - b. Mention some of the things from the world of Nature that move away the pall from our dark spirits.
 - c. What do streams do?
4. the mid forest brake,
Rich with a sprinkling of fair musk-rose bloom;
And such too is the grandeur of the dooms
We have imagined for the mighty dead;
All lovely tales that we have heard or read;
An endless fountain of immortal drink
Pouring into us from the heaven's brink

Questions :

- a. What is the beautiful scene that one sees in the middle of the forest?
- b. Whom does the word 'mighty dead' refer to?
- c. How are 'lovely tales' a thing of beauty?
- d. To what does the poet compare the lovely tales?

Answer the following questions in 30-40 words each?

- a. Why does the poet call a thing of beauty as a joy for ever?
- b. How does beauty enrich the human beings?
- c. How do we try to face the gloomy days?
- d. How is man responsible for his own despondence?
- e. Why is grandeur associated with the mighty dead?

5. A Roadside Stand - Robert Frost

Read the following extracts and answer the questions that follow each:

1. The little old house was out with a little new shed
In front at the edge of the road where the traffic sped,
A roadside stand that too pathetically pled,
It would not be fair to say for a dole of bread,
But for some of the money, the cash, whose flow supports
The flower of cities from sinking and withering faint.

Questions :

- a. Why has the roadside stand been set up?
- b. What is the importance of money for cities?
- c. What quality of the people who set up the roadside stand is evident through these lines?

2. The polished traffic passed with a mind ahead,
Or if ever aside a moment, then out of sorts
At having the landscape marred with the artless paint
Of signs that with N turned wrong and S turned wrong
Offered for sale wild berries in wooden quarts,
Or crook-necked golden squash with silver warts,
or beauty rest in a beautiful mountain scene,

Questions :

- a. What does 'polished traffic' refer to?
- b. In what manner does the traffic pass that way?
- c. What causes the 'out of sorts' feeling?
- d. What do they sell at the signboards with artless paint?

3. It is in the news that all these pitiful kin
Are to be bought out and mercifully gathered in
To live in villages, next to the theatre and the store,
where they won't have to think for themselves anymore,

While greedy good- doers, beneficent beasts of prey,
Swarm over their lives enforcing benefits
That are calculated to soothe them out of their wits,
And by teaching them how to sleep they sleep all day.
Destroy their sleeping at night the ancient way.

Questions :

- a. Who are 'these pitiful kin' and why were they in the news?
 - b. Who will think for these pitiful kin?
 - c. How will the 'benefits' 'soothe them out of their wits'?
4. Sometimes I feel myself I can hardly bear
The thought of so much childish longing in vain,
The sadness that lurks near the open window there,
That waits all day in almost open prayer
For the squeal of brakes

Questions :

- a. What can the poet not tolerate?
 - b. What is 'childish' about the longing?
 - c. What does the poet mean by 'sadness that lurks near the window there'?
5. No, in country money, the country scale of gain,
The requisite life not spirit has never been found,
Or so the voice of the country seems to complain,
I can't help owning the great relief it would be
To put these people at one stroke out of their pain.
And then next day as I come back into the sane,
I wonder how I should like you to come to me
And offer to put me gently out of my pain.

Questions:

- a. What are the different meanings of the word 'country' in the first line?
- b. What was the poet's idea of relieving the people from pain?
- c. How will he come out of his pain?

Answer the following questions in 30-40 words each?

- a. Why and where was the roadside stand set up?

- b. What are the things for sale at the stand?
- c. Why are the greedy good-doers swarming over these people?
- d. With what purpose do cars sometimes stop at the roadside stand?
- e. What kind of life is portrayed in the moving pictures? Who is depriving the villagers the life of 'moving pictures'?
- f. What is the central idea of the poem 'A roadside stand'?

6. Aunt Jennifer's Tigers - Adrienne Rich

Read the following extracts and answer the questions that follow each :

1. Aunt Jennifer's tigers prance across a screen,
 Bright topaz denizens of a world of green.
 They do not fear the men beneath the tree;
 They pace in sleek chivalric certainty..

Questions :

- a. Where are the tigers prancing? Who has put them there?
 - b. What is the attitude of the tigers towards men?
 - c. How does the poet portray the outer and inner qualities of the tigers?
2. Aunt Jennifer's fingers fluttering through her wool
 Find even the ivory needle hard to pull.
 The massive weight of Uncle's wedding band
 Sits heavily upon Aunt Jennifer's hand.

Questions:

- a. Why are aunt Jennifer's fingers fluttering?
 - b. What is the result of the fluttering?
 - c. Explain: 'The massive weight of Uncle's wedding band sits heavily upon Aunt Jennifer's hand'.
3. When Aunt is dead, her terrified hands will lie
 Still ringed with ordeals she was mastered by
 The tigers in the panel that she made
 Will go on prancing, proud and unafraid.

Questions:

- a. Why are aunt's hands said to be terrified?

- b. What are they still ringed with?
- c. What will happen to her tigers after her death?
- d. Bring out the contrast between the qualities of the creator and her creation.

Answer the following questions in 30-40 words each:

- a. Mention any two qualities of the tigers as depicted in the poem.
- b. How is the word 'ring' used in the poem?
- c. Did aunt Jennifer lead a happy married life? Why./why not?
- d. Aunt Jennifer's tigers symbolically represent the conflict between her aspirations and the realities of her life. (explain)
- e. Do you think Aunt Jennifer has achieved what she wanted to by creating the tigers? Why?

1. THE THIRD LEVEL

Short answer type questions

Answer the following questions in about 30-40 words each :

- 1*. How does the psychiatrist interpret Charley's visit to the Third level?
- 2*. Why did the psychiatrist's interpretation upset Charley's wife? How did the psychiatrist pacify her?
- 3. How did Charley defend himself from being accused as an escapist?
- 4. Why did Charley decide to take the subway from Grand Central?
- 5. Why did Charley make a quick escape from the platform on the third level after the clerk at the ticket counter refused to accept the money?
- 6. How did Charley realize that he wasn't at the second level?
- 7. Why did Charley want to visit Galesburg of 1894?
- 8. What preparation did Charley make to go to Galesburg?
- 9. Why was Charley not worried even though he got two hundred dollars in exchange of three hundred dollars?
- 10. How did Louisa react to Charley's quest for the Third level? How did her attitude change later?
- 11. How did Charley confirm that he had arrived in 1890's?
- 12. What did Charley come to know from Sam's letter?
- 13*. How were Charley and Louisa convinced about the existence of the third level?

14. Why couldn't Sam go back to his old business in Galesburg?

LONG ANSWER TYPE QUESTIONS

1. What differences did Charley observe at the third level of the Grand Central?
- 2*. Hobbies provide a refuge from reality from our otherwise monotonous lives. Elaborate the statement in the light of the lesson.
- 3*. Charley is so engrossed with fiction that he loses touch with reality. Do you agree? Give reasons.
4. Bring out the interaction of time and space in the story "The Third Level".

2. THE TIGER KING

Short answer type Questions

Answer the following questions in about 30-40 words each:

1. What secret did the astrologer reveal at the birth of the prince?
2. How did the ten day old prince leave everyone speechless?
- 3*. How did the tiger pose a threat to the king?
4. Bring out the humour in the upbringing of the prince?
5. What alternative to the tiger hunt did the secretary of the British officer come up with?
- 6*. How did the Maharaja manage to retain his throne?
7. What unforeseen hurdle brought the tiger hunt to a standstill?
8. Why and on what condition did the Maharaja want to marry?
9. What did the astrologer promise to do if the king killed the hundredth tiger?
10. Why didn't the Maharaja agree to the suggestions of the British Officer's secretary?
11. Why wasn't the Maharaja informed that the hundredth tiger did not die through his shot?
12. How and why was the hundredth tiger honoured?
- 13*. Why didn't the shopkeeper quote the real price of the wooden tiger?
- 14*. How did the wooden tiger lead to the death of the Maharaja?

LONG ANSWER TYPE QUESTIONS

Answer the following in about 150 words:

- 1*. Bring out the element of humour and irony in the story "The Tiger King".
2. How did the Maharaja dispel the danger that loomed over his throne?
- 3*. "The king was capricious, arbitrary and whimsical" Do you agree? Give a reasoned answer.

4. The hundredth tiger played a decisive role in the fate of the Maharaja of Pratibandhpuram. Explain.

3. JOURNEY TO THE END OF THE EARTH

SHORT ANSWER TYPE QUESTIONS

Answer the following questions in about 30-40 words each:

1. What range of emotions did the author experience on reaching Antarctica?
2. Why did the author feel surprised on seeing Antarctica?
3. How is present day Antarctica different from GONDWANA?
4. Why does one lose all earthly perspective on reaching Antarctica?
- 5*. How have human beings contributed to an increase in average global temperature?
6. Why is Antarctica still pristine?
- 7*. Why is Antarctica a crucial element in the debate on climate change?
8. Where and how can one experience the real threat of global warming?
- 9*. Why is the involvement of students crucial in the “students on ice” programme?
10. How have human beings created a ruckus in 12000 years of their existence on earth?

LONG ANSWER TYPE QUESTIONS

1. “The pristine purity of Antarctica is under grave threat from humans.” How are human beings posing a threat to Antarctica?
2. With whom and with what purpose was the “Students on Ice” programme started? How far has it achieved its goals?
3. “A lot can happen in a million years but what a difference a day makes”. Discuss with reference to the lesson?

4. THE ENEMY

SHORT ANSWER TYPE QUESTIONS

Answer the following questions in about 30 - 40 words each :

- 1*. Why did Sadao wait before falling in love with Hana?
2. Give two reasons why Sadao was not sent abroad with the troops.
3. Mention instances which show that Sadao’s father had strong feelings for his motherland?
- 4*. How did Sadao and Hana establish the identity of the man washed ashore?
5. What superstitious beliefs of the servants made them oppose Sadao’s decision to give

shelter to the injured man?

6. Why did Sadao decide to treat the injured man?
7. What did the servants think about Sadao's sheltering an enemy?
8. Hana's fears on the messenger's arrival proved false. How?
9. How did Hana react to the servants' leaving the house?
10. What plan did the General suggest to get rid of the prisoner?
- 11*. Why couldn't the General's plan of eliminating the prisoner succeed?
12. Why did Sadao feel that the General was in the palm of his hand?
13. What things did Sadao provide for the wounded prisoner on the boat?

LONG ANSWER TYPE QUESTIONS

1. Dr. Sadao and Hana rise above the man made divisions to serve the nobler cause of humanity. Justify with reference to the story.
2. Give an account of the efforts made by Dr. Sadao and Hana to save the life of the injured man.
- 3*. "Prejudices are obstacles in smooth interaction among human beings" In the light of the lesson elaborate the statement.
- 4*. Without his wife's help Sadao wouldn't have been able to save the injured man. Assess the role of Hana in the light of this statement.
5. Discuss the reaction of the servants to the efforts made by Sadao and Hana to save American's life.

5. SHOULD WIZARD HIT MOMMY

SHORT ANSWER TYPE QUESTIONS :

Answer the following in about 30-40 words each:

- 1*. How did Jack's story telling to Jo degenerate into a futile rite?
2. What was unique about the story that Jack told?
3. How did the Wizard solve as well as create problem for Roger?
4. What was the cause of Roger Skunk's sadness?
5. How did Roger skunk's mother react to his newly acquired smell?
- 6*. How does the character of the wizard suit Jack?
- 7*. Did Jo accept the violence of Roger Skunk's mother to the wizard? What did she want?

8. 'Jo is no longer a passive listener to Jack's stories'. How?
9. How does Jack justify his ending of the story?
10. Why does Jo want a different ending to the story?

LONG ANSWER TYPE QUESTIONS :

1. Is the title "Should Wizard Hit Mommy" justified? Discuss with reference to the story?
- 2*. Adults should not impose their perspective on kids. Do you agree? Give a reasoned answer.
- 3*. Why does Jo want the wizard to hit mommy? Justify your answer on the basis of the story.
- 4*. Jack's handling of the ending of his story projects him in a poor light as a father. Discuss with reference to the story.

6. ON THE FACE OF IT

SHORT ANSWER TYPE QUESTIONS :

Answer the following in 30-40 words each

1. How does Derry enter the garden? What had he thought about it?
2. How did Derry's face get disfigured?
3. How does Mr. Lamb differentiate between weeds and flowers?
4. What did Mr. Lamb tell Derry about his handicap?
5. How do people react to Derry's burnt face?
6. How does Mr. Lamb convince Derry of the uselessness of being a recluse?
7. How does Mr. Lamb spend his time?
8. What did Derry overhear his parents talking about his future?
9. Why does Mr. Lamb advise Derry to stop having feelings of hatred towards the people?
10. What draws Derry to Mr. Lamb?
11. How do Derry's parents add to his feelings of insecurity?
12. How does Mr. Lamb treat the people who visit his house?
13. What cruel things did the woman at the bus stop say about Derry?
14. How is Mr. Lamb's concept of a "friend" different from that of Derry's?
15. What according to Derry, would happen if Mr. Lamb continued his friendship with him?
- 16*. Bring out the similarities and differences in Derry and Mr. Lamb?

17. Why isn't Mr. Lamb troubled by the people who stare at him?
18. What has Derry been told by people who stare at him?
- 19*. Why were there no curtains in Mr. Lamb's house?
20. Why does Derry's mother object to his going to Mr. Lamb's house?
- 21*. Do you think Derry is a changed person at the end of the play? Give reasons.

LONG ANSWER TYPE QUESTIONS :

Answer the following in 125-150 words.

1. The play ends on a tragic note but reaffirms hope. Discuss with reference to the story 'On the Face of it'.
- 2*. Derry suffers from a sense of insecurity and alienation. Comment.
3. Despite his show of bravado Mr. Lamb is a lonely man, Do you agree? Give a reasoned answer.
4. How does Mr. Lamb infuse Derry with a zest for living?
5. The inclusion of the physically disabled with the mainstream society is more important than feeling sad and pitying them, Discuss with reference to the story.

7. EVANS TRIES AN 'O' LEVEL

SHORT ANSWER TYPE QUESTIONS :

Answer the following questions in about 30-40 words each:

1. What was unusual about the request received by the examination board?
- 2*. How is Evans not a typical criminal?
3. What is the nickname that Evans has got and why?
4. The prison authorities were not taking any chances with Evans'. What precautions did they take?
5. How did Evans convince Jackson to allow him to wear his hat?
- 6*. What reason did McCleary give for bringing the rubber ring with him?
7. What did the governor instruct Stephens to do after the exam got over?
8. What did Stephen discover in Evans' cell after McLeary had left?
9. Who had impersonated whom in the plan to escape?
10. Mention two changes Stephens notices in McLeary when he was leaving after the exam?
- 11*. How did Evans exploit the soft corner Jackson had for him?
12. How did Evans manage to procure the things that had helped him in his escape?
13. What was Evans actually doing when Stevens saw him with his pen stuck in his

mouth?

14. How did the governor manage to track down Evans to the hotel where he was hiding?
15. How is Evans able to manage his escape in the absence of visitors and letters?
16. Why did Evans leave the question paper with German written on it in the cell?
17. How did the correction slip help in Evans' escape?
18. How did Evans manage to get blood inside the cell and how was its clotting prevented?
19. What fate did the real Mcleary meet?
20. How did Evans manage to give a slip to the governor at the end?

LONG ANSWER TYPE QUESTIONS :

Answer the following in 125-150 words

- 1*. Evans was able to turn the table on his captors. How did he manage to do so?
- 2*. Do you agree that the governor was just another good for giggle gullible governor? Give reasons.
3. What steps were taken by the prison authorities to ensure that the exam was conducted in a fair manner without compromising security?

8. MEMORIES OF CHLDHOOD

SHORT ANSWER TYPE QUESTIONS :

Answer the following questions in about 30-40 words each:

1. Why was Zitkala-sa not feeling at home in her new surroundings?
2. Why was Zitkala-sa being keenly watched in the dining hall?
3. How did Zitkala-sa feel at the end in the dining hall?
4. What information did Judewin give Zitkala-sa?
5. Why was Zitkala-sa against the cutting of her hair?
- 6*. How did Judewin and Zitkala-sa react differently to the cutting of hair?
7. When and how did Zitkala-sa lose her spirit?
- 8*. What indignities did Zitkala-sa have to suffer after she was separated from her mother?
9. How did Zitkala-sa resist on being discovered under the bed?
10. Why did it take Bama so long to reach home from school?
11. Why did Bama feel like shrieking with laughter at the sight of the elderly man?
12. What was the elderly man carrying and for whom?
13. Why did Annan not feel amused when Bama told him about the elderly man?
14. How did Bama react when she came to know why the elderly man was carrying the

packet?

15. Why did the landlord's man ask Annan where he lived?
16. What reason did Annan give for not getting honour and dignity in society?
17. What impact did Annan's advice have on Bama and with what effect?
- 18*. Bring out the similarities between Bama and Zitkala-Sa.

LONG ANSWER TYPE QUESTIONS :

Answer the following in 125-150 words:

- 1*. 'The cutting of my hair shows insensitivity of the mainstream culture towards marginalized communities.' Discuss.
2. Zitkala-sa did not tamely surrender but put up a brave fight. How did she show her resistance to the cutting of her hair.
- 3*. The resistance of Zitkala-sa to the cutting of her hair and Bama's determination to study are sparks which can ignite a change. Discuss in the light of this chapter.
4. What was Bama's initial reaction to the incident on the street? How did she react to it differently later on?

THE LAST LESSON

Short Answer type Questions

Answer the following in about 30-40 words each :

1. Why did Franz think of running away from school ?
2. What temptation was Franz able to overcome and proceed to school ?
3. Why was the bulletin-board significant for the people of the town ?
4. Why was Franz blushing and feeling frightened when he entered the class ?
5. How and why was the teacher dressed differently that day.
6. Why were the old men of the village present in the class ?
7. How was the order from Berlin going to make a difference to the lives of the students?
- 8*. How did Franz's attitude towards his books change after coming to know the order from Berlin ?
9. What happened when Franz attempted to recite the rule for participles in class ?
10. According to M. Hamel what is wrong with the attitude of Alsace towards learning ?
11. How does the teacher hold the parents responsible for the children not studying ?
12. How does M. Hamel hold himself at fault for the present situation ?
13. How does M. Hamel praise the French language ?
14. Why should people guard and hold fast to their mother tongue ?

or

- * How is the mother tongue important for the enslaved people ?
- 15*. Why was Franz able to understand everything very well on the last day of the class?
- 16. What was the mood in the class room when M. Hamel gave his last lesson ?
- 17. How had the school changed in the forty years of M. Hamel's stay ?
- 18. "I never saw him look so tall". Who is the person mentioned ? What does the speaker mean by the above statement ?
- 19. What did M. Hamel write on the blackboard at the end of the last lesson ? How is it significant ?
- 20. Why did M. Hamel make a gesture to the students to allow them to leave ?

Long Answer Questions

Answer the following questions in about 150 words each :

- 1*. "The importance of a thing dawns upon us when it is no longer with us". Do you agree ? Give reasons based on the text ?
- 2. In the story M. Hamel emerges not only as a dedicated teacher but also as a sensitive and understanding human being". Elaborate the character of M. Hamel in light of the above statement.
- 3. Language becomes a tool in the lands of the conquerors to establish their superiority over the loser. Critically analyse the statement with reference to the lesson.
- 4. Describe the classroom scene on the last day as painted in the story.
- 5*. Do you think the title 'The Last Lesson' is appropriate. Give a reasoned answer.
- 6*. "When a people are enslaved, as long as they hold fast to their language it is as if they had the keys to their prison". Discuss the significance of this statement in light of The lesson.

2. LOST SPRING

Short Answer type questions :

Answer the following questions in about 30-40 words each :

- 1. Why is the Author's advice to Saheb-e-alam to go to school hollow ?
- 2. Is Saheb-e-alam hurt by the author's failure to keep her promise of starting a school? Give a reason.
- 3. What is the irony in the name Saheb-e-alam ?
- 4. How is Seemapuri on the outskirts of the city but still miles away from it ?

5. Why do the rag pickers have ration permits but no identity ?
6. Why did the rag pickers have to leave their green fields in their country ?
7. How do children of rag pickers become equal partners in survival ?
8. How has rag picking acquired the proportions of a fine art ?
9. “Garbage to them is gold”. Bring out the significance of this statement.
10. How do an adult and a child rag picker look at garbage differently ?
11. Why has Sahib “Lost his confident look” ?
- 12*. How is the bangle industry of Firozabad a curse for childhood ?
- 13*. How does the belief in destiny add to the misery of the workers of Firozabad ?
14. What is the significance of bangles for an Indian woman ?
15. Why don't the bangle workers organize themselves into a co-operative ?
- 16*. Has Firozabad changed with time ? Give reasons.
17. Why is Mukesh's dream to become a motor mechanic significant ?
18. Why doesn't Mukesh dream of flying a plane ?
19. Which are the two distinct worlds which have become a burden on the child in Firozabad ?

Long Answer type Questions :

- 1*. The lesson ‘Lost Spring’ vividly depicts the lives of street children. Discuss.
2. “Survival in Seemapuri means rag picking.” Give a detailed account of the life and activities of the refugees from Bangladesh settled in Seemapuri.
3. Bring out the significance of Mukesh's dream of becoming a motor mechanic.
- 4*. The beauty of the bangles of Firozabad is in direct contrast to life of the people who make them.” Elaborate
5. “There is a vast gulf that separates dreams from reality” Discuss with special reference to Mukesh and Sahib.

DEEP WATER

Short Answer type questions

Answer the following questions in about 30-40 words each :

1. How was the Y.M.C.A. pool safer in comparison to the Yakima river.
2. How did Douglas develop an aversion to water ?
3. How did Douglas try to feel at ease in the Y.M.C.A. pool ?

4. What strategy did Douglas have in mind while he was drowning ?
5. Why couldn't Douglas implement his strategy of escaping drowning ?
6. What was the immediate effect of the drowning incident on Douglas ?
7. Mention any two long term consequences of the drowning incident on Douglas ?
8. How did the drowning experience deprive Douglas from the pleasure of water sports?
9. How did the author overcome his fear of water ?
10. Why did the experience of conquering his fear of water have a deeper meaning for Douglas ?
11. Mention two qualities of Douglas that helped him conquer his fear ?
12. 'The instructor was finished. But I was not finished.' What had the instructor finished? Why did 'I' not feel finished ?

Long Answer Questions :

1. "Piece by piece, he built a swimmer". How did the instructor help the author to become a swimmer and overcome his fear of water ?
2. What emotions did the author experience while he was drowning in the (Yakima) Y.M.C.A. pool ? How did he face the frustrating moments ?
3. How did the 'near death' experience in the (Yakima) Y.M.C.A. pool have a far reaching effect on the author's life ?
4. 'If we surrender to our fear they overpower us, if we face them, they fade away. Do you agree ? Why, Why not ? Discuss with reference to the lesson.

4. THE RAT TRAP

Short Answer Type Questions :

Answer the following questions in about 30-40 words each :

- 1*. How did the peddler earn his livelihood?
2. What strange idea about the world struck the peddler?
- 3*. Why was the crofter's hospitality a pleasant surprise for the peddler?
4. Why was the crofter so talkative and friendly with the peddler though he was a stranger?
- 5*. What did the crofter reveal about his past?
6. Why did he show the thirty kronors to the peddler?
7. How did the peddler abuse the trust the crofter had reposed in him?
8. What precautions did the peddler take to avoid being caught after leaving the cottage?

9. What were his thoughts when the peddler realized he had lost his way in the jungle?
10. Why did the blacksmith treat the peddler's arrival as a routine affair?
- 11*. How was the iron master's reaction to the peddler different from that of the blacksmiths?
- 12.. Why did the peddler not reveal his real identity to the iron master at once?
13. Why did the peddler decline the iron master's invitation?
14. Why did the ironmaster send Edla, his daughter to the peddler?
15. What made the peddler accept Edla's invitation?
16. What was the first impression that Edla got about the peddler?
17. When did the ironmaster realize that he had mistaken the peddler to be his old acquaintance?
18. Give two instances from the story 'Rat Trap' to show that the peddler realized he himself was trapped.
19. What did the peddler have to say in his defence when the ironmaster threatened to hand him over to the sheriff?
- 20*. Why did the ironmaster decide not to hand over the peddler to the sheriff?
21. Why did Edla insist on the peddler's staying in their house even after he was exposed?
22. What news did Edla get at the church?
23. What did the gift of rat trap signify?
- 24*. Why was Edla happy to see the gift left by the peddler?
25. Why did the peddler sign himself as Captain Van Stahle?

Long Answer Type Questions :

- 1*. 'The reader's sympathy is with the peddler.' Do you agree ? Why ? Why not ?
2. The story 'The Rat Trap' is not only entertaining but also philosophical. Bring out the entertaining and philosophical elements of the story.
- 3*. 'A simple act of mercy and kindness can bring about a change of heart'. Discuss the significance of love and kindness with reference to the story 'The Rat Trap.'
4. 'Man is a social animal. He can survive but not live in isolation.' Do you agree ? Give a fully reasoned answer with instances from the story 'The Rat Trap.'
- 5*. Imagine you are the Rat Trap Peddler. Write a letter to Edla thanking her for the change she brought in you.
6. Describe the difference between the ironmaster's behaviour towards the peddler on two different occasions. Why did he behave in different ways ?

- 7*. The iron master and his daughter are poles apart in the story “The Rat Trap”. Explain.
8. “Man surely has the freedom of choice to escape temptations.” Discuss with reference to the story The Rat Trap.

5. INDIGO

Short Answer type Questions

1. Who was Rajkumar Shukla ? Why was he keen on meeting Gandhi ?
2. How did Shukla pursue Gandhi to visit Champaran.
3. Why was Gandhi not allowed to draw water from the well of Dr. Rajendra Prasad’s house ?
4. Where did Gandhi stay in Muzaffarpur ? How does he comment about it ?
5. What did the peasants of Champaran pay the British landlords as rent ?
- 6*. What would be the impact of synthetic indigo on the price of the natural indigo ? How would it affect the peasants ?
7. How did Gandhi make the British Land lords realize that Indians could challenge their might ?
8. Why did Gandhi agree to a settlement of 25% refund to the farmers ?
9. What was the ‘conflict of duties’ that Gandhiji under went ? How did he resolve it ?
10. Why did Gandhi receive summons to appear in the court ?
11. “Civil disobedience had triumphed the first time in India” ? How did it happen ?
- 12*. Why and when did Gandhi say ‘The battle of Champaran is won ?
- 13*. How was Gandhi’s style of politics different from the usual politicians ?
14. What did Gandhiji say to his friends when they suggested that Charles Andrews should be retained for the sake of the Champaran movement ?
15. What steps did Gandhi take to remove the social and cultural backwardness of the Champaran villagers ?
16. What message does the Champaran episode give ?

Long Answer Type Questions :

1. What cause did Gandhiji champion at Champaran ?
2. How did Gandhiji get the facts ? What was the impact of his methods on the villagers?
3. How did Gandhiji negotiate for settlement of refund to peasants ? Was it justified ? Give reasons.

- 4*. “Dialogue not violence can resolve situations of conflict and injustice. Do you agree ? Answer with instances from the lesson Indigo.
5. “The visit undertaken casually on the entreaty of an unlettered peasant occupied almost a year of Gandhiji’s life” What events unfolded and with what results “
- 6*. How was Gandhiji’s stay and work at Champaran a great turning point to the people of Champaran to the freedom struggle movement and to Gandhiji himself ?

POETS AND PANCAKES

Short Answer Type Questions :

Answer the following questions in about 30-40 words each.

1. What was pancake ? Why was it in great demand in Gemini studio ?
2. What did the make up room of the Gemini Studio look like ?
3. Did the person who was subjected to make up feel comfortable in the make up room? Give reasons.
4. How was Gemini Studio an example of national integration ?
5. How was hierarchy maintained in the make up department ?
6. What work did the office boy do at Gemini Studio ?
7. With what aspiration had the office boy joined the Gemini Studio ?
8. Why did the author appear to be doing nothing at Gemini Studio ?
9. How did the lawyer lose his job ?
10. What notion about communists prevailed at Gemini Studio ?
11. Why was the office boy frustrated ? Whom did he vent his anger upon ?
12. What made the lawyer stand out from others at Gemini Studio ?
13. How did the plays staged by MRA influence Tamil plays deeply ?
14. Why is the English man’s visit referred to as unexplained mystery ?
15. According to Asokamitran, what qualities should an aspiring prose writer possess.
16. How did the author discover who was the Englishman who visited the Gemini Studio?
17. How did the author feel on the discovery of the identity of the poet ?
18. Why did Stephen Spender visit Gemini Studio ?
19. What made Kothomangalam Subbu the number two at the Gemini Studio ?

Long Answer type Questions :

Answer in about 125-150 words each :

1. Give a detailed account of the structure and functioning of the make up department

at Gemini Studio.

- 2*. “Subbu was the man who gave direction and definition to Gemini Studio” In the light of the above statement determine Subbu’s character.
3. How did the lawyer bring an end to an acting career ? What brought an end to his own career at the Gemini Studio ?
- 4*. “Whether he writes about ‘Pancakes’ or about ‘poets’ Asokamitran Sprinkled humour through out the lesson.” Explain taking instances from the lesson.

7. THE INTERVIEW

Short Answer type questions :

Answer the following in 30-40 words each :

1. How has the interview become a widely known term today ?
2. Mention two extravagant claims people make in support of the interview.
or
How is the interview in its highest form “a source of truth” ?
3. Why are some celebrities not comfortable with being interviewed ?
4. What is the belief in some primitive cultures regarding people being photographed ?
5. Why did Lewis Carol never agree to be interviewed ?
6. How did Rudyard Kipling contradict his own views about the interview ?
7. Why does Saul Bellw refer to interviewing as ‘thumb prints on his windpipe’ ?
8. What is an interstice ? How does Umberto Eco utilize it ?
9. How is Umberto Eco’s style of writing different from the conventional style ?
10. Why does Eco lay emphasis on the narrative aspect ?
11. How and why did Eco start writing novels ?
12. Why was Umberto Eco’s writer friend Roland Bathers frustrated ?
- 13*. Is Umberto Eco comfortable on being called as a ‘novelist’ ? Why ? Why not ?
14. How did the ‘Name of Rose’ constitute a difficult reading experience ?
15. How was Umberto Eco’s American publisher, proved wrong about the sale of the ‘Name of the Rose’ ?
16. Why according to Eco, did the ‘Name of the Rose’ become such a huge success ?
17. Mention any two good things that you liked about Mukund Padmanabhan’s interview

with Umberto Eco.

Long Answer type Questions :

Answer in about 125-150 words each :

1. “The interview is both a much maligned and a supremely serviceable medium of communication”. Discuss with reference to the lesson ‘The Interview’.
2. “I can’t understand how a man can do all the things he does.” Discuss this statement with reference to Umberto Eco.
3. What is Umberto Eco’s book ‘The Name of the Rose’ about ? Why did it become an unprecedented success ?
4. “Umberto Eco escapes being classified either as an essayist or a novelist.” Do you agree ? Why ?
5. “Mukund Padmanabhan has done his homework on Umberto Eco and knows what he is talking. However, he links with Eco spontaneously and this makes for a very smooth reading”. Do you agree ? Why ?

8. GOING PLACES

Short Answer type Questions :

Answer the following in 30-40 words each :

1. What different things does Sophie want to do after leaving school ? What does it reveal of her character ?
- 2*. How are Jansie and Sophie poles apart though they are very good friends ?
3. What does the description of Jansie’s home reveal about their socio economic status?
4. Why did Sophie feel jealous of Geoff’s silence ?
5. How did Sophie want to be a part of Geoff’s world ?
- 6*. How are Sophie and Geoff a contrast to each other despite being siblings ?
7. How do Geoff and his father react to the news of Sophie’s ‘meeting’ with Danny Casey ?
8. According to Sophie’s father, what dangers does Danny Casey face in his career as a football player ?
9. Why didn’t Sophie want Jansie to know about her ‘meeting’ with Danny Casey ?
10. Bring out the range of emotions that Sophie underwent as she waited for Danny Casey ?
11. Do you think Sophie had actually met Danny Casey ? Why ? Why not ?

12*. Who is responsible for Sophie's tears ? Why do you think so ?

Long Answer type questions :

Answer in about 125-150 words each :

1. Bring out various aspects of the brother-sister relationship with instances from the lesson 'Going Places'.
2. "Going Places" is a story that borders on fantasy and reality. Discuss.
3. The meeting of Sophie with Danny Casey is a figment of her imagination. Do you agree ? Why ? Why not ?
4. Bring out the difference in the character of Sophie and Jansie.
5. "Many teenagers today have no focus on the ground realities that surround them. that is why they have to face disappointment later." How far is this statement true of Sophie's character ?
- 6*. Which member of the family was Sophie closest to and why ?

- 7*. Two years after she finished her schooling, Sophie is neither working at the biscuit factory nor is she an actress. She earns a decent salary as an assistant and writes a letter to Jansie about her past. Imagine yourself as Sophie and attempt that letter.

SAMPLE PAPER 2

English (Core)

Time allower : 3 hours

Maximum Marks : 100

General Instructions :

- (i) *This paper is divided into three sections : A, B and C. All the sections are compulsory.*
- (ii) *Separate instructions are given with each section and question, wherever necessary. Read these instructions very carefully and follow them faithfully.*
- (iii) *Do not exceed the prescribed word limit while answering the questions.*

SECTION - A : READING

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

1. When his cargoship capsized, perhaps struck by a catastrophic flood, the Roman sailor struggled in vain to free his foot from a rope. Almost two millennium later, his skeleton was found with an arm outstretched towards the remains of a dog similar to a basst hound.

2. The discovery of the two skeletons, both dating from AD10 when the Roman empire was at its zenith, is among a host of finds, which include 30 ancient ships preserved by their burial in the watery clay silt of an ancient port near the Tuscan city of Pisa.

3. The vanished port has been likened to an underwater Pompeii - the city destroyed by Mount Vesuvius in AD79 - and is now to be put forward for formal recognition from Unesco as a world heritage site.

4. Andrea Camilli, director of the archeological site at Pisa, within a few hundred yards of the Leaning Tower, is seeking funds to complete the excavation and to build a museum. The remains have been preserved the anaerobic conditions, as was the Tudor warship Mary Rose, raised from the sea off Portsmouth 25 years ago.

5. Archaeologists believe the Pisa wrecks were sunk over a period of almost a thousand years, from the 4th century BC to the 5th century AD. Some of the wrecks fell victim to catastrophic floods, likened by Camilli to tsunamis.

6. The Romans bore some responsibility for this naval graveyard as they had cut down surrounding woods of oaks and birches, thus destroying a natural barrier against periodic flooding of the Pisa plain. The port, similar to modern-day Venice, was a maze of canals at the junction of two rivers, the Arno and the Auser. Only the Arno still exists.

7. Historians describe the finds as offering a unique insight into the ships and sea trading of the ancient world. They are impressed by the variety of the ships - from 24ft to 90 ft, and some still virtually intact - as well as by organic traces, such as those of wood and ropes, that have been preserved.

8. “We get a picture of daily life on the ships and of what they transported. Until now what was transported in amphorae was supposition, but the contents we have discovered reveal new trading patterns,”, said Camilli.

Amphorae, or terracotta jars, were thought to have been used principally for transporting wines and wheat. But the Pisa site, where 13,000 amphorae have been found, shows they were used to transport fruit, including figs, and even fine sand, used by Romans to clean themselves after exercising.

One ship’s cargo was pork shoulder hams - with a preponderance of right shoulder bones. According to one theory, this was because most pigs rest on their left side, and the meat of the right side makes better quality prosciutto.

The jawbone of a wild boar suggests another boat carried live animals. The remains of a newborn baby were found in one amphora, which is believed to have been used as a small coffin for a burial.

“Each boat for each period is a snapshot for trading links in which Pisa was involved. Wrecks at sea are deep down and badly eroded, so these are incredible”, said Simon Keay, a maritime archaeologist at Southampton University.

Some of the oldest ships are Greek and Phoenician, providing new clues about the trading links of the Etruscans, the pre-Roman inhabitants of the region. None of the vessels is a warship. In the worst of the flooding, the ship Alkedo, Powered by 12 oarsmen, and at least another four cargo ships, including the one in which the sailor and the dog were found, capsized in the year AD10. Then under the rule of Augustus, the empire was prosperous and at peace.

Analysis of the sailor’s remains shows he was about 40 years old and 5ft 6in tall. The skeleton was buried under a mass of cargo and debris, with a beam pinned against the neck.

Work at the site began in 1998 after the remains of a wooden ship were discovered as foundations were being dug for a new control centre for Italian state railways on the Rome-Genoa line. It has so far cost \$9.3 m. Camilli said budget cuts imposed by the Italian government meant the site was short of funds. He said it was costing about \$215,000 a year, but double that was needed to do the work properly.

- (a) (i) What are the similarities between vanished city and Pompeii? 1
- (ii) Why does the director of the archaeological site at Pisa need funds? 2
- (iii) Why are the Romans responsible for the naval graveyard. 2
- (iv) Why does the discovery of ancient ships and skeleton graveyard. 2
- (v) How were Terracotta jars used in ancient Rome? 2
- (b) Find out the words from the passage which mean the same as the following: 3
 - (i) Extreme height

- (ii) Digging for finding historical evidence.
- (iii) to turn out the ship.

A.2. Read the passage given below and answer the questions that follow :

Newspaper these days are awash with stories of troublesom teens who rob, rape, run people over, and even kidnap younger children for ransom and murder them. Reading such reports puts us in a state of utter consternation.

Incidents of juvenile crime, some of them involving children as young as 12, are common in almost every metro now. A stunned world watches, unsure of what to do or, indeed, if anything can be done at all. Some efforts are being made - enormous resources are spent on programmes to fight drug abuse, family vilolence, juvenile crime, school truancy and a host of other problems.

Above all, there is increasing criticism of the changing role of the family and lack of parental monitoring in modern society.

It is a natural assumption that children's psycho-social health is largely a result of their upbringing. The idea of "ineffective parenting" pushing teenagers towards maladjustment and aggression is now universal. Most of us can think of and see examples of children coming from affluent families. So money or the lack of it is not necessarily a major factor behind juvenile crime.

What does seem to be a major factor is the family environment, especially parental behaviour.No educational literature has comprehensively defined what constitutes adequate, optimal or even poor parenting. The reason for this is related to the enormous complexity of child rearing. While a newborn needs a mother who can -understand' his or her body language and help the infant to organise his psychological state into predictable rhythms, a teenager will benefit from a parent who can help him or her explore the range of socially acceptable experiences in this era of abundant distractions. Poor supervision of children by parents and the use of harsh physical punishment to discipline them are strong predictors of violence during the teenage years.

Violence in teenage has also been strongly linked to parental conflict in early childhood and to lack of attachment between parents and children. Hostility in the family can work in both directions. Aggressive behaviour in a son can make a mother withdraw emotionally, supervise less well and become harsher. Hostility between the parents, leading to frequent quarrels, alcoholism etc. can make a teen emotionally cut himself off from his family.

A teen's aggressive behaviour often stems from his/her need for independence; but paradoxically, a teenager may equally fear independence. This conflict is compounded when parents dither between treating a teenager as an adult and a child. It is the timing of giving a teen new rights and responsibilities, not disagreement over values, that causes much of the friction.

While teens rebel for their freedom, they also want approval. Studies show that teenagers with low self-esteem typically have parents who are indifferent to the success or failure of their children. And low self-esteem often manifests itself in sly malice or criminal tendencies.

Family being the most influential factor in shaping one's character, parents must realise that family cannot the substituted by money, gadgets or other material possessions. This 'surrogate parenting' turns a teen into a self centred person. Rather than being an 'ATM father'

or a 'Sunday mother', be a dedicated parent.

- (a) On the basis of your reading of the passage make notes on it using headings and sub-headings. Use recognizable abbreviations wherever necessary. Also supply suitable title to it. 5
- (b) Write a summary of the above passage in about 80 words using the notes. 3

Section B (Advanced Writing Skills)

3. You want to let out a portion of your newly constructed independent house. Write an advertisement to be published in the 'To let' classified columns of 'Indian Express' mentioning all necessary details.

or

As President of Students' council of DAV Public School, Ghaziabad. Write an appeal for the contribution to 'Flood Relief Fund' generously. Invent all details.

4. Your school celebrated 'a green week' in which a number of programmes including the plantation of trees, Rallies nukkad nataks etc. were organised. Write a report for your school magazine for creating awareness. You are Roshan/Rachna, the secretary of Eco Club of your school, DLF Public School, Gurgaon.

or

You are Ashu/Asha a staff reporter of "The Time of India". You are eye witness of a broad day light robbery of a businessman near Bank of India Saket by the two bikers. Write a report in about 125 words for your newspaper.

5. You are Mohan/Manju, 17A Gulmohar Park, New Delhi. Write a letter to the Editor of a national daily expressing your concern over the misuse of Media especially electronic for the sake of publicity and promotion of sales without caring the emotions of victims.

or

This summer vacation, you are planning to visit Shimla. Write a letter to a travel agency in Shimla requesting them to book you a room in a five star hotel. Give other details of your journey and facilities you require. Sign your name as Leela/Mohan, C/5, New Friends Colony, New Delhi.

6. You believe that India's vast cultural diversity, multinationalism, regional variations are enriching and contribute positively not only to the nation but at the international front also. Write an article on 'India - has Glorious past and a Golden Future in about 150-200 words.'

or

Many of your friends are getting expensive gifts from their parents but not the attention and time of their parents. Write an article for your school magazine using

all the parents to give their time and moral support to their wards especially the teenagers. Also stress on how a safe and secure home atmosphere plays a key role in promoting success in life.

Section - C (Literature) 45 Marks

7. (a) Read the extract given below and answer the questions that follow :

When Aunt is dead, her terrified hands will lie still ringed with ordeals. She was mastered by the tigers in the panel that she made will go on fancying proved and unafraid.

- (i) Explain : “her terrified hands will be ringed with ordeals she mastered by” 2
- (ii) Why do you think Aunt Jennifer chose the figure of the tiger for her panel ? 1
- (iii) What quality of aunt Jennifer is evident from these lines ? 1

or

And such too is the grandeur of the dooms we have imagined for the mighty dead;
All lovely tales that we have heard or read all endless fountain of immortal drink.

- (i) Who are the mighty dead ? What is the grandeur in their dooms ? 2
- (ii) What is the immortal drink that the poet refers to ? 1
- (iii) What is the poetic device used in the last two lines ? 1
- (b) Answer the three questions in 30-40 words each 2×3=6
- (i) What two images does Kamla Das use to describe her mother’s face ? What is common between them ? 2
- (ii) According to Stephen Spender, how can the life of the slum children be changed ? 2
- (iii) Mention two good things that can happen because of keeping quiet for a short while?
- (iv) Why do the villagers want the life of the ‘moving’ pictures’? Who is keeping it away from them ?

8. Answer the following questions in 30-40 words each ? 2×5=10

- (a) Why were the old men of the village present in the classroom on the day of the last French Lesson ?
- (b) How does working in the glass bangle industry affect the health of the children ?
- (c) How did Douglas develop an aversion to water ?
- (d) Why did the peddler sign as “Captain Von Stahle” in his letter to Edla ?
- (e) What notions prevailed about Communists in the Gemini Studio ?

9. Answer the following in 125-150 words. 10

Describe the contribution of Subbu in giving direction and to the Gemini Studio.

or

Bring out the various aspects of the brother sister relationship in going places with instances from the test.

- 10. “:Evans proved to be too smart for his Captain” To what extent is this statement justified ?** **7**

or

The Diwan in the story “The Tiger King” proves to be a very resourceful person. Do you agree? Give a reasoned answer.

- 11. Answer the following in 30-40 words.** **2×4=8**

- (a) Mention two instances to show that Dr. Sadao’s father had deep feelings for his country?
- (b) Why did the clerk at IIIrd level refuse to accept the money from Charley ?
- (c) How was Bama influenced by the words of her brother, Annan ?
- (d) How does Roger Skunk’s mother reward him for obeying her ?

Sample Paper 1

Marking Scheme - 1

Suggested Value Points

Q.1 Section 'A' (Reading)

12 Marks

- (a) Linked to an under water Pompeii/destroyed by Mount Vesuvius now to be put forward for formal recognition.
- (b) To complete the excavation and to build a museum.
- (c) (i) cut down surrounding woods of oaks and birches.
(ii) destroying a natural barriers against periodic flooding.
- (d) (i) as offering a unique insight into the ships and sea tradings of the ancient world.
(ii) impressed by the variety of the ships.
(iii) virtually intact such as those of wood and ropes.
- (e) (i) for transporting wines and wheat
(ii) to transport fruit, including figs.
- b. (i) Zenith
(ii) Excavation
(iii) capsized

2. Note Making

If a student has attempted only summary or only notes, due credit should be given.

1 mark allotted for title be given if the student has written the title either in Q2 (a) or (b) part.

Min. 3 main headings and 3 sub-headings to form content.

The notes provided below are only guidelines. Any other title, main points and sub-points should be accepted if they are indicative of the candidate's understanding of the given passage, and the notes include the main points, with suitable and recognizable abbreviation. Complete sentences not to be accepted as notes.

Number of points can be indicated in different ways and these should be accepted as long as a consistent pattern is followed.

Note Making

Distribution of Marks

Abbreviations/Symbols (with/without key) - any four

1

Title	1
Content (minimum 3 sub-headings, with proper indentation and notes)	3

Section B : Advanced Writing Skills

3. Advertisement

Content	3
Expression	2
Suggested value points	
(To let)	
— Location	
— type of accommodation	
— Facilities provided i.e. 24 hrs. electricity	
● drinking water	
● Fully furnished / Parking	
● Fixtures and fittings	
— Rent expected and any preference	
— Contact No. and address	

or

An appeal	
Content	3
Expression	2
Suggested Value points	
— What appeal to be made	
— To whom	
— Why / details of damage	
— How to be contributed	
— Income Tax Exemption	

4. Report writing

Format

1. Title, reporter's name	1
---------------------------	---

Date and place (optional)	
Content	4
Expression	5
● Grammatical accuracy, appropriate words and spellings	2½
● Coherence and relevance of ideas and style	2½

Suggested value points

- ‘Green week celebration’
- When
- Where
- Why
- How i.e. activities / programmes conducted during the week
- Any other special feature(s)

or

(Bank Robbery by the bikers)

- When
- Where
- How
- Eye witness account
- Casualties (if any)
- Action Taken
- Compensation

5. Letter Writing

Note : No marks to be awarded if only the format is given. Credit should be given to the skills in presentation of ideas ?

— Format	2
(1) Sender’s address (2) date (3) Receiver’s address (4) Subject Heading (5) Salutation (6) body of the letter (7) Complimentary close.	
— Content	4
— Expression	4
● Grammatical accuracy, appropriate words and spellings	2
● Coherence and relevance of ideas and style	2

Suggested value points

(Misuse of media)

- Changing role of media
- Misused for the sake of publicity, promotion of sales and increasing TRP
- To earn more and more money
- To hurt the feelings and emotions of the victims.
- Some examples as Aarushi Murder case
- Suggestions

or

Booking a room in the Hotel

- Place of visit
- When / fixed programme
- No. of days to be stayed
- Type of room
- required facilities i.e. food, sight seeing
- mode of payment guide etc.

6. Article writing

- Format 1
(Title and Writer's name)
- Content 4
- Expression 5
- Grammatical accuracy, appropriate words and spellings 2½
- Coherence and relevance of ideas and style 2 ½

Suggested value points

- Electronic Gadgets – Cellphones, ipods, blackberries,
– a necessary evil
– means of communication and entertainment.
- Over exposure to ipods, headphones, leads to headaches, deafness in the long run.
- Radio, cellphones leads to cancer, infertility etc., growing children mostly affected.
- Leads to social isolation
- Lack of interaction, alone in a crowd.

or

- Medical Engineering not the end of the work.

- Humanities and Commerce Stream too have ample opportunities.
- Courses of physiotherapy, alternative systems of medicine, Unani, Ayurvedic etc.
- Diploma course in polytechnics, ITI's etc.
- Need for counselling the students, involvement of parents, teachers, peer group

Section - C Literature

7. (i) haunted by the cruelty and subjugation

- Slave - master relation 2
- (ii) Symbolise strength, confidence, power/qualities which she aspires for 1
- (iii) — Submissive 1
- expresses herself through art and creativity 1

or

- (i) — great writers, sculptors, painters 2
- Even after death live in their art.
- (ii) — Lovely tales, things of beauty 1
- (iii) — Metaphor 1
- (b) Content 1 mark Expression 1 mark
- (ii) — Late winter's moon, corpse 2
- Paleness, weakness, lifeless
- (ii) — injustice wiped away 2
- social inequalities levelled
- (iii) — Stopping of killing of animals, eg whales 2
- War mongers will walk together
- (iv) — attracted by glamour, luxury 2
- party in power

8. Short answer type questions(prose)

Questions are to be answered in 30-40 words

Distribution of marks.

Content : 1 mark Expression :

1 Mark

(deduct ½ mark for two or more grammatical/spelling mistakes)

Value points

- (a) — thanking M. Hamel for his service. 2
- Showing respect for his country and his mother tongue.

- (b) — lose eyesight before becoming adults
— suffer from intense heat 2
- (c) — terrifying drowning experience in the swimming pool.
— at the beach 2
- (d) — treated as a captain by Edla
— reciprocated in the same manner 2
- (e) — Communist, a godless person.
— No fililor or conjugal love
— Out to create unrest in society 2

9. Distributioni of marks

Content : 5 Marks

Expression : 5 Marks

Grammatical accuracy, appropriate words and spellings. 2½

Coherence and relevance of ideas and style 2½

Value Points

- Extreme sense of loyalty
- Devoted all his skills to the advantage of the master
- Made task of film making easy
- Tailor made for films
- An amazing actor
- Poetic talent.

or

- Relation of Geoff and Sophie change with time.
- Geoff protective about Sophie
- Considers her to be immature impatient, needs to be taken care of
- Might walk into trouble
- Wishes to be a part of Geoff's life
- Feels he is not reciprocating

10. Distribution of marks

Content : 4 marks

Expression : 3

Grammatical accuracy, appropriate words and spelling 1½

Value Points

- Evans a shrewd, person, knows how to take advantage of people and situations
- Aware of the Loopholes in the seemingly foolproof security
- Prison authorities overlooked the minor things.

or

- Helps Maharaja in retaining his throne.
- Comes up with the idea of pleasing British Officer's wife with gift
- Funds suitable match in accordance with Maharaja's conditions.
- Arranges for the hundredth figure.

11. Content :

1 Mark

Expression : 1

- | | |
|--|---|
| (a) Accepted Hana because she was pure in race | 2 |
| — Marriage in old Japanese way | |
| — Everything in his room Japanese | |
| (b) — Thought Charlie was cheating him | |
| — currency not in use | 2 |
| (c) — felt inspired, | |
| — Studied hard | |
| — Achieved success | 2 |
| (d) — hugged him, said he smelled like her baby, She loved him very much | |