

EXAMINATION SPECIFICATIONS

ENGLISH (CORE)

CODE NO: 301

Background

Students are expected to have acquired a reasonable degree of language proficiency in English by the time they come to class XI, and the course will aim, essentially, at promoting the higher-order language skills.

For a large number of students, the higher secondary stage will be a preparation for the university, where a fairly high degree of proficiency in English may be required. But for another large group, the higher secondary stage may be a preparation for entry into the world of work. The Core Course should cater to both groups by promoting the language skills required for academic study as well as the language skills required for the workplace.

Objectives

The general objectives at this stage are;

- ❑ to listen to and comprehend live as well as recorded oral presentations on a variety of topics.
- ❑ to develop greater confidence and proficiency in the use of language skills necessary for social and academic purposes.
- ❑ to participate in group discussions/interviews, making short oral presentations on given topics.
- ❑ to perceive the overall meaning and organisation of the text (i.e., the relationships of the different "chunks" in the text to each other).
- ❑ to identify the central/main point and supporting details, etc. to build communicative competence in various registers of English.
- ❑ to promote advanced language skills with an aim to develop the skills of reasoning, drawing inferences, etc. through meaningful activities.
- ❑ to translate texts from mother tongues (s) into English and vice versa.
- ❑ to develop ability and knowledge required in order to engage in independent reflection and enquiry.
- ❑ To develop the capacity to appreciate literary use of English and also use English creatively and imaginatively.

At the end of this stage learners will be able to do the following:

- ❑ read and comprehend extended texts (prescribed and non-prescribed) in the following genres: fiction, science fiction, drama, poetry, biography, autobiography, travel and sports literature, etc.
- ❑ text-based writing (i.e., writing in response to questions or tasks based on prescribed or unseen texts), understand and respond to lectures, speeches, etc.
- ❑ write expository/argumentative essays of 250-500 words, explaining or developing a topic, arguing a case, etc.
- ❑ write formal/informal letters and applications for different purposes.
- ❑ write items related to the workplace (minutes, memoranda, notices, summaries reports; filling up of forms, preparing CVs, e-mail messages, etc.).
- ❑ taking/making notes from reference materials, recorded talks etc.

Language Item

The Core Course should draw upon the language items suggested for classes IX-X and delve deeper into their usage and functions. Particular attention may, however, be given to the following areas of grammar:

- ❑ the uses of different tense forms for different kinds of narration (e.g. media commentaries, reports, programmes, etc.).
- ❑ the use of passive forms in scientific and innovative writings
- ❑ converting one kind of sentence/clause into a different kind of structure as well as other items to exemplify stylistic variations in different discourses
- ❑ modal auxiliaries - uses based on semantic considerations.

Methods and Techniques

The techniques used for teaching should promote habits of self-learning and reduce dependence on the teacher. In general, we recommend a multi-skill, learner-centred, activity based approach, of which there can be many variations. The core classroom activity is likely to be that of silent reading of prescribed/selected texts for comprehension, which can lead to other forms of language learning activities such as role play, dramatization, group discussion, writing, etc. although many such activities could be carried out without the preliminary use of textual material. It is important that students be trained to read independently and intelligently, interacting actively with texts, with the use of reference materials (dictionaries, thesauruses, etc.) where necessary. Some pre-reading activity will generally be required, and the course books should

suggest suitable activities, leaving teachers free to devise other activities when desired. So also, the reading of texts should be followed by post reading activities. It is important to remember that every text can generate different readings. Students should be encouraged to interpret texts in different ways.

Group and pair activities can be resorted to when desired, but many useful language activities can be carried out individually.

In general, teachers should encourage students to interact actively with texts and with each other. Oral activity (group discussion, etc.) should be encouraged.

EXAMINATION SPECIFICATIONS

CLASS : XI (ENGLISH (CORE))

One Paper 3 Hours

100 Marks

| Section | Areas of Learning | Marks - Specified | Total Marks |
|---------|---|-------------------|-------------|
| A | Reading Unseen Passages (Two) | 8+7 = 15 | 45 |
| B | Writing | 5+8+7 = 20 | |
| C | Grammar | 10 | |
| D | Textual Questions I. Text Book II. Supplementary Reader | 4+10+6 = 20 | 20 |
| E | Long Reading Text - Novel | 7+8 = 15 | 15 |
| F | Conversational Skills I. Listening II. Speaking | 5+5 = 10 | 10 |
| G | Reading Project | 10 | 10 |
| | TOTAL | | 100 |

SECTION – A

Reading Comprehension - 15 Marks

Reading Unseen Passages for Comprehension and Note Making

This section will have two unseen passages followed by a variety of questions. The total length of the two passages shall be around 1100 (600+500).

Question 1 : Long Reading Passage of 600 words 08 Marks

Question 1 shall have two sets of questions

- 6 Questions carrying 1 mark each, out of which two shall be MCQs–
6x1 = 6 Marks
- Vocabulary Testing – 2 Questions carrying one mark each.
2x1 = 2 Marks

Question 2: Reading Passage of 500 Words for Summary and Note Making

07 Marks

- a) Note making - 5 Marks
- b) Summary - 2 Marks

SECTION - B

Writing Skills - 20 Marks

Question 3: One out of two short writing/composition tasks based on notice/poster/ advertisement. (50 Words) 05 Marks

Question 4: One out of two compositions in the form of article, speech, report writing or a narrative (150 - 200 Words) 08 Marks

Question 5: Writing one out of two letters based on verbal input. It would cover all types of letters. 07 Marks

Letter types may include:

- (a) business or official letters (for making enquiries, registering complaints, asking for and giving information, placing orders and sending replies):
- (b) letters to the editor (giving suggestions on an issue)
- (c) application for a job
- (d) letter to the school or colleges authorities, regarding admissions, school issues, requirements /suitability of courses etc. 07 Marks

SECTION - C

Grammar - 10 Marks

Different grammatical structures in meaningful contexts will be tested. Item types will include gap filling, sentence re-ordering, dialogue completion and sentence transformation. The grammar syllabus will include determiners, tenses, clauses, modals and Voice. These grammar areas will be tested using the following test types.

Question 6: Error Correction 04 Marks

Question 7: Editing Task 04 Marks

Question 8: Re - Ordering of Sentences 02 Marks

SECTION - D

Textual Question - 20 Marks

Questions on the prescribed textbooks will test comprehension at different levels: literal, inferential and evaluative based on the following prescribed textbooks:

1. **Hornbill:** Text Book published by NCERT, New Delhi 12 Marks
2. **Snapshots :** Supplementary Reader published by NCERT, New Delhi
08 Marks

The following have been deleted:

| Name of the Text Book | Name of the lessons deleted |
|-----------------------|-------------------------------|
| Hornbill | 1. Landscape of the Soul |
| | 2. The Adventure |
| | 3. Silk Road |
| | 4. The Laburnum Top (Poetry) |
| Snapshots | 5. The Ghat of the only World |

Question 9: One out of two extracts based on poetry from the text to test reference to context, comprehension and appreciation. 01x04 = 04 Marks

Question 10: Five out of six short answer questions (up to 40 words) on the lessons from poetry, prose and plays from both Hornbill and Snapshots with 3+3 pattern.

(3 questions each from each book) 05X02 = 10 Marks

Question 11: One out of two long answer questions based on the prescribed Text Books both Hornbill and Snapshots with 1+1 pattern. (150 Words)

01X06 = 06 Marks

SECTION E

Long Reading Text - Novel -15 Marks

With a view to inculcate the habit of reading among the students, CBSE has introduced compulsory reading of a **Long Reading Text - Novel** in the English Core Course and will be evaluated in both Formative and Summative Assessments.

The long reading text prescribed for class XI is:

The Canterville Ghost by Oscar Wilde (unabridged version 1906 Edition)

or

Up From Slavery by Booker T. Washington 2000 Edition (Schools can opt for anyone of the above texts).

There will be two long answer questions on the theme, plot, character and Incidents from the prescribed Novel.

Question 12: Long Answer Question (Approximately 150 Words) 08 Marks

Question 13: Long Answer Question (Approximately 130 Words) 07 Marks

SECTION - F

Conversational Skills -10 Marks

Formal testing of Conversational skills both listening and speaking will be conducted in Classes IX and XI by CBSE in collaboration with an external agency,

Conversation Skills 10 marks

(Listening + Speaking)

Conversation Skills will be tested both as part of Formative & Summative Assessment. Out of the 10 marks allotted for Conversation, 05 marks may be used for testing listening and 05 marks for testing speaking. The Conversation Skills Assessment Scale may be used for evaluation.

Listening

The examiner will read aloud either a passage on a relevant theme or a short story. The passage may be factual or discursive. The length of the passage should be around 350 words. The examinees are expected to complete the listening comprehension tasks given in a separate sheet while listening to the teacher. The tasks set may be gap-filling, multiple choice, true or false or short answer questions. There may be ten different questions for half a mark each.

Speaking

Speaking shall be tested either through narration using a sequence of pictures or through description of a picture of people or places. It may also require speaking on a given topic involving a personal experience. Description of a picture (can be pictures of people or places)

NOTE:

- The duration of the speaking test should not be less than 5 minutes for each candidate.

- At the start of the examination the examiner will give the candidate some time to prepare for the task.
- Once the candidate has started speaking, the examiner should intervene as little as possible.
- Topics chosen should be within the personal experience of the examinee such as: relating a funny anecdote, retelling the theme of a book read or a movie seen recently.

Conversation Skills Assessment Scale

Listening

The learner:

1. Has general ability to understand word and phrases in a familiar context but cannot follow connected speech. .
2. Has ability to follow short connected utterances in a familiar context;
3. Has ability to understand explicitly stated information in both familiar and unfamiliar contexts;
4. Understands a range of longer spoken texts with reasonable accuracy, and is able to draw inferences;
5. Shows ability to interpret complex discourse in terms of points of view; adapts listening strategies to suit purposes.

Speaking

The learner:

1. shows ability to use only isolated words and phrases but cannot operate on connected speech level;
2. in familiar situations, uses only short connected utterances with limited accuracy;
3. shows ability to use more complex utterances with some fluency in longer discourse; still makes some errors which impede communication;
4. organises and presents thoughts in a reasonably logical and fluent manner in unfamiliar situations; makes errors which do not interfere with communication;
5. can spontaneously adapt style appropriate to purpose and audience; makes only negligible errors.

SECTION - G

Reading Project -10 Marks

Inculcating good reading habits in children has always been a concern for all stakeholders in education. The purpose is to create independent thinking individuals with the ability to not only create their own knowledge but also critically interpret, analyse and evaluate it with objectivity and fairness. This will also help students in learning and acquiring better language skills.

Creating learners for the 21st century involves making them independent learners who can 'learn, unlearn and relearn' and if our children are in the habit of reading they will learn to reinvent themselves and deal with the many challenges that lie ahead of them. Reading is not merely decoding information or pronouncing words correctly, it is an interactive dialogue between the author and the reader in which the reader and author share their experiences and knowledge with each other which helps them to understand the text and impart meaning to the text other than what the author himself may have implied. Good readers are critical readers with an ability to arrive at a deeper understanding of not only the world presented in the book but also of the real world around them. They not only recall what they read but comprehend it too. Their critical reading and understanding of the text helps them create new understanding, solve problems, infer and make connections to other texts and experiences. Reading does not mean reading for leisure only but also for information, analysis and synthesis of knowledge. The child may be encouraged to read on topics as diverse as science and technology, politics and history. This will improve his/her critical thinking skills and also help in improving his/her concentration.

Reading any text should be done with the purpose of:-

1. reading silently at varying speeds depending on the purpose of reading:
2. adopting different strategies for different types of texts, both literary and non-literary:
3. recognising the organisation of a text:
4. identifying the main points of a text;
5. understanding relations between different parts of a text through lexical and grammatical cohesion devices.
6. anticipating and predicting what will come next.
7. deducing the meaning of unfamiliar lexical items in a given context:
8. consulting a dictionary to obtain information on the meaning and use of lexical items:

9. analysing, interpreting, inferring (and evaluating) the ideas in the text:
10. selecting and extracting from text information required for a specific purpose.
11. retrieving and synthesising information from a range of reference material using study skills such as skimming and scanning:
12. interpreting texts by relating them to other material on the same theme (and to their own experience and. knowledge): and
13. reading extensively on their own for pleasure.

A good reader is most often an independent learner and consequently an independent thinker capable of taking his/her own decisions in life rationally. Such a learner will most assuredly also be capable of critical thinking.

Reading a book should lead to creative and individual response to the author's ideas presented in the book in the form of:-

- short review
 - dramatisation of the story
 - commentary on the characters
 - critical evaluation of the plot, story line and characters
 - comparing and contrasting the characters within the story and with other characters in stories by the same author or by the other authors
 - extrapolating about the story's ending or life of characters after the story ends
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 - making an audio story out of the novel/text to be read out to younger children.
 - Interacting with the author
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 - Creating graphic novels out of novels/short stories read
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1. A Reading Project of 10 marks has been introduced in class XI.
 2. Schools may use books of their own choice.
 3. Schools can vary the level but at least one book per term is to be read by every child.

Teachers may opt for:-

- One book;
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The Project should lead to independent learning/ reading skills and hence the chosen book/selection should not be taught in class, but may be introduced through activities and be left for the students to read at their own pace. Teachers may, however, choose to assess a child's progress or success in reading the book by asking for verbal or written progress reports, looking at the diary entries of students, engaging in a discussion about the book, giving a short quiz or a worksheet about the book/ short story. The mode of intermittent assessment may be decided by the teacher as she/he sees fit.

These may be used for Formative Assessment (F1, F2, F3 and F4) only. Various modes of assessment such as conducting Reviews, Discussions, Open Houses, Exchanges, Interact with the Author, writing script for plays can be considered.

CONVERSATION SKILL

(Listening + Speaking)

10 marks

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How to Improve Listening and Speaking Skills :

The listening comprehension and speaking skill sessions need not be kept only for the final term. Enough practice, specifically for these skills can start right from the first term.

- * Five minutes activity may be started and the teacher may give a set of five instructions to the students in pairs and ask them to tell their partners these instructions in that order and later in the reverse order.
- * When the class is exhausted, as an energizing activity/game, the teacher may give them simple instructions related to the work of daily routine.
- * The students may be asked to read the news bulletin in the class.
- * Every year in the beginning of the session, the teacher can set some points for self introduction and frame them in an interesting activity instead of saying "Tell us about yourself".
- * Later, topics like personal choices why I like this book/T.V. serial/favourite player etc may follow. Sometimes this activity is conducted best in pairs and

each one is asked to speak what his / her partner has said. It will build up their confidence level.

- * Group discussion/debate gives ample opportunity for students to speak freely, at the same time it should be monitored that participation is maximum and no student is left behind.
- * The teacher can tell the students to choose a topic they like in pairs or individually work on the project. Sufficient time is given to collect and organise the matter. Then they can present the project. The best ones can be shown to the whole school.
- * Role plays are always a favourite with students. Under the guidance of the teacher, students write dialogues for a story lesson from their text books and enact the story. The students can also be given situations something like a college interview, debate, election manifesto of head boy / girl etc.
- * Teacher can have a few clippings, pictures and sketches from newspaper or magazines. These can be used to make students speak out and go for narration or description. Some interesting pictures would generate enthusiasm among students and their creative skill as well as expression ability would be tapped. The teacher must / be cautious that no student remains untouched from the activities suggested. Just try to make your class activity oriented and keep it alive.

SUGGESTED READINGS

The following title and some other can be used by students to enhance their reading skill and simultaneously teachers can ask their students to prepare various types of projects like Book review, Extended Ending, Adding character, giving twist to plot, etc.

1. A Tale of two Cities : Charles Dickens
2. Around the world in Eighty Days : Jules Verne
3. Kim : Rudyard Kipling
4. Dr. Jekyll and Mr. Hyde : RL Stevenson
5. Emma : Jane Austen
6. Indian Tales : Rudyard Kipling
7. Great Expectations : Charles Dickens
8. Jane Eyre : Charlotte Bronte
9. Short Stories by Ruskin Bond : Ruskin Bond
10. Delhi is not far : Ruskin Bond

11. Huckleberry Finn : Mark Twain
12. Kidnapped : RL Stevenson
13. Oliver Twist : Charles Dickens
14. King Solomon's Mines : Sir Henry Rider Haggard
15. Stories from India Under the Banyan : NBT
16. Five Point Someone, What not to do at IIT : Chetan Bhagat
17. Pride and Prejudice : Jane Austen
18. Swami and Friends : RK Narayan
19. The Man-eater of Malgudi : RK Narayan
20. Round the moon : Jules Verne
21. The Count of Monte Christo : Alexander
22. Wuthering Heights : Emily Bronte.
23. Twenty Thousand Leagues under the Sea : Jules Verne
24. The Moonstone : Wilkie Collins.
25. The Mill on the Floss : George Eliot
26. The Three Musketeers : Alexandre Dumas
27. Treasure Island : RL Stevenson
28. The Invisible Man : HG Wells.
29. The Prisoner of Zenda : Anthony Hope
30. The Swiss Family Robinson : Johann David Wyss
31. Little Women : Lonisa M. Alcott
32. Animal Farm : George Orwell
33. Gullivers Travels : Jonathan Swift
34. Moby Dick : Herman Melville
35. Robinson Crusoe ; Daniel Defoe
36. The Time Machine : HG Wells
37. Beastly Tales : Vikram Seth
38. David Copperfield : Charles Dickens
39. Heidi : Johana Spyri

40. The Wizard of (O₂) : Frank L. Baum
41. Black Beauty : Anna Sewell
42. The Hound of the Baskervilles : Arthun Conan Doyle
43. The Water Babies : Charles Kingstey
44. Tales From Shakespeare - Books 1 and 2.
45. Diary of Anne Frank - Anne Frank
46. Three Men in the Boat - Jerome K. Jerome
47. Wings of Fire - A.P.J. Abdul Kalam

SECTION - A

(Reading) - 15 Marks

Passage-1

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

(1x8 = 8 Marks)

In 3000 years of our history people from all over the world have come and invaded us, captured our lands, conquered our minds. From Alexander onwards, The Greeks, the Turks, the Moguls, the Portuguese, the British, the French, the Dutch, all of them came and looted us, took over what was ours. Yet we have not done this to any other nation. We have not conquered anyone. We have not grabbed their land, their culture, their history and tried to enforce our way of life on them. Why? Because we respect the freedom of others.

That is why my first vision is that of FREEDOM. I believe that India got its first vision of this in 1857, when we started the war of independence. It is this freedom that we must protect and nurture and build on. If we are not free, no one will respect us.

My second vision for India is DEVELOPMENT. For fifty years we have been a developing nation. It is time we see ourselves as a developed nation.

I have a THIRD vision. India must stand up to the world. Because I believe that unless India stands up to the world, no one will respect us. Only strength respects strength. We must be strong not only as a military power but also as an economic power. Both must go hand-in-hand.

My good fortune was to have worked with three great minds. Dr. Vikram Sarabhai of the Dept. of space, Professor Satish Dhawan, who succeeded him and Dr. Brahm Prakash, father of nuclear material. I was lucky to have worked with all three of them closely and consider this the great opportunity of my life.

Here I am reminded an instance – One day an orthopedic surgeon from Nizam Institute of Medical Sciences visited my laboratory. He lifted the material and found it so light that he took me to his hospital and showed me his patients. There were these little girls and boys with heavy metallic calipers weighing over three kg. each, dragging their feet around. He said to me: Please remove the pain of my patients. In three weeks, we made these Floor reaction Orthosis 300 gram calipers and took them to the orthopaedic centre. The children didn't believe their eyes. From dragging around a three kg. load on their legs, they could now move around! Their parents had tears in their eyes. That was a bliss to me.

I have a question :

Why is the media here so negative? Why are we in India so embarrassed to recognize our own strengths, our achievements? We are such a great nation. We have so many amazing success stories but we refuse to acknowledge them. Why?

Another question :

Why are we, as a nation so obsessed with foreign things? We want foreign TV's we want foreign shirts. We want foreign technology. Why this obsession with everything imported? Don't we realise that self-respect comes with self-reliance?

I was in Hyderabad giving this lecture, when a 14-year old girl asked me for my autograph. I asked her what her goal in life is: She replied: 'I want to live in a developed India.' For her, you, I will have to build this developed India.

You must proclaim. As an aside from yours truly: India is not an under-developed nation, it is a highly developed nation in an advanced state of decay! (A.P.J. Abdul Kalam).

1.A Pick out the correct option :

- a) India has been plundered by :
 - i) the Greeks and the Portuguese
 - ii) the French and the Dutch
 - iii) the British
 - iv) all of the above.
- b) How long did it take to make Orthosis 300 gm callipers?
 - i) One week
 - ii) two weeks
 - iii) three weeks
 - iv) four weeks

B. Answer the following questions in reference to the above passage.

- a) What does Kalam want us to protect and nurture?
- b) Why must India stand up to the world?
- c) The great scientists who inspired A.P.J. Abdul Kalam are (i) _____ (ii) _____ and (iii) _____
- d) Why do we need to give up our obsession with foreign things?
- e) Find the synonym of 'Nurse'.
- f) Find the antonym of 'withhold'. (1x8 = 8 Marks)

Passage : 2

A.1 Read the passage given below and answer the question that follow it.

Much of India's law-making process has been outside the scrutiny of ordinary people. They are not framed by legislators or even senior bureaucrats but are often drafts prepared by babus. Sometimes, powerful business interests influence these laws (like the Special Economic Zone Act) and then they are passed in Parliament with little or no discussion. Sometimes, a popular public demand enters the discourse of a political party and takes the shape of policy and legislation. However, the desire of citizens to participate in the framing of law and policy has intensified over the years, and their voice needs to be included in democratic decision - making.

With growing interest in governance, citizens may suggest policy and legislation and such deliberations will only strengthen constitutional processes. Actual consultation on draft legislation and policy require detailed discussion of the principles, framework and formulation of specifics. These consultations will provoke multiple views and it is important for the institutional framework to assimilate and consider them.

Any group placing its views in the public domain cannot claim total representation. There will be criticism and those need to be resolved. However, assemblies of people can only support the need for legislation. Surveys and votes by raising hands are important to register support for the general idea but cannot be the basis for detailed drafting of a law and its constituent parts.

The principles and framework of any legislation must be debated and the erroneous conclusion that any difference of opinion is tantamount to mala fide intent needs to be questioned. It is in any case only of peripheral importance, as the issues themselves need to be addressed. This applies to laws made both by the formal and informal structures.

Many democracies in the world already have started placing policy and draft laws in the public domain before they are sent to the government, cabinet and then Parliament. The deliberative consultative process is for everyone but focuses more on people who are most affected by the legislation. The policy and the sharing of frameworks are followed by a draft of the bill itself. All this is done within a timeframe. The nascent process of participation of citizens in shaping legislation in the last two decades will find systemic space and democratic credibility.

Today, lokpal has become a phrase, a concept and almost a passion. But that apart, the unpacking of the concept and the understanding of the Bill, and its legal and administrative mechanisms are restricted to a few civil

society and government groups. It is time for the interested groups to build a constituency of concerned people who will steer democracy in consonance with constitutional rights. What we need is a well argued critique of the way we want change.

People must have the space to mobilise and protest - it is a constitutional right. But different processes need different platforms. The argument against corruption will stand or fall, not on the volume of our protest alone, but on the rigour of our proposals.

What we need is a transparent pre-legislative process within the democratic framework. It is important that the pre-legislative process is evolved and shaped in a synergetic manner. If it is properly institutionalised, it will not impinge on executive or legislative privilege. There should be a response to citizens' desire to participate in framing legislation by creating platforms for institutionalised participation to deepen democratic processes.

A. Pickout the correct option.

(a) The author strongly supports the stand that any legislation must be subjected to wide :-

- i) publicity
- ii) superman's supervision
- iii) public debate
- iv) scathing criticism

(b) India's law making process is generally not within the purview of :-

- i) judiciary's review
- ii) public scrutiny
- iii) politician's power
- iv) parliament's power

B. Answer the following question

- (a) Describe the term 'Civil Society'.
- (b) What are the two ways to register support for drafting a law?
- (c) How does public participation affect government?
- (d) How can we fight corruption in an organised manner?
- (e) Look for words similar in meaning to :-

- i) law making
- ii) limited

(1x8 = 8 Marks)

Passage : 3

A.1 Read the passage given below and answer the question that follow : (1x8 = 8)

A.1 Soon after 1999 fire in Shahjahanabad, orders came for the chemical traders to move out to Holambi Kalan, near Narela Industrial Area on the city's northwestern periphery. In 2006, even the paper merchants of Chawri Bazaar got an ultimatum to relocate to Ghazipur due to fire safety concerns. But so far, not a single chemical or paper trader has moved out of the tiderbox that is Old Delhi.

Why? Traders say the conditions at the new sites are not conducive for business. For instance, paper merchants say, the Integrated Freight complex (IFC), Ghazipur, where they are supposed to move has poor infrastructure and inadequate security. So, five years after Delhi Development Authority allotted plots to 621 traders, they continue to operate out of Chawri Bazaar and only 250-odd have started construction in Ghazipur.

Chemical traders, too, are resisting relocation to Holambi Kalan for similar reasons. "The place is a jungle. There are no roads, streetlights, water pipelines, sewerage and security. Most of us don't even know which piece of land belongs to us. Land has been transferred only on paper," said Shyam Sunder Gupta, general secretary, Chemical Market Association. So far, plots have been allotted to 639 of the 883 chemical traders found eligible in the 1999 survey.

For traders who feel secure amidst old associates and the tightly packed warrens of these old markets, a move to the spacious new sites seems fraught with risk. "Traders keep lakhs of rupees with them. At least nobody can rob us of our hard earned money here," said Pradeep, a, chemical merchant. "There are no arrangements for security (at the new sites). In our warehouses, we have goods worth lakhs of rupees. How can we leave them there," said Prem Prakash, who paid Rs 161akh for a 98sqm plot in Ghazipur.

Batting for the traders, area MP and human resource development minister, Kapil Sibal, said it is unfair to ask traders to move to the outskirts without providing them facilities. "The matter "has been pending for a long time. I have asked - the Union urban development minister to expedite the process so that the area (Walled City) can be decongested and redeveloped. We can't ask people to move to an area where basic amenities are missing," said Sibal.

Notwithstanding orders of the government and the high court to move wholesale trades out of the old city, the number of establishments has only

increased over the years. According to a conservative estimate, paper merchants have increased by 15-20 %, and chemical merchants by 20-30% since the relocation orders were issued.

“The number of paper traders has increased considerably since 2006. DDA is yet to provide plots to nearly 300-odd traders. What will happen to the new traders?” said Mahesh Shah, president of Paper Merchants’ Association. Chemical traders, too, have similar concerns. “They have allotted plots based on a survey done in 1999-2000. The market has grown a lot in the last 11 years,” said Gupta.

As per Master Plan of Delhi-2021, Municipal Corporation of Delhi is responsible for stopping expansion of wholesale markets and commercial activity in Shahjahanabad, but MCD officials themselves admit there is rampant commercialization in the area.

2.A Pick out the correct option.

- (a) After Shahjahanabad’s 1999 fire disaster the chemical traders where ordered to
- i) close down their units
 - ii) compensate the victims and their families
 - iii) shift to Holambi Kalan near Narela
 - iv) upgrade their fire fighting systems.
- (b) The local MP also believes that it would be difficult for traders to move to new sites unless :-
- i) customers are made available to them.
 - ii) facilities are provided at these sites.
 - iii) govt. pays the traders enough compensation.
 - iv) traders get accustomed to new locations.

B. Answer the following questions :-

- (a) Why are paper merchants not finding the new sites conducive for business?
- (b) What are the allegations made by chemical traders?
- (c) How can the area of walled city be improved according to the needs of traders?
- (d) According to the 2021 master plan, MCD is responsible for _____.
- (g) find synonyms of :-
- i) boundary
 - ii) insufficient

(1x8 = 8 Marks)

Passage : 4

A.1 Read the passage given below and write the options that you consider the most appropriate. 1×6=6

Hundreds of thousands of our qualified youngsters take off from different international airports every year for higher studies or highly lucrative jobs in the US, the UK, Germany, France and Australia. And most of these Indians prefer to settle down abroad, attracted by the facilities and the higher quality of life provided by these countries. We have been crying hoarse about the brain drain from India over the last five decades or more, without going in for a wellset blueprint to check the counter-productive phenomenon. Some of the public schools in our metros and our IITs (Indian Institutes of Technology) and IIMs (Indian Institutes of Management) are providing world-class education. One might wonder that having spent a lot on infrastructure, training and other facilities and the best teaching staff, can the Government and the people of India look away as the talent, assiduously nurtured in India, is utilised by other countries for their development and excellence in different fields.

During the decades-long debate on the brain drain, it was said that our youngsters leave India just because excellence is neither recognised nor rewarded- in India. This could have been partly true at the beginning of this debate. But today, things have changed beyond recognition and talented people can reach the highest position possible if only they are prepared to work hard.

Youngsters from India - Whatever be the field they are working in - are today suitably recognised and rewarded.

Take the field of sports where many of the celebrities are household names - Sania Mirza, Narain Karthikeyan, Sachin Tendulkar, Anju Bobby George, P.T. Usha and several others. Innovation and managerial skill get recognition when Indians can vie with others in excellence from any part of the world.

If there is one individual who has catapulted India to the number one position in milk production in the world, it's none other than Dr. Verghese Kurien, the father of the White Revolution.. A top engineer who completed the Konkan Railway in record time, Mr. E. Sreedharan has built up the world class Delhi Metro. Mr. Amitabh Bachchan is no longer a megastar of the Indian screen only. His presentation of Kaun Banega Crorepati and other ventures have made him a living legend of global proportions. Take the story of the Ambani brothers, the Tatas, the Mittals and others who are having their footprints in different continents. We have had so many Indians who rose to the summit as Miss Universe and Miss World, but none has earned so much acclaim globally, in Bollywood, Hollywood :or the Cannes

Film Festival, as Ms. Aishwarya Rai. In the wake of globalisation, India has produced a galaxy of eminent entrepreneurs in IT; biotechnology, civil aviation, steel production and the like. Just mention a field and we are already in the vanguard or moving ahead at a frenetic pace. A time may come when India would be capable of reversing the so-called brain drain to India's supreme advantage.

And happily enough, this is already happening now. A report released by a high-tech lobbying group in the Silicon Valley in 2005 revealed that the highly-skilled Indian-born talent that once flocked to the US was returning home, "turning America's brain drain into India's brain gain." Titled "Losing the Competitive Edge : The Challenge for Science and Technology in the US", the report said that countries like India and China, through the restructuring of their economies, were dramatically increasing the skill sets of their work force, thereby posing a challenge "to the US leadership in the technology domain. "Public-private partnerships (in India)' have invested in technical universities and communications infrastructure to create cutting edge technology parks in places like Bangalore in Karnataka. This will make India more competitive, and alluring to investors and multinational companies." The report further said : "They are dramatically increasing the skill sets of their workforce, investing in research and development, and adopting advanced technologies, all to create wealth and spur economic growth."

(Source : *Competition Success Review*)

- A. Pick out the correct option :-
- (a) Our qualified and talented youngsters go abroad for-
 - i) holidaying
 - ii) higher study and better jobs
 - iii) propagating India's greatness
 - iv) helping Indian students in Australia.
 - (b) A report from Silicon Valley states that skilled and talented Indians are
 - i) coming back
 - ii) not interested in home coming
 - iii) demanding more wages
 - iv) turning to politics in India

B. Answer the following questions :-

(c) What is the constitution of Dr. Verghese Kurien?

(d) Talent can reach top if _____

(e) What does the counter productive phenomenon refer to?

(f) How is India becoming more competitive and alluring to investors and MNCs?

(g) Look for words similar in meaning to

i) a period of ten years.

ii) zenith

(1x8 = 8 Marks)

Passage : 5

A.1 Read the passage given below and write the questions that follows. 1×8=8

The Universe or the Cosmos, as perceived today, consists of millions of galaxies. A galaxy is a huge congregation of stars which are held together by the forces of gravity. Most of the galaxies appear to be scattered in the space in a random manner, but there are many others which remain clustered into groups. Our own galaxy, called the Milky Way or Akash Ganga, which appears as a river of bright light flowing through the sky, belongs to a cluster of some 24 galaxies called the 'local group'. The Milky Way is made up of over a hundred billion sparkling stars, which, though quite distant from one another, seem from the Earth as having been placed close together. The two other nearest galaxies are the Large Magellanic Cloud and the Small Magellanic Cloud, named after the famous Portuguese navigator, Ferdinand Magellan (1480-1521), who discovered them.

The Universe is infinite, both in time and space. Its age was formerly believed to be between, 10-15 billion years. However, in 1999, a NASA's Hubble Space Telescope Project team determined the age of cosmos to be 12 billion years (plus or minus 10 percent). In June 2001, NASA launched the MAP (Microwave Anisotropy Probe) to study the cosmic, microwave background radiation in greater detail according to which the exact age of the universe is 13.7 billion years after the theoretical Big Bang. The human perception of the Universe has, however, been different at different times over the long span of history of civilisation. The innate human inquisitiveness and tireless pursuit of knowledge have brought about revolutionary changes about our ideas of the Universe. The Moon and the stars are no longer looked upon as heavenly bodies or the abodes of gods. Solar and lunar eclipses are no more dreaded as foretellers of natural calamities. Man's conquest of the Moon has now blown off many a myth of the religious testaments.

It was around 6th century BC that men started enquiring into the mysteries of the Universe in an endeavour to rationally analyse the earthly and the heavenly phenomena. They posed to themselves several questions : What is the Universe ? Why do things change ? Why do things move ? What is life ? and so on. These questions were of far-reaching significance to the development of modern science.

Ancient Greek astronomers and mathematicians came up with the view that the Earth was a perfect motionless sphere, surrounded by eight other crystalline spheres-the Sun, the Moon, and the five known planets, viz, Mercury, Venus, Mars, Saturn and Jupiter, which revolved around the Earth on seven inner spheres. The stars were permanently fixed to the outer sphere that marked the edge of the Universe.

Ptolemy a second century Greco Egyptian astronomer, synthesised the various data gathered by the early Greek astronomers and in his book, *Almagest*, presented his system of astronomy based on a Geocentric (Earth-centred) Universe. He maintained that the Earth was the centre of the Universe, and the Sun and other heavenly bodies revolved around the Earth. This view of the Universe remained firmly entrenched in the minds of the people right up to the middle of the 16th century. Most men in the Middle Ages strongly adhered to the Ptolemaic system as they felt that they did, indeed, live in a physically limited, rigidly structured Universe centred around a motionless Earth. The Greeks had also estimated the visible Universe to be about 125 million miles in diameter.

The generally accepted view of Geocentric Universe received its first real jolt with the publication of the monumental work by Copernicus (1473-1543) *De Revolutionibus Orbium Coelestium* (On the Revolution of Celestial Bodies). The main points- of the Copernican system are: (i) the Sun and the stars are motionless; (ii) the Sun lies at the centre of the Universe and the stars at its circumference; (iii) the Earth rotates on its axis taking 24 hours to complete one rotation; and (iv) the Earth and the planets revolve around the Sun; whereas the Moon revolves around the Earth.

This system of Universe, as propounded by Copernicus, was more consistent than that of Ptolemy. But its major flaw was that while it changed the centre of the Universe from the Earth to the Sun, it did not enlarge the limits of the Universe, as the Universe still remained equated with the Solar System.

Later Italian astronomer Galileo Galilei (1564-1642), too, with his newly invented telescope demonstrated the validity of the Copernican system through his studies of the phases of the Venus and the moons of Jupiter that the Earth did revolve around the Sun. He discovered many new stars and proved that sensory appearances could be deceptive and that it is, our own limitations of perception and reason that place boundaries around the Universe. To be punished for telling the truth was not uncommon in the 16th century, and those who dared to do so, had to face the wrath of the Church. Indeed, Galileo had to pay the penalty for telling the truth.

English scientist Isaac Newton (1642-1727) demonstrated that forces of gravitation linked all material bodies in an immense Universe and showed that these bodies move in accordance with strict mathematical laws. God was still the creator, but he exercised a thorough mastery over mathematics and engineering.

- A. Pick out the correct option :-
- (a) Stars in a congregation are held in cluster by :-
- i) Akash Ganga
 - ii) gravitational forces
 - iii) galaxies
 - iv) cosmos
- (b) Questioning nature of man has led to the –
- i) development of universe
 - ii) expansion of the Milkyway
 - iii) development of modern world
 - iv) development of modern science.
- B. Answer the following questions :-
- (a) What does 'local group' refer to?
- (b) What are the views of Greek astronomers and mathematicians about the Earth?
- (c) Name the book whose publication led to change in ideas about the universe.
- (d) Galileo's telescope endorsed the system of universe as _____.
- (e) Find the word similar in meaning to 'shining'/'twinkling'.
- (f) Find the word opposite in meaning to 'loosely'. (1x8 = 8 Marks)

Passage : 7

Worm is a software program that is designed to copy itself from one computer to another, without human interaction. Unlike a computer virus, a worm can copy itself automatically. For example, a mass-mailing e-mail worm is a worm that sends copies of itself via e-mail. A network worm makes copies of itself throughout a network, an Internet worm sends copies of itself via vulnerable computers on the Internet, and so on.

Worms can replicate in great volume. For example, a worm can send out copies of itself to every contact in your e-mail address book, and then it can send itself to all of the contacts your contact's e-mail address books. Some worms spread very quickly. They clog networks and can cause long waits for you (and everyone else) to view Web pages on the Internet.

Examples of some of the computer worms are the Sasser worm, the Blaster worm, and the Conficker worm.

Trojan are the malicious code which when triggered cause loss, or even theft, of data. Trojans are associated with remote access programs that perform illicit operations such as password-stealing or which allow compromised machines to be used for targeted denial of service attacks. When a Trojan horse is activated, it may access certain files, folders or even an entire system. It often creates what is known as a “trapdoor” or “backdoor”, which can then be used to thieve a victim’s sensitive information and forward it to another location.

A. Pick out the correct option :-

(a) Unusual error messages are an indicator of :-

- i) worm infection
- ii) virus infection
- iii) Trojan infection
- iv) spam

(b) A mass mailing e-mail worm sends :-

- i) multiple copies to one user
- ii) multiple copies to multiple users
- iii) copies of itself
- iv) single copies to multiple users

B. Answer the following questions :-

- (a) How can viruses be disguised?
- (b) What problems do benign viruses create?
- (c) What do boot-record infectors infect?
- (d) What are Trojans associated with?
- (e) Pick out the word in the passage similar in meaning to - kind/friend.
- (f) Pick out the word in the passage opposite in meaning to illegitimate.

Meditation is not an activity or a hobby. It is the attitude one has to life. If you think you are "doing" meditation by sitting alone and closing your eyes. think again. Meditation is not something you do.

If you live with clarity meditation will awaken. Meditation is an attitude. You are always with yourself, meaning that you are expressing your true self. When you are close to things which can bring you close to yourself is meditation. If you are "doing" meditation you will go farther away from yourself.

When you sit to meditate don't do anything, just be there, quiet with yourself. Be present, feel the environment, the atmosphere, just enjoy your own company. To awaken your meditative nature, there are certain kriyas and one powerful kriya is that you observe your breath. If you cannot observe your breath then count your breaths. Make it your permanent habit from today that you will never spend a day without counting hundred breaths. As you see some changes inside. Don't make any effort to breathe, let it be natural. Just count it. Count naturally. Slowly you will start feeling that your life is becoming a meditation. What does that mean? That means your life will be full of power, creativity and strength.

The environment is full of vibrations. When vibrations touch your system, your system transforms them into thoughts. Thought is power. I have the power to think and to create thoughts. We never use that power. In our whole life we never think. What we call thinking is not thinking. It is just repeating or parroting. If we knew how to think and what to think, we could create paradise. The power to think is the power of creation. Whatever we are now, we created that life with our thoughts, with our imaginations, with our dreams. Whatever you imagine, that becomes. Whatever you think, that becomes. If I know consciously how to use my thoughts, how to use my thinking power, then we make our lives as we want them to be.

If you pause a little you will realise we have freedom to think but we are not free to think. We are living in frames; society, system, culture, religion, philosophy- we are not free, we need to first think. And wisdom comes with consciousness. First discover higher consciousness by cultivating a meditative attitude.

A. Pick out the correct option

- (a) According to the outer, a thought is
- (i) Power
 - (ii) Energy
 - (iii) Aura

- (iv) Vibe
- (b) Meditation is -
 - (i) An activity
 - (ii) An attitude
 - (iii) A hobby
 - (iv) A habit

B. Answer the Following Question :-

- (a) What should we do while meditating?
- (b) Why are we unable to think?
- (c) What happens when we meditate?
- (d) How can paradise be created?
- (e) Pick out the word similar in meaning to 'strength'.
- (f) Pick out the word opposite in meaning to 'temporary'

1x8 = 8 Marks9.

9. Read the passage given below the answer the question that follow 1x8= 8 Marks

Last week was spent glued to TV, watching India getting thrashed by a rejuvenated England at Lord's. Like most Indians, I too was dispirited by India's inability to live up to its reputation as the number one team. But at least there was the immense satisfaction of watching the match live and even listening to BBC's good-humoured Test Match Special on Internet radio.

It was such a change from my schooldays when you had to tune in to a crackling short wave broadcast for intermittent radio commentary. Alternatively, we could go to the cinema, some three weeks after the match, to see a two-minute capsule in the Indian News Review that preceded the feature film.

It is not that there was no technology available to make life a little more rewarding. Yet, in 1971, when B S Chandrasekhar mesmerized the opposition and gave India its first Test victory at the Oval, there was no TV, except in Delhi.

Those were the bad old days of the short age economy when everything, from cinema tickets to two-wheelers, had a black market premium. Telephones were a particular source of exasperation. By the 1970s, the telephone system in cities had collapsed. You may have possessed one of those heavy, black Bakelite instruments but there was no guarantee of a dial tone when you picked up the receiver. The ubiquitous 'cable fault' would render a telephone useless for months on end.

What was particularly frustrating was that there was precious little you could do about whimsical public services. In the early 1980s, when opposition MPs complained about dysfunctional telephones, the then communications minister C M Stephen retorted that phones were a luxury and not a right. If people were dissatisfied, he pronounced haughtily, they could return their phones!

Inefficiency was, in fact, elevated into an ideal. When capital-intensive public sector units began running into the red, the regime's economists deemed that their performance shouldn't be judged by a narrow capitalist yardstick. The public sector, they pronounced, had to exercise 'social' choices. India, wrote Jagdish Bhagwati (one of the few genuine 'dissidents' of that era), "suffered the tyranny of anticipated consequences from the wrong premises."

Being an Indian in those days was truly demeaning if you had the misfortune of travelling overseas. Government regulations decreed that a private citizen travelling overseas had the right to buy all of \$8. Subsequently, the ceiling was raised to \$500 every three years. This meant that Indians had to evolve innovatively illegal methods of buying a few extra dollars or scrounging off fortunate NRI relatives. No wonder, escaping from India became a middle class obsession, as did petty hawala.

India was an object of mockery. We were mocked for leading a "ship to mouth" existence while preaching morality to the rest of the world. We were pitied, not least by rich Pakistanis who would compare their spanking new Impala cars to our creaking Ambassadors that were hi perennial short supply.

Enforced socialist austerity bred dishonesty and subterfuge. India's creative genius became preoccupied with ways to bypass a system that in all seriousness demanded that the better-off pay 97% of their income in taxes, and where the remuneration of company directors had to be approved by babus sitting in a ministry in Delhi.

(a) Enforced socialist hard measures gave rise to :-

- (i) honesty
- (ii) dishonesty
- (iii) Carelessness
- (iv) Indifference

(b) The narrator felt dispirited as his team :-

- (i) was the number 1 team of the world.
- (ii) could not perform upto people's expectations
- (iii) could not play even 100 overs.
- (iv) performed like professionals.

- (c) Why does author call his school day as 'bad old days'?
- (d) Why was the ceiling raised every year?
- (e) What made Indians an object of mockery?
- (f) State Jagdish Bhagwati's Opinion
- (g) Find the word meaning close to 'believed'/'considered'.
- (h) Find the word meaning opposite to 'legitimate'/'lawful'

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

IN INDIAN homes, the floor of the house is always the best maintained element, cleaned twice a day and wiped down to a sparkling state. In front of the threshold of the home the floor often is decorated with Rangoli and other ritual diagrams. This is true in rural as well as in many urban homes in metropolitan cities. When building a new home people spend as much money per sq. foot for a beautiful floor as they would spend on the entire structure. Yet, this pride and obsession for a clean floor suddenly vanish as we step out into the street: the floor of the city.

In Delhi where 80% of the people are pedestrians in some stage of their commuting, least attention is paid to pedestrian paths. Delhi's sidewalks are too narrow, very poorly maintained and full of potholes, poles, junction boxes and dangerous electrical installations, not to speak of the garbage dumps that stink and stare at the pedestrian. Ashram Chowk is a good case in point where thousands of pedestrians change direction from the Mathura Road radial to the Ring Road. A flyover facilitates the automobiles while the pedestrian is orphaned by the investment-hungry authorities. One corner of the Ashram Chowk has a ridiculous imitation wood sculpture with an apology of a fountain and across the same Chowk, you have the open mouthed, massive garbage dump right on the pedestrian path, in full exhibition for the benefit of the public. These symbols of poor taste and abject apathy are then connected by narrow dangerous and often waterlogged footpaths for the hapless pedestrians to negotiate. In the night, street lighting in the central median light up the carriageway for cars and leave the pedestrian areas in darkness.

Delhi's citizens leave home and want to get to their destination as fast they can. No one wants to linger on the road, no leisure walks, no one looks a stranger in the eye. It is on the pedestrian path that the citizen encounters head-on the poor public management and the excuse called 'multiplicity of authorities'. One agency makes the road, another dig sit up to lay cables, third one comes after months to clear up the mess and the cycle of unaccountability goes on. Meanwhile crones are spent in repairing the carriageway for vehicles and in construction of flyovers without a care for the pedestrians below. Solution offered is to make an expensive underpass or an ugly foot overbridge, ostensibly

for facilitating the pedestrian, while in reality they only facilitate the cars to move faster at the expense of the pedestrians. Take Kashmiri Gate, ITO, Ashram Chowk, AIIMS or Dhaula Kuan. At all these important pedestrian cross-over points the story is the same: They have pulled the sidewalk from under the pedestrians feet.

In modern cities across the world, the pedestrian is king. The floor of the city is designed and maintained as an inclusive environment, helping the physically challenged, the old and the infirm, children and the ordinary citizen to move joyfully across the city. Delhi aspires to be ' world class city'. Hopefully the authorities would look once again at the floor of Delhi.

The pleasure of strolling on the road is deeply connected to our sense of citizenship and sense of belonging. Pride in the city grows only on a well designed floor of the city

A. On the basis of your reading of the above passage, make notes on it using headings and sub-headings. Also use recognizable abbreviations, wherever necessary (Minimum 4) Supply a suitable title.

B. Write a summary of the above passage.

2. Read the following passage carefully and answer the questions that follow

Here are some questions to ponder. Do you know why a certain film star received an arsenal of weapons from a gangster terrorist? Do you know why witnesses who turn hostile do not get prosecuted for either perjury or wasting police time, or both? Do you know why it takes a decade or longer to try a criminal case in India? Have you ever thought through any solutions to these problems? If you haven't it might be because of the Type of education you received !

Most of us reluctantly accept the way things are because we have been educated to be accepting. We are not educated to be openly critical. We are not educated to argue, protest or confront. The Brits made no bones about it - in their schools we were educated to accept given values and ways of doing things. We were trained to be loyal servants to the status quo.

Most of us oldies were subjected to the traditional approach to learning that focused on mastery of content, with little emphasis on the development of analytical skills and the nurturing of inquiring attitudes. We were the receivers of information, and the teacher was the dispenser. The passivity encouraged by teachers was typified by one of my principals who implored all the girls to be like 'limpid water in a crystal vase'.

These days I am kept very busy by schools that are running teacher-training courses to introduce the 'inquiry approach' to learning. Unlike traditional learning, this approach is focused on using and learning content as a means to develop information-processing and problem-solving skills. This system is more student-centered, with the teacher as a facilitator of learning. There is more emphasis on "how we come to know" and less

on “what we know”. Students are more involved in the construction of knowledge through active analysis and investigation. They are encouraged to ask questions, and give opinions and share what they know. They are encouraged to criticise and argue, and confront the conventional wisdom.

At the moment this new approach is restricted to a few schools. However this year the ability to critically analyse has been introduced as part of the CBSE school syllabus. It is a small start but it is a move towards introducing thinking skills into all of our schools. It is the start of a big change.

Our government and bureaucracy are full of old, well-educated people of a traditionalist background, who also see, read and hear the news reports about hostile witnesses, gangsters and film stars, and murders by politician’s sons. Like us they find them outrageous, but they don’t know how to change things. Critical analysis, change management and innovation were not part of their schooling, and in adult life they have not become freely critical, outspoken analysts capable of applying the fruits of their analysis to increasingly complex problems.

We often come across the shortcomings of our government, judiciary and media. With very little effort these shortcomings will become a thing of the past. But they will be a long time coming. Not because our ‘leaders’ and societal managers are unfeeling, immoral, self-seekers. but because they were educated and excelled in consulting a textbook, and regurgitating someone else’s opinion and knowledge. As the newly educated might say: we can expect the same for a long time to come.

A. On the basis of your readings of the above passage, make notes on it using headings and sub-headings. Also use recognizable abbreviations, where ever necessary. (Min. 4). Supply a suitable title.

B. Write a summary of the above passage.

3. Read the following passage carefully and answer the questions that follow :

I saw heaps of plastic (cups and foam plates) being burnt at the Trade Fair. Chemicals and toxins were released in the air — you could smell the foul odour from a kilometre. The fire smouldered on for hours, releasing poisonous fumes slowly in the air.

Then I stopped in my tracks when I saw hot, boiling tea being poured into a plastic bag to be carried to a nearby construction site. They pour the tea into plastic cups and then casually threw away all the plastic! How convenient.

From a highway dhaba to a high tech conference like the prestigious IFFI, tea and coffee are usually served in plastic cups. Gone are the china cups, glasses, and, of course. the clay kullad. Plastic is in.

Unknown to all, it can be very costly - not only to our environment but also our health.

Another culprit is that Dal Makhani in a plastic bag or thermocol foam tub delivered at your doorstep from the local takeaway. Often we reheat it in the plastic container in the microwave. Again, very convenient.

But these cheap plastic containers are made for one time use only. Not for re-heating food in them. Light weight poor quality plastics are especially vulnerable to chemicals leeching out when exposed to heat. Food high in fat should never be reheated in plastic as the fat absorbs the chemicals

In the USA, foam food containers and plastic containers for food takeaways are being substituted by paper containers. Research coming from Japan warns us that when heat and plastic combine, chemicals or toxins can be leached into the food. Dioxin is one such toxin that one has to be wary of. It is known to cause damage to the immune system, cause Diabetes and even Cancer. This Dioxin can never be flushed out of our system. It accumulates in our bodies. It gets stored in the fatty tissues and can play havoc.

So what is the safe alternative? Wax coated paper cups are safer although paper too contains chemicals and of course safest is the good old fashioned chai in a glass tumbler, the plebian steel or the clay kullad. Food should be heated in steel or glass. It is best to use microwave safe crockery which is free of plastic or lead (contained in many pottery items).

Of course, plastic is a wonderful invention. It is practical and indispensable today. Hospitals and modern medicine rely on plastic syringes, intravenous sets, pipes, tubes, catheters. In surgery, shunts placed in arteries and hip and knee joints are replaced by hardened plastic parts.

Plastic has to be used intelligently and disposed off even more intelligently. Whether it is disposing off, hospital waste or garden garbage, we are callous and un-thinking. People find it hard to dispose this very bulky waste. Every garbage dump, gutter, drain, is choked with plastic. Even if every part of the country has a proper waste disposal system, the quantity of plastic waste will be unmanageable. Disposal has become a huge issue. We have to have safe recycling units.

One possible safe way to dispose off plastic bags is to shred it and mix (melt, not burn) it with tar and layer the roads that are being constantly built. Kilometers of roads criss-crossing the country can absorb the plastic waste.

Schools too can show the way. Not only should they inform and educate the school children but have good practices. Children can be encouraged to collect plastic bags which can be stuffed into gymnastic mattresses. Thousands of plastic bags will be used in this exercise. I am sure people can come up with many such ideas once they make up their minds.

A. On the basis of your reading of the above passage, make notes on it using headings and subheading. Also use recognisable abbreviations, wherever necessary (Min.4) Supply a suitable title.

B. Write a summary of the above passage.

4. Read the following passage carefully and answer the questions that follow
ARE YOUR children toxic? I don't mean 'toxic' as in the pain-in-the neck teenager state that occurs between the ages of 12 and 16 and makes you wish you could flush them down the toilet because they grunt instead of talk, and loll about sighing endlessly for hours on end. I mean, are your children having the kind of childhood that is damaging them in a way that will debilitate them for the rest of their lives?

If they are not having a toxic childhood it is probably because you are not letting them lead the kind of lifestyle that many, if not most, of their friends are leading; a lifestyle that is causing great concern among teachers from many countries around the world. All around the world, teachers are examining and discussing how the cultural and lifestyle changes of the past 25 years are affecting the lives of children. They know that many of the changes that benefit adults are far from healthy for our children. "A toxic cocktail of the side effects of cultural change is now damaging the social, emotional and cognitive development of a growing number of children with knock-on effects on their behaviour," is how educationist and author Sue Palmer explains it. 110 teachers, psychologists, children's authors and leading childcare experts called on the government of Britain to act to prevent childhood being killed off altogether. According to them, processed food, computer games and over-competitive education are poisoning today's children, and increasingly children are being forced "to act and dress like mini adults", Research backs what these childcare experts are saying. Changes in diet, childcare patterns, parenting, family structures, play, bed times, family interaction, education, marketing, peer pressure, technology, electronics, and the way we communicate with our children are creating a 'toxic mix' that is damaging them. Children are becoming increasingly unhealthy and depressed, and are experiencing growing levels of behavioural and developmental problems. Not only this, the experts also point out that children lack first-hand experience of the world and regular interaction with their parents.

Of course, we do not need experts or research to tell us that academic pressure, marketing, absent careerist parents and the rest of the modern toxic mix is damaging our children. We can see it here in the increase in childhood obesity and childhood diabetes; in the rise in the number of children with attention deficit problems and in the increase in numbers of hyperactive children. We know it from the stress and strain related to exams and study, and in the increase in study/exam-related suicides. So before you answer the question "are your children toxic?" take a good long look at them and their lifestyle. And remember, parents don't usually poison their children on

purpose. Adults too are susceptible to “market forces” and peer pressure. It is almost natural when all around you other people’s kids are eating junk and living toxic lives to look at your own child and think: mine must too.... But it doesn’t have to be that way. Luckily, for all of us there are plenty of changes we can make to detoxify our children’s childhood. All it needs is a little thought and some common sense. In the process we can help detoxify ourselves.

A. On the basis of your reading of the above passage, make notes on it using headings and subheading. Also use recognisable abbreviations, wherever necessary (Minimum 4). Supply a suitable title.

B. Write a summary of the above passage

5. Read the following carefully and answer the question that follow :

It has been a long time since the days when some of us imagined that major Indian languages could be like Chinese and become languages of high technology, bringing rich and poor together in a race to the top. It hasn’t happened, and now it won’t. It’s going to be English. And that means that every child in India should have the chance to learn English, and be able to compete with the ones who can take it for granted.

The only thing that remains to be settled is strategy: how to ensure that children do learn English. It’s a much-abused truism that any child can learn any language’. It is true that children are genetically empowered to discern language structure from the welter of sound all around them, and by five can speak their first language, and maybe chunks of other languages around them too. But children in Indian schools do not pick up Japanese. Why? Because they are not exposed to it.

If you ever sat and tried to help children from Hindi medium schools with their English lessons this is exactly the scenario you would find. The comprehension passages they have to read are written in abstruse adult language, so much so that it is hard to imagine even their teachers catching all the word play there. So children who are probably very bright get used to living with incomprehension. They somehow learn English eventually, in spite of their lessons at school.

How do children in the top English medium schools learn English? Well, more than half of them come in already knowing English, and together with the teacher they provide the rich environment that constitutes exposure for the others. Many of the other children can understand English, but not speak it. These children remain in listening mode, and then one fine day they start speaking English in full sentences. With children who do not understand English at all, the teacher at first communicated one-to one in the local Indian language, so that the child is never actually lost. But all the while the child hears simple instructions in English to the class : ‘Line up, take out your books, put away your books, come here’. And the child simply sees the others and follows. And the meaning of these words sinks in subconsciously.

It takes more than a bad textbook or a child to make use of the genetic aptitude for learning a second language. Suppose you cannot achieve this rich English-learning environment in all the schools, what then? Can we appeal to this natural ability for language learning? We can, but here is where you need to use a lot of strategy. There is a big misconception that you save time by rushing at the start, especially in language learning. Here is where we would do well to take a look at poor Indian migrants and see how they manage to pick up I languages so easily as they move to a new place. The first thing the child needs is time. Time to just listen, and not be rushed to speak or write. Not be rushed into making mistakes which ; might become endemic. The child needs to steep ; in an environment where the teacher is speaking English, where each child is being spoken to, with no pressure to respond in English. We have to respect the child's wish to avoid making mistakes, even if it means silence. The other thing the child needs is for learning to go on, on a parallel track, in a language the child knows. The child needs to be clear about a lot of things, and it is just possible that these things won't be learnt at all if the child has to learn English in order to understand. We also need to understand what sort of reading material achild new to English would need. We need writer who know how to put information across simply and clearly, and who care whether their young readers enjoy the pieces they read in their textbooks. At the moment what we have is adult-level text which needs deciphering. We need to evolve separate curricula for children new to English, so that they go slow at first and develop a feel for English. Later on, we can think about whether it is necessary for them to face the same English papers in Boards as children from English-medium schools.

A. On the basis of your reading of the above passage, make notes on it using headings and subheadings. Also use recognisable abbreviations, wherever necessary (Minimum 4). Supply a suitable title.

B. Write a summary of the above passage.

SECTION B

Writing Skills

- 20 Marks

Q3. : Advertisement

Point to Remember : Advertisement are of two types -

(i) Classified : Categorised in separate columns, occupy less space, more economical. Written in short phrases and words, Language-simple, concise and compact, give title and contact address.

(ii) Non Classified or Display : Commercial purpose more space, visually attractive, with catchy slogans, Varying font size or shape, (language - colourful), lucid and appealing overall arrangement.

(b) Classified Advertisements are covered under different headings :

- Situation vacant/situation wanted
- Sale and Purchase of Property/vehicles/Household Goods etc.
- Missing persons/ Pet animals.
- Lost and found
- Travels and Tours/Packers and Movers.
- Educational Institution/Language Course/Hobby classes.
- Matrimonials/Alliance.
- Change in Name

1. Situation Vacant/Wanted

Points to Remember :

- Keep Heading - Situation Vacant/Wanted
- Begin with 'Wanted' or 'Required'

- Mention name of the employee with address.
- Mention the no. of posts lying vacant.
- Mention required age limit and qualification (educational and professional)
- Pay scale and perks of the post concerned
- Mode of applying and whom to apply
- Time limit for submission of application
- Contact address and Ph. No.

1, You are the principal of Roman Public School. Delhi You need part time teacher to teach dance to the students of your school. Draft an advertisement in not more than 50 words to be published in the Hindustan Times, New Delhi under the classified columns.

2. You are the Manager, Super Software Solution Ltd. Draft an advertisement for your company for the post of Chief Programmer (Solutions) giving details as per your requirement.

3. You are the General Manager of a leading Newspaper. You need an editor for your newspaper. You need an editor for your newspaper. Draft an advertisement in not more than 50 words to be published in the times of India, New Delhi under the classified columns.

4. You are the Principal of a reputed Public School. Draft an advertisement for your school for the post of Maths teacher mentioning all details as per your requirement.

5. Meena Rani of K-7, Sundar Vihar has very good knowledge of classical dances of India. She wants to take classes for the same. Draft a suitable advertisement for Publication in Hobby Classes section of the newspaper in about 50 words.

2. Sale and Purchase

(a) Property

- Begin with for Sale/Purchase or Available/Wanted
- Type of house (Flat, independent floor/house/office etc.)
- Size floor. no of rooms. etc.

- Surrounding centrally located, facing park, nearby market, school, hospital, bank bus stand etc.
- Use adjectives like airy, well ventilated, fully furnished, brand new, newly constructed.
- Company or Bank Lease Preferred.
- Expected price : fixed/negotiable
- Contact address and Ph. No.

1. You propose to sell your flat as you are going abroad. Draft an advertisement for the same to be published in the Times of India under classified columns.

The Times of India

For Sale

DDA Flat MIG, First Floor, two bedroom with attached Baths. Drawing and Dining with two balconies.

Well furnished, airy, East and park facing.

Dilshad Garden, nearby market, school, hospital, bank, Metro, and bus stand.

Price 65,00000/- but negotiable.

Contact Details : Om Properties, H Block, Dilshad Garden, 9810 -----(M)

2. You own a freehold flat in North Delhi and want to sell it. Draft an advertisement for a local daily giving all necessary details.

(b) VEHICLE FOR SALE

- Model No. Year of Manufacturing
- Colour, accessories (New seat cover, mats, music system, A/C etc.)
- Single hand driven, good condition, new tyres, non-accidental, scratchless, mileage, authorised CNG kit/diesel version.
- Insurance, Road Tax, and Pollution Certificate
- Expected price Rs.2,00000/- (fixed/negotiable)
- Contact address and telephone no.

1. You want to sell you Alto K-10 as you are transferred abroad Draft an advertisement for the classified column of a local daily giving particulars of model mileage etc.

For Sale

Begin- Available Alto K-10 Lx2010 moder colour etc. - Metallic blue, leather seat covers, new tyres, A/c and stereo fitted other attraction- Single hand driven, scratchless, sparingly used, beautiful interior, Insurance, Road Tax and PUC.

Selling Price- Price ₹ 1,50,000 (but negotiable) Contact Detail - Kanu@gmail.com

2. You plan to sell your motor-bike- Draft a suitable advertisement is not more than so words under the classified columns of a local daily, giving all necessary details.

(c) Household/Office Goods

- Item, brand and year of manufacturing
- General condition - excellent working condition, looks brand new etc.
- Specify material in case of furniture.
- Price offered/expected
- Contact address and Ph. No.

1. Your family is moving out of Delhi as your father has been transferred to Bengaluru - You intend to sell off some household items. Draft an advertisement for the same.

For Sale- Household Goods.

Beginning : Available

Items-details : IFB fully automatic machine (2000) Samsung 510 l frost free refrigerator (2008) and LG LED 40" TV(2010) - all in excellent working condition.

Other Items : Brand new furniture of Teak-Wood sofa set (3+1+1 seater) four seater dining table (round) and double bed with box.

Selling price - Reasonable/negotiable

Contact details : Arnav 14/7 D-2 Pitam Pura, Delhi

2. You want to sell off some office furniture such as computer tables, a filing

cabinet, vchairs, cupboards etc as you are moving into your new office. Draft an advertisement for a local daily.

6. LOST AND FOUND

1. Begin with 'Lost' and 'Found'
2. Brief physical description ----- Name of the object/article, Brand, Colour, Size, Condition.
3. When/Where lost or found.
4. Reward if any
5. Contact address and Ph. No.
6. For 'Lost' give all details whereas for 'Found' the details need not be given completely.

1. You have lost your bag in Metro between Pratap Nagar and Kohat Enclave while going for an Interview. It contains a file having important certificates. Draft an advertisement for a local daily under column 'Lost and Found' in not more than 50 words.

Lost and Found

Lost a blue Samsonite bage 16"x20". Containing Certificates and important papers. Lost in Metro between Pratap Nagar and Kohat Enclave on 24 May, 2012 between 11.10 and 11.25 am. If found, kindly return to Ms. Rani Gulati call at 8432..... finder will be suitably rewarded.

~~2. You found a wallet in the school playground Draft a notice for school notice board in not more than 50 words.~~

Lost and Found

Found a ladies wallet in the school playground yesterdsay in the recess. The owner can take it from the school office after providing details about the wallet contact Mr. Bali after school time

~~3. You have lost a library book in the school draft a suitable notice for the school notice board. Invent all necessary details.~~

4. You found a mobile handset at the DTC bus stop. Draft a suitable notice for

publishing in the Lost and Found column of a local daily. Give all the necessary details.

TO LET

1. Begin with Wanted or 'Available
2. Type of accommodation - Size, floor, No. of rooms etc.
3. Location and surroundings
4. Rent expected, Bank and company Leases preferred
5. Contact address, email address or telephone No.

1. 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 The Times of India in not more than 50 words.

TO LET

Available on rent a new constructed house in C Block Shalimar Bagh, Delhi. Three bedrooms with attached bathrooms, second floor (lift available), well ventilated and spacious walking distance from Metro Station and market expected rent Rs.20,000/- p. m. Contact : Lavanya at 4179.....

~~Q. You intend to let out your HIG Flat located in East Delhi. Write an advertisement for the same to be published in the 'To Let' classified columns of 'The Hindustan Times' is not more than 50 words.~~

ACCOMMODATION WANTED

1. Accommodation required : No. of rooms, size, floor
2. Location and surrounding : area, colony, facilities.
3. Contact Add. (Ph. No.)

1. You want to hire a flat in a good locality in West Delhi. Draft an advertisement under the classified column " Accomodation Wanted" giving your requirements and capacity to pay.

ACOMODATION WANTED

Required a flat in a posh locality in West Delhi having two bed rooms with attached baths, drawing and dining, modular kitchen, well ventilated fully furnished, 24

hrs. electricity and water supply, parking, East facing, preferably park facing, nearby Bank and shopping complex, Rent Offered Rs.18,000 p. m.

Contact - Meenakshi Aiyar 7423.....

2. You want purchase a floor in a residential society of Rohini, Draft a suitable advertisement is not more than 50 words.

Missing Person/Pet Animals

- Begin with 'Missing'

- Physical description

(a) Person

..... Name, age, sex, height, complexion, built clothes and other identifying features.

(b) Pet animal name, breed, colour of fur or skin.

- Since when and from where missing.

- Reward/message if any

- Contact address and Ph. No.

1. You are the sister 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 a reward

MISSING

Suresh Kumar, 14 years, 5'3". Wheatish complexion, average built, wearing white T-shirt and blue jeans, specs, injury mark over the right eye brow. Missing since 4.8.2011 from Central Market Lajpat Nagar, Informer will be duly rewarded. Inform Lajpat Nagar Police Station or Call at : 901032 (M)

2. Your grand mother aged 80 years, mentally upset has been missing for three days. Draft an advertisement for "Missing" Columns mentioning all details. (Word Limit : 50).

3. Your Cat named Tessa is missing since 15 May, 2012. Draft an advertisement under the "Missing" Column of a local daily newspaper providing all details in about 50 words.

MISSING PET

Lovely Cat Tessa, Black, golden fur, 2 years old, with a brown ribbon around its neck.

Missing : Since 15 May, 2012 from the Central Park, Punjabi Bagh, Delhi.

Contact : K. K. Singh if found, finder/informer to be rewarded.

Call at 8100...

4. You are Pankaj of East Patel Nagar. Your pet dog named Brando is missing Since 18 May 2012. Draft an advertisement for the 'Pet Missing' column of a daily newspaper in about 50 words.

NOTICE (5 MARKS)

Format : The word 'Notice', date, Heading, Writer's name with designation name of the Issuing agency (school). (1)

Content : What : Event/Activity/Heading.

When : Date and Time

Where : Venue

Who : Participants/organisers, Chief Guest if any

How : Process and contact (to whom) 2

Expression : Overall organisation, accuracy and fluency 2

NOTICE (Power Cut)

Date Aug 7, 2011

This is to inform all the residents of the society that there will be a power cut for four hours on 8th Aug, 2011 from 1 p. m. to 5 p. m. The reason is the installation of electronic meters. Inconvenience is regretted. (President, R. W. A., Mayur Vihar Phase I, Delhi)

NOTICE (Water Shortage)

Date Aug 8, 2011

Considering the acute water shortage in the colony this summer, all the residents of Vasant Kunj, A- Block are requested not to waste potable water by cleaning their cars, verandahs drive ways etc. or watering the plants with a hosepipe. A fine of Rs.500/- will be imposed on the defaulters. Kindly save water for better tomorrow.

President
Resident Welfare Society
Vasant Kunj, A Block

SCHOOL ACTIVITIES OR EVENTS

1. You are Ranjan/Rachna the Head boy/ girl of the school, G. G. S. S. S. No. 1 Rohini. Write a notice about the debate competition in the school on the topic "Utility of Mega Events" for common man.

G. G. S. S. S. No. 1 Dilshad Garden

Notice

Debate Competition

Feb 17, 2011

All the students are hereby informed that English Debate Competition of Zonal Level will be held in our school as per the details given below :

Date : 21 Feb, 2011

Time : 8.30 a. m.

Venue : School auditorium

Topic : Utility of Mega Events for Common Man.

Time Limit : 3-4 min. One each in favour and against. Interested students may give their names in pair to the undersigned latest by 19th Feb. for further details/ enquiry, contact the undersigned.

Rachna
(Head) Girl)

1. You are the In-Charge of Cultural Club of your school. Draft a notice for your school. Draft a notice for your school Notice Board inviting students to participate in Dance Competition Sign as Mohan/Mahima.

2. As the Head Girl/Head Boy of your school, write a Notice for your school notice Board asking the studentd to participate in Science exhibition. Invent necessary details. You are Kalpana of 'The Indian School'
3. You are Aarti Gupta, the In-charge of cultural club of your school. Write a notice about painting competition to he held at Pragati Maidan.
4. You are Harsh Mohan, the sports secretary of your school. Write a notice for your school, Notice Board about the Annual Sports Day to be held in your school.
5. Write a notice for your school notice Board about a declamation contest to be held in your school on the topic 'Pollute and Perish.'

Poster Designing

Purpose : to create social awareness, to advertise current general problems.

Layout :

- Eye catching and visually attractive.
- A catchy slogan
- Simple drawings/sketching
- Letter of different size and shape
- Proportionate spacing

Content :

- Highlight the main topic
- Include all the important details like time, venue and date, in case of an event.
- Name of the issuing authority, organisers etc.

Expression :

- Appropriate and accurate language
- Creativity
- Overall organisation

Common Topics for Posters

1. Clean city campaign/Green Delhi, Clean Delhi

2. World Environment Day/Save Environment
3. Book Fair/Exhibition/Career Mela etc.
4. Save water/Water harvesting
5. Prevention against Malaria/Dengue
6. Sarva Shiksha Abhiyaan/Each one Teach one etc.
7. Prevention against Terrorists attacks/ Be an Alert citizen.
8. Say 'No' to crackers/Polybags/Plastics.
9. Road Safely/Car-pooling/Air pollution etc.
10. Save girl child
11. Child Labour
12. Harmful effects of smoking/Drugs/Drinking.
13. Save Power/Save Energy
14. Donate Blood
15. Help Old People
16. Save Earth - Save Humanity

Indian Council for Cultural Relations Presents

Painting Competition

on

Cultural Festivals

on

Wednesday , 14 November, 2012

at

Azad Bhawan Auditorium, I. P. Estate

from 10.00 A. M. to 7.00 P. M.

exhibition will remain open from 14-18 Nov., 2012 Entry Free

1. You are Prem/Priyas of Kamal Public School your school is going to organise Annual Function at Shah Auditorium. Draft a Poster to invite the parents of the students and the Principals of the other neighbouring school.
2. National Book Trust is going to organise Book Fair in memory of Mahatma Gandhi on 2 Oct. Design a poster on the Book Fair highlighting the importance of books.
3. Eco club of your school is celebrating Van Mahotsava. Draft a Poster highlighting the importance usefulness of plants. You are Asit/Seema of Rajat High School, Delhi.
4. You are Mamta/Mahip, the head girl/boy of ABC Public School, Delhi Design a poster to highlight the importance of 'Water Conservation'.
5. Draft a poster on 'Earth Day'. You are Rajan/Rajni of 'Vriksh Mitra Club'.

QUESTIONS NO. 4

1. You are the social worker from NCPCR Delhi. You happen to visit and interact with the families of rag-pickers in slum area. Write your experience in 100 -150 words highlighting their problems, living conditions, daily routine, their future etc.
2. You are Shubham / Surabhi student of class XI. You visited Shimla during the educational tour organised by Directorate of Education, Delhi. The toy train you boarded from Kalka delighted you the most. Write an account of your Journey in 150 words.
3. Give a brief discussion of your visit to the Parliament House where the session was going on, in 150 words, giving details of the venue, security, behaviour of the members of parliament, Role of ministers and opposition leader etc.
4. Akshit / Akshita wants to celebrate his/her birthday in a hotel on a grand scale. His/ her birthday in a hotel on a grand scale. His / Her mother gives instructions for organising the function. Use the input
write the instruction in 150 words.
5. Youngster have fallen a prey to video-games on computer as well as in Malls. They waste a lot of time in playing these games which are full of violent actions. They neglect their study and bunk the classes. Write your views in 100-150 words. You are Vaibhav / Vaishali.
6. Last week you were encountered with a frightening experience when you were watching the english movie on your T.V. Write your experience in 150 words.
7. You are Sunita. You and your friends have same harrowing tales of the sufferings of girls at the hands of greedy dowry seekers. Capture your experiences on “Evils of Dowry System” in about 150-200 words.

ARTICLE

1. Himani/Hemant a student of class XI, Vishal Bharti School, Paschim Vihar, Delhi feel depressed at the pollution caused by vehicular traffic noise, flowing of industrial effluents into Yamuna River, frequent and unending traffic jams, crackers, polythene bags etc. She/he decides to write an article as ‘Pollution Control Drive’ for publication in ‘The Indian Express’.

(150-200 words)

2. Youths form the very back bone of a nation as they are a great store house of energy and strength. Using this input write an article in (150-200) words on “The Role of Youth in National Development” to be published in “The Indian Express” you are Puneet/Purnima of Vandana International School Delhi.
3. The fast food counters are mushrooming in every town and city. Though fast food is fast to cook and fast to eat, it is also fast to Kill. You are Mohan/Meenu. Write an article in (150-200) words on ‘Fast Food - A Great Health Hazard’ to be published in your school magazine.
4. You are Swati / Sarthak of Rukhmani Devi Public School, Delhi and commute to

your school every day by the newly started Metro Rail. You notice its benefits of travelling, controlling air pollution and traffic jams. Write an article for a local news paper on the same. Your article should be within (150-200) words using following input under the title “Metro Rail - A Boon for Traffic.

5. Internet is a window to global information. It has brought the distant parts of the world closer and made it a global village. Write an article on the “Craze for Internet among the modern Youth” and revolutionary change in the life of a common man, by using input from the following picture word (150-200)

6. From the time we get up till we go to bed we use gadgets to make our life more comfortable and leisurely.

You are Sangeeta/Sandeep of Roop Nagar, Delhi : Write an article in (150-200) words.

7. Raj/Rajni is perturbed after reading a report about the miserable condition child labourers in India in the newspaper. She wants to express her strong feelings against the exploitation of children through an article to be published in his/her school magazine. (Word Limit : 150-200)

8. You feel pained to notice that modern youth, the yuva generation now - is aping western culture in dress, manners and life style blindly write an article against the aping of western culture by the younger generation in about (150-200) words.

REPORT (Question No. 5)

1. You are a press reporter. Recently the railways cancelled a few trains due to floods. Passengers were stranded at the New Delhi Railway station. Write a report in about (150-200) words. Highlight the problems faced by the passengers by using the following inputs.

1. More than thousand passengers on the platform
2. Total Chaos
3. No authentic information available
4. Inadequate food, tea and baby milk
5. Road travel very expensive
6. No electricity.
7. Unhygienic condition.

2. You are Veena / Angad of SKV, Rohini, Recently you had the honour of having participated as a leader of your school team in the Republic Day parade in Delhi, in which your school won the first prize. Write a report in not more than (150-200) words about this memorable event for publication in your school magazine.

3. Your school has recently celebrated “Tree Plantation Week” organising a number of interhouse competitions highlighting the need for ecological balance for man’s happiness. As the secretary of the “Nature Club” of your school, prepare a report in 150-200 words for your school magazine.

SPEECH (Question No. 4)

1. Some colleges conduct entrance test for admission to under-graduates courses like English (Hons) and Journalism (Hons). Do you think that the entrance test is the right method of selecting students?

Write a speech in about (150-200) to be delivered at morning assembly of your school.

2. In spite of Scientific and Technological advancement, man is still superstitious. He has landed on the moon and thinking of settling down there. But still he consults Pandits and Astrologers whether a particular day is auspicious to send the satellite into the space. Write a speech in about (150-200) words on some of the interesting superstitions. Your school is organising "Senior Citizens day" you have to speak in the morning assembly about.)

'Are senior citizen's in India being neglected by their Children?'

The speech should not be more than (150-200) words.

5. Corruption has eaten into the vitals of public life as it is rampant at every step. None of the public dealing offices go without corrupt practices. So many scams are reported in the news papers every day. You are Himanshu/Heena of Mont Fort School, Ashok Vihar. Prepare a speech on "The Menace of Corruption in India", in about (150-200 words) to be delivered in the morning assembly of your school.

6. You have been selected to represent your school in an all India School Debate competition. The topic for the debate is : 'In the opinion of this house Value-Based Education is the only remedy for decreasing the Crime rate amongst the educated folk'. Write a speech in not more than 200 words in favour or against the motion, giving arguments for your stand.

LETTER (Question No. 5)

1. You are Sadhana / Shubham, summer time is a difficult time for all the dwellers of Metro Cities because of the acute shortage of water as well as the supply of polluted water. In some areas they are getting polluted water even after process of filtration. Write a letter to the Municipal Commissioner to take effective steps for proper supply of clean water and make arrangements to store rain water that can be utilized in other work. Also give suggestions to create awareness among the people to save water.

2. Every day many innocent lives are lost because of drunken and reckless driving on city road; Growing number of pubs and night clubs are the root cause for this Suggesting ways to curb this menace, write a letter to the editor of local newspaper. You are Lalita/Lalit of Sec-11, Rohin. (Heavy fines suspension of driving license impounding of vehicle.)0

3. Incidents of quacks (untrained Doctors) face poilets, untrained truck & bus drivers are on the rise, risking the lives of innocent citizens. Write a letter to the editor suggesting ways like deterrant punishments heavy fines and inprisonment to curb this menace.

4. You attended a career counselling programme organised by "Career India" You had

the opportunity of listening to professionals from various fields like food, technology, fashion technology and media management. Write a letter to the Editor & a local newspaper suggesting that such programme should be arranged in Govt. Sr. Sec. Schools. You are Sakshi/Saksham, student of class XI.

5. You are Rakesh / Rakhi of Patel Nagar, Delhi. In Metropolitan cities, incidents of rape, eve-teasing and murders are on the increase. Residents are in a state of panic as the police are often slow to react to emergency calls. Write a letter to the editor of newspaper ‘Hindustan Time’ highlighting inefficiency of the police and suggest some remedial measures that can be adopted.

6. You are Pratibha/Pramod of Mont Fort School, Ashok Vihar. You are interested in doing a short term course in computer programming during summer vacations. Write a letter to the director of the institution enquiring about the duration of such a course and the terms and conditions for admission.

7. Write a letter to the Principal/Vice Chancellor about the problem of ragging being forced by freshers, which at times even force the students to drop out. It may also adversely affect their academic standards sign the letter as Ritu/Rakesh. (word limit 150-200).

8. Abduction & rape of young working girls is on the rise in the city. Write a letter to the editor of a leading newspaper suggesting about the steps to be immediately taken by Govt. of make our city a safer place at night for working women you are Soha/Sohan of Kamla Nagar, Delhi.

9. Rising prices of essential commodities like L.P.G Gas, Milk fruits, Vegetables, Petrol & diesel are crushing the back bone of the common man. Write a letter to the editor for publication in a local Delhi as you are Sudha/Samarth of D.P.S. Mathura Road. Delhi (Word limit : 150- 200)

10. Reading habit of students is on the decline as books on current topics, news paper, English magazines, comics etc are not available in your school library. Instead they are wasting their time in less fruitful activities like watching T.V., talking on mobile and surfing the net. Write a letter to the Principal requesting him to make immediate arrangements for the availability of these books in school library.

SECTION : C (GRAMMAR) 10 marks

Different grammatical structures in meaningful contexts will be tested. Item types will include gap filling, sentence reordering, dialogue completion. The grammar syllabus includes determiners, tenses, clauses, modals and voice.

| Q.N. | Testing Areas | Marks |
|-----------|------------------------------------|-------|
| 6 & 7 & 8 | i) Editing task (Error correction) | 04 |
| 8 | Reordering of Sentences | 02 |

QUESTIONS NO. 6(A)

The following passage has not been edited. There is one error in each line against which a blank is given. Write the incorrect word and the correction in your answer sheet as given below against the correct blank number. Remember to underline the word that you have supplied.

i) Children love picnics and outings of their parents e.g. of - with though they are equally happier doing things with _____ (a) _____
them around the house. A parent may make _____ (b) _____
his child feels special by following some simple _____ (c) _____
rituals, Bed times stories, the game of cards or _____ (d) _____
simply talking and laugh together before going to _____ (e) _____
bed-some give children a wonderful sense _____ (f) _____
of well being. They hardly ever forgot these moments _____ (g) _____
and cherish them throughout these lives. _____ (h) _____

ii) Medha Patekar had been venturing into the forests since _____ (a) _____
a long time, warnings from colleagues not with holding _____ (b) _____
But she ensured that her team would abide in her _____ (c) _____
regulations strictly, lest they will land themselves in _____ (d) _____
hazardous situations. Many a times her forest related _____ (e) _____
sense, which was superior than that of her _____ (f) _____
team members, proved its worthy by preventing _____ (g) _____
disasters so saving many lives. _____ (h) _____

iii) I will never forget one of my childhood _____ (a) _____
experience, I was trying to, climb a tree _____ (b) _____
When my foot slipped and I fell and faint. _____ (c) _____
My friends could not see me breathing and thought I had dead _____ (d) _____
They all run away and left me. Mean while I regained _____ (e) _____
consciousness and found that I could not more nothing _____ (f) _____
I could neither get up or cry for help. _____ (g) _____
I was having a terrible headache and pain in the back. _____ (h) _____

iv) Advertisements can be extreme useful if they _____ (a) _____
are useful. Obviously those can help you to _____ (b) _____
decide what to buying. For example, if you break _____ (c) _____
your pen and want to buy other, the first thing _____ (d) _____
should be to look at much advertisements. _____ (e) _____
This may help you to chose the best type. However _____ (f) _____
advertisements can be harm if they try to exploit _____ (g) _____
the public. It has been founded that young people _____ (h) _____
expecially teenagars are affected the most.

- v) The fact which we sometimes forget is that we human being are also a part of nature. We might live on tall cement buildings, we might travelling in cars and aeroplanes, but we can not live with food, water and air. if we continue pollute our Water resources, soil and air, we will soon finding that all our computers and LCD will help us to survive
- (a) _____
 (b) _____
 (c) _____
 (d) _____
 (e) _____
 (f) _____
 (g) _____
 (h) _____
- vi) Automated Teller Machines (ATM) has revolutionised banking and made life easiest. Bank customers could now withdraw money of their account any time and some where in their own country or even from the world. However like any other electrical gadget, they could also malfunction.
- (a) _____
 (b) _____
 (c) _____
 (d) _____
 (e) _____
 (f) _____
 (g) _____
 (h) _____
- vii) Madhu lost her father when she is still a child. Her uncle looked at all the property that she inherit from her father since a few years her uncle worked very sincerely. Afterwards he thinks, “This property should make me rich. How long should I kept serving my niece? I must do anything.
- (a) _____
 (b) _____
 (c) _____
 (d) _____
 (e) _____
 (f) _____
 (g) _____
 (h) _____
- viii) One day an one eyed man was travelling through a bus who was feeling uneasy because he was carrying a big bag on him shoulder. Anyone sitting next to him said, “why didn’t you keep your bag beneath the seat”. The man smiled and said, “It was too big to be kept their.”
- (a) _____
 (b) _____
 (c) _____
 (d) _____
 (e) _____
 (f) _____
 (g) _____
 (h) _____
- ix) Tools made the early man much powerful than the stronger of animals. They were very simple and ordinary. But we shall remember that these were the first tools make by human beings. For these tools the everyman
- (a) _____
 (b) _____
 (c) _____
 (d) _____
 (e) _____

| | |
|---|-----------|
| took the first great step towards make | (f) _____ |
| my life better. Since that time human | (g) _____ |
| beings have been made better and better tools | (h) _____ |
| x) More of the fun and excitement in your life. | (a) _____ |
| comes from use your senses. senses open up | (b) _____ |
| a world who is full of sights, sounds, smells | (c) _____ |
| tastes and things to touch. The sharpen your | (d) _____ |
| senses and the more you use it, the | (e) _____ |
| more enjoyable each of these become for | (f) _____ |
| you. For instance a painter would see | (g) _____ |
| shades and shape. | (h) _____ |

QUESTIONS : 7

In the unedited passage given below, one word has been omitted in each line. Write the missing word along with the word that comes before and the word that comes after it in your answer sheet. Ensure that the word that forms your answer is underlined.

| | |
|--|-----------|
| i) It was from of the thrillers that | (a) _____ |
| he read that he got an idea to | (b) _____ |
| eliminate girl's friend's US-based | (c) _____ |
| fiancee, was to visit India | (d) _____ |
| September. In a bid to arrange | (e) _____ |
| money a murder weapon, Bikram Singh | (f) _____ |
| devised a plan of extorting money a | (g) _____ |
| businessman making threat calls | (h) _____ |
| ii) In an accident, maksood, 19, was run by | (a) _____ |
| a DTC bus is Mangolpur area Friday morning | (b) _____ |
| Police said Maksood on his way to work in his | (c) _____ |
| two wheeler the bus hit him. | (d) _____ |
| "He rushed to Sanjay Gandhi Hospital, | (e) _____ |
| he succumbed to injuries". said a senior | (f) _____ |
| Police officer. A case of rash negligent | (g) _____ |
| driving registered against the driver. | (h) _____ |
| iii) Congress leader demanded the centre take | (a) _____ |
| a quick decision the issue of a separate | (b) _____ |
| Telangana, and said that there no compromise | (c) _____ |
| On the demand. "The demand justified democratically | (d) _____ |
| Constitutionally politically, "Mr. K. Jana Reddy said. | (e) _____ |
| Formation separate Telangana state | (f) _____ |
| benefit congress politically and enhance | (g) _____ |
| its credibility the Lok Sabha Election 2014. | (h) _____ |

- iv) The Gujarat High Court Monday expressed concern six witnesses retracting earlier statements that contested the state police version of death of Mumbra girl Ishrat Jahan. The six witnesses, who earlier opposed the police theory of Ishrat dying in encounter With the security forces, now changed their position saying their statements recorded under duress.
- (a) _____
 (b) _____
 (c) _____
 (d) _____
 (e) _____
 (f) _____
 (g) _____
 (h) _____
- v) When he was younger had fallen sick, everyone in the neighbourhood had come to ask his health Now, when his days drawing to a close, no one Visited him. Most of old friends were dead. His sons had grown up; One was working a local garage, the other had stayed in Pakistan he was at the time of partition. The children had bought kites from him ten years ago were now adults, struggling for living
- (a) _____
 (b) _____
 (c) _____
 (d) _____
 (e) _____
 (f) _____
 (g) _____
 (h) _____
- vi) Jimmy immediately turned go, but as he reached the door, he hesitated, and said, "May I not see the one, sir, for a moment?" He believed Mini had not changed. He thought she come running to him as she to do. He had brought in memory of former days a nuts and grapes. His money had all gone he was in prison
- (a) _____
 (b) _____
 (c) _____
 (d) _____
 (e) _____
 (f) _____
 (g) _____
 (h) _____
- vii) Investigations have been going on a long time to produce environment friendly plastic in the sense that it decays becomes a part of soil like rotting vegetables scraps do. The scientists of Imperial Industries been able to develop just a plastic called "Biopol." It manufactured by microbes. Bottles, film and fibers be made out of it.
- (a) _____
 (b) _____
 (c) _____
 (d) _____
 (e) _____
 (f) _____
 (g) _____
 (h) _____
- viii) Psychologists found that playing with toys and games serves vital functions in a child's life, including: Helping him to discover environmental developing ability to concentrate, releasing emotional tension, and communication others.
- (a) _____
 (b) _____
 (c) _____
 (d) _____
 (e) _____

| | |
|---|-----------|
| The fact is that toys are essential to the mental physical development of child. | (f) _____ |
| | (g) _____ |
| | (h) _____ |
| ix) The main sources of pollution the urban liquid sewage the industrial liquid waste. Then There is surface run off from cultivated fields often contains pesticides and insecticides. People dump thousands of dead bodies and animals the river day. If the liquid sewage treated before throwing it in to the river We produce some electricity to run the pumping set and to lighten up some near by places. | (a) _____ |
| | (b) _____ |
| | (c) _____ |
| | (d) _____ |
| | (e) _____ |
| | (f) _____ |
| | (g) _____ |
| | (h) _____ |
| x) During the last decades there has been considerable advancement in field of agriculture, dairy farming, breeding fish etc. All developments have given more food and nutritious food to the people All this improved the nutrition of the People is in no way less important the wonder drugs, the gift of medical science | (a) _____ |
| | (b) _____ |
| | (c) _____ |
| | (d) _____ |
| | (e) _____ |
| | (f) _____ |
| | (g) _____ |
| | (h) _____ |

QUESTION NO. : 8

Look at the words and phrases below. Rearrange them to form meaningful sentences. Write the correct sentences in your answer sheet against the correct blank numbers.

e.g. : Children / vacations / can't / for fun / meant / are / compromise / and

- Vacations are meant for fun and children can't compromise.

i) comes from / the / most of / flavour / its / of / aroma / food.

ii) grew up / of the / amidst / Siddharth / pleasure / the / at / royal court / Kapil-vastu.

iii) measured / intensity / in / decibel / Noise / is / units.

iv) and / eased up / tourist / study / visas / has / America / for Indians.

v) high levels / contains / and sugar / of / junk food / fat / salt.

vi) On adequate / and / depends / preparation / indomitable / success / determination.

vii) Amendment Bill 2006 / passed / the juvenile / on / Justice / August 8, 2006 / The Parliament.

viii) West Bengal - Bhutan / The technical / are / at / network / the / currently / an / railway / advanced stage / studies / for.

- ix) As soon as / arrested / the / were / terror / suspects / plot / all the / and / was thwarted.
- x) unaffected / the 2004 / was / jawa island / by / tsumani
- xi) because of / Delhi / earthquakes / its locations / prone to / is.
- xii) debate / is not / or a / test / group / formal / discussion / discussion / a
- xiii) to save / the working / the counsellors / couples / should / regularly / their marriage / consult.
- xiv) major / cotton / the textile / shortage of / a / industry / is / good quality / facing.
- xv) to / all / should be / schools / these students / transferred / English medium / other.
- xvi) to generate / sincere / in the / the Govt. / rural areas / make / efforts / should / employment.
- xvii) should be / all the / in bad / residents / of / condition / The / buildings / notices / served.
- xviii) to meet / regularly / India / requirements / its / the sugar / imports.
- xix) between / countries / taking place / water wars / developing / are / many.
- xx) its approval / The Union / sixth / gave / for the / of / pay commission / cabinet / setting up / the.
- xxi) New Delhi / India / fair / inaugurated / International / Education / the / on / 45th / July 15, 2006, / was / in .
- xxii) widely / in / English / India / one / language / of the / spoken / is / most.
- xxiii) growing / of the / India / economies / rapidly / is / of / one / world / the
- xxiv) to oversee / better / the state / steps / setting up / the / take / infrastructure / should / active / of
- xxv) slaves / have / machines / modern gadgets / made / us / to.
- (90)

SECOND : D (Textual Questions)

Marks : 20

1. The Portrait of a Lady - Khushwant Singh

Gist of the lesson -

Khushwant Singh is one of the prominent Indian writers and columnists. He has written on various themes and issues. In this lesson he gives a detailed account of his grandmother who had a long association with him. The old, stout, short and a little bent grand mother is clad in white clothes and keeps on telling beads of her rosary. During their long stay in village, the grand mother used to wake up the narrator in the morning and accompanied him to school. She took care of all small things and continued her

regular prayers and reading of scriptures. On the way back home she fed stray dogs with stale chapatis. Shifting to city home was a turning point as it increased distances in their relationship. Now, the author was going to a city school and studying all modern day subjects. The grand mother was not able to help the author in his studies and she felt disturbed as there was no teaching of God and scriptures. The grand mother devoted her time in praying, spinning and feeding sparrows. She did not get disturbed when the author was leaving for abroad and saw him off maintaining her peace and calm. Seeing her old age, the narrator thought that that could be his last meeting with his affectionate grandmother. But, contrary to his thinking after a span of five years the grandmother was there to receive him. She celebrated her grandson's home coming in an unusual way by beating a drum and singing. She had a peaceful end and every one including sparrows got aggrieved at the demise of a bold, religious, practical, responsible and loving person.

2. We are not afraid to die

If we can all be together.

- Gordon cook and Alen East

It is description of a sea adventure experienced by the narrator and his family. The narrator, his wife mary, son Jonathan and daughter Suzanne were accompanied by two experienced sailors - American Lerry vigil and Swiss Herb Seigler. In July 1976 they set sail from plymouth, England in Wave Walker, a specially built boat. The first part of the journey was pleasant and everything went on smoothly up to Cape Town. Unfriendly weather and gigantic waves of Southern Indian Ocean compelled the sailors to slow their speed, drop storm jib and take other precautions. The danger was so implicit that the sailors completed liferaft drill and attached life lines and life jackets. On 2 January 1977 agiant wave hit wavewalker and caused much damage to it. The sailors got injured and the narrator was thrown overboard but he managed to get hold of wave walker's guard rails. In spite of his multiple injuries, he took hold of the wheel. In an atmosphere of fear and panic mary took charge of the wheel whereas larry and Herb started pumping out water. The narrator managed to stretch and cover canvas across the gaps to prevent water from entering the ship. Their hand pumps stopped working and electric pumps short-circuited. They were distressed and busy in pumping, steering, repairing and radio signalling. They studied charts and calculatively decided to reach a nearby island. They all were too busy in rescue work and did not take any meal for two days. Children were injured too but they did not draw attention of their parents and just allowed them to save Wavewalker. The children said that they were not afraid to die if they could all be together. The narrator became more determined and strong seeing children's courage. Finally they reached. Ile Amsterdam, a volcanic island where they were welcomed by 28 inhabitants. Thus, the collective strength and

never failing optimism of the sailors made it possible to come out of the jaws of death. Though, Jonathan and Suzanne did not do anything to save Wavewalker but their courage, forbearance, faith and optimism gave extra strength and persistence to the narrator and his team.

3. Discovering Tut : The Saga Continues

- A.R. Williams

A powerful dynasty ruled Egypt. Tut the last king of this dynasty died when he was just a teenager but the cause of his death was not known. That tomb was discovered in 1922 and investigation was done on 5 January, 2005. Some people opposed the investigation and thought that it would disturb pharaoh's peace. That was buried with gold artefacts and every day things like board games, bronze razor, linen garments, cases of food and wine. Howard Carter faced tough time in removing Tut's mummy from the solid gold coffin. The ritual resins could not be removed with Sun heat and Carter had to chisel it away to raise the king's remains. In 1968 an anatomy professor revealed that Tut's breast bone and front ribs were missing. Amenhotep IV promoted the 'Aten', the sun disk and moved his capital from Thebes to Akhenaten. He smashed the images of Amun and closed its temples. During his short reign of 9 years, Tut restored the old God and traditional ways. After scanning and X-raying Tut's mummy, it was placed back in his tomb. Zahi Hawass, the secretary general of Egypt's council of Antiquities was relieved to know that nothing wrong had gone with their popular child king.

4. The Ailing Planet : The Green Movement's Role

- Nani Palkhivala

This article written by Nani Palkhivala appeared in 'The Indian Express' on 24 November 1994. It focuses on the deteriorating condition of the earth because of man's growing lust to exploit all the natural resources. The earth has been turned into a barren land. The Green movement is the only answer to solve many problems. The entire human race is involved in the Green Movement which was started in 1972. There has been an irrevocable shift from the mechanistic view to a holistic and ecological view of the world. There is a growing world wide consciousness that the earth itself is a living organism - an enormous being of which we are parts. But its vital signs reveal a patient in declining health. The efforts of the environmentalists have gone futile. The immediate need is to promote the concept of sustainable development' as mooted by the world commission on Environment and Development in 1987. The author feels that it is a matter of relief that the people have now started thinking of saving the planet by thinking of development as a means to control population, the mother of all problems.

5. The Browning Version

- Terence Rattigan

The present extract is from The play “The Browning Version” written by Terence Rattigan which is focussed on a good but unpopular school teacher Mr. Crocker - Harris. It vividly brings about the agony of a dedicated teacher who has a strict attitude towards his students. It starts with the conversation between a school boy Taplow and another teacher Frank. Teachers like Frank encourage student like Taplow to make comments on their fellow teachers. Frank asks Taplow not to wait for Crocker-Harris and leave. But Taplow waits for him. In between Millie, the wife of Crocker Harris arrives there and sends him to chemist’s shop with a prescription. The play exhibits that the boy Taplow is much afraid of his teacher and has to stay till his arrival. In this extract the author brings out the character of Crocker Harris through Taplow in a direct contrast to Frank.

HORNBILL (POETRY)

1. A Photograph

- by Shirley Toulson

The poet describes the photograph that captures interesting moments of her mother’s childhood when she went for a sea holiday with her two cousins. Poet draws a contrast between the sea in which the girls are standing and their transient feet to suggest shortness of human life and slow changing sea. Poet also recollects how her mother would have laughed at the photograph and felt disappointed at the loss of her childhood joys. Now poet’s mother has been dead for twelve years. In this situation she feels very sad and lonely. This loss has left her speechless. But she has learned to reconcile with this loss with great difficulty.

2. The Voice of the Rain

By Walt Whitman

The poet gives imaginative description of the answer given by a soft falling shower. When poet asks it “Who are You”? It says that it is the poem of the earth and it is everlasting. The poet compares the rain to a song. Just as a song rises from the heart of a poet and gives pleasure and joy to the poet similarly Rain originates from the earth and the bottomless sea, takes a vague shape of clouds and comes down to make its birthplace (earth) clean, pure and beautiful.

3. Childhood

By - Markus Natten

In this small and beautiful poem the poet recalls his childhood and wonders where it has gone. He narrates various stages where he lost his childhood.

The poet is in a fix as he is unable to understand about his childhood. He is trying to reason out its timings. He wondered whether it was at the age of eleven, when he started reaching logical conclusions based on his reasoning power.

The second possibility is when he reached his adulthood where people do not act what they preach.

The third possibility seemed to be when he could produce his own thoughts and practise independently.

In the final stanza the poet is trying to locate the place where his childhood has disappeared.

He realizes that the adolescence follows childhood in the same way as childhood had replaced infancy.

Thus he concludes that his childhood went to some forgotten place that was hidden in an infants face.

4. Father to Son

by Elizabeth Jennings

The poem describes a father's agony over a sense of estrangement from his son. They have lived in the same house for years. Yet they behave as strangers.

The father gave his son all love and care when he was a little child. He wanted him to grow up into a man of his choice. He had his own likes and dislikes. However there was hardly any communication or conversation between them which made the father not to understand why in his grief he becomes angry with his son. As both of them intensely love each other, they are always in search of some excuse to forgive themselves. Thus its a clash between two generations and their ego, though both of them have love and feeling for each other.

QUESTION NO. 9

Read the following extract and write the options that you consider the most appropriate in your answer sheet.

1. A Photograph

1. Now she's been dead nearly as many years
As that girl lived. And of this circumstance
There is nothing to say at all.

Its silence silences.

a) "This Circumstance" stands for the moment

- i) made by the poet.
- ii) entertained by the photographer
- iii) captured by the camera.
- iv) escaped from the sea waves.

b) Its silence silences means

- i) which is all pervading
- ii) which is not pervading
- iii) which bothers everyone
- iv) which is not good for human beings.

c) Circumstances means ...

i) problems

ii) the external conditions that affect an action.

iii) opportunities

iv) none of these

2. A sweet face.

My mother's that was before I was born. And the sea, which appears to have changed less, Washed their terribly transient feet.

a) The time referred to here is the time before the birth of the

i) poet's mother

ii) poet's father

iii) poet

iv) photographer

b) Which / who has not changed much ?

i) Sweet face of mother

ii) photograph

iii) sea

iv) beaches and hotels.

c) The last line shows a contrast between the sea and

i) the animals

ii) the human beings

iii) the forest

iv) the rivers

d) Trace a word from the extract which mean "Momentary".

i) Terribly

ii) Appears

iii) Transient

iv) change

2. The Voice of the Rain.

1. And who art thou? said I to the soft-falling shower, Which, strange to tell, gave me an answer, as here translated. I am the poem of Earth, said the Voice of the rain, Eternal I rise impalpable out of the land and the bottomless sea,

a) Who does 'thou' referred to here?

b) What is strange about the rain?

c) Why does 'rain' call it self the 'Poem of the earth'?

d) Which Figure of Speech is used in the line 'I am the poem of Earth'?

2. And forever, by day and night, I give back life to my own origin, And make pure and beautify it;

(for song, issuing from its birth place, after fulfilment, wandering Reck'd or unreck'd,

duly with love returns)

4. Childhood

1. When did my childhood go?
was it the time I realised that adults were not
all they seemed to be,
They talked of love and preached of love,
But did not act so lovingly,
was that the day!

- a) Name the Poet of the above lines.
- b) What did poet realise about adults?
- c) Why is the poet feeling sorry?
- d) Trace the word from the extract which means to teach moral values.

2. Where did my childhood go?
It went to some forgotten place,
That's hidden in an infant's face,
That's all I know.

- b) Where did the poet in childhood go?
- c) Why does the poet call it a forgotten place?
- d) Find out the word which means the same as 'hidden'.

5. Father to Son

1. We speak like strangers, there's no sign
of understanding in the air

- a) This child is built to my design
- b) How can the poet's behaviour be described here?
- c) Shaping from sorrow a new love explain
- d) Find out a word from the passage which means the same as 'grief'.

Yet what he loves I cannot share.

- a) Who does he 'refer' to here?
- b) Why do 'they speak like strangers'?
- c) Why is the poet sad here?

2. I would have him
prodigal, returning to
His father's house, the home he knew,
Rather than see him make and move.
His would I would for give him too,
Shaping from sorrow a new love.

- a) What does the father want his son to do?

QUESTION NO. 10

SHORT ANSWER TYPE QUESTIONS :

Answer these questions in upto 40 words

1. THE PORTRAIT OF A LADY

1. Why was it hard for the author to believe that his grandmother had once been young and pretty?
2. The author and his grandmother were good friends. Support your answer with suitable examples.
3. Why was the grandmother distressed with education in city school?
4. What change came over the grandmother when the author returned home from abroad?
5. How do the sparrows react at the death of the author's grandmother?
6. How do you know that the author's grandmother was a religious lady?
7. How did the grand mother pass her time in her city home?
8. Why does the narrator call his grandmother a 'winter landscape'?

2. WE'RE NOT AFRAID TO DIE

1. What preparations were made by the narrator before their round the world voyage?
2. Describe the efforts made by the captain to protect the ship from sinking?
3. How did Sue and Jonathan behave during the crisis hours?
4. What destruction was caused to the 'Wave Walker' when hit by the storm?
5. How did Larry and Herbie help during all those crucial hours?
6. Why was the narrator getting a hug from his children?

3. DISCOVERING TUT : THE SAGA CONTINUES

1. Who was Tut? Why was his demise a big event?
2. Who was Howard Carter? What was his discovery?
3. Why was King Tut's mummy subjected to a CT scan?
4. What were the everyday things buried along with Tut's mummy?
5. Carter had to Chisel away Tut's mummy. How did he justify it?
6. Why was Carter's investigation resented?
7. Why did Ray Johnson describe Akhenaten as "Whacky"?
8. Why did Egyptians store daily use items along with the mummies of their popular kings and queens?

4. THE AILING PLANET : THE GREEN MOVEMENT'S ROLE

1. What does the earth's vital sign reveal? What is our duty?
2. What does the notice in the zoo at Lusaka read? What does it signify?
3. 'Forest precede mankind; deserts follow'. Explain this statement?
4. What are the four principal biological systems of the earth. How are they useful for us?
5. Development is the best contraceptive. Eleborate?
6. What role has the Industry to play in this era of responsibility?

5. THE BROWNING VERSION

1. Why did Taplow go to school on the last day?
2. Why did Crocker Harris not disclose Taplow's result?
3. What do you learn about Mr. Frank as a teacher from this lesson?
4. Why did Taplow laugh at Crocker Harris's joke?
5. Why does Tallow Cal Crocker Harris a man of principles?
6. Who is Millie? Why does she send Taplow to the chemist?
7. Why did Taplow keep on waiting, even after knowing that Crocker Harries was ten minutes late?

QUESTION NO. : 10

POETRY

SHORT ANSWER TYPE QUESTIONS

1. A PHOTOGRAPH (BY SHIRLEY TOULSON)

1. What does the word 'Cardboard' denote in the poem 'A Photograph'?
2. What does the picture taken by the Uncle show?
3. What does the phrase "transient feet" suggest?
4. What are the feelings of the poetess when she sees her mother's photograph?

2. THE VOICE OF THE RAIN - By Walt Whitman

1. Why does rain call itself 'the poem of Earth'?
2. Why does the rain descend 'on the Earth'?
3. How does rain give back life to its origin?
4. Why is the rain described as eternal?

3. CHILDHOOD - By Markus Natten

1. What are the poet's feelings at the loss of his childhood?
2. What does the poet observe about the behaviour of adults?
3. What does the poet feel about his own mind in the poem "Childhood"?
4. What changes are involved in the process of growing from childhood to adulthood?

4. FATHER TO SON - By Elizabeth Jennings

1. What kind of relationship exists between father and his son?
2. How is the father's helplessness brought out in the poem?
3. Explain the phrase 'silence surrounds us'?
4. How is father trying to build a bridge between his son and himself?

SHORT QUESTION FROM SNAPSHOTS

1. What kind of relationship exists between father and his son?

QUESTION NO. 11

LONG ANSWER TYPE QUESTIONS :

Answer these question in 150 words.

1. The Portrait of a Lady

1. Grandmother has been portrayed as a strong lady and an affectionate grandmother. Write a brief character sketch of the grandmother in the light of above statement?
2. How was grandmother's life in the city different from her life in the village?
3. Describe the three phases of the author's relationship with his grandmother before he went abroad for further studies?

2. "We're Not afraid to Die ..."

1. "We're not afraid to die" is a story of team work, optimism and courage. Support this statement with suitable examples from the story?
2. Describe the destruction caused by the storm to the 'Wave Walker'? What measures were taken by the narrator and his crew to prevent its sinking?
3. Why do you think people undertake such adventurous expeditions inspite of the risks involved?

3. Discovering Tut : The saga continues

1. Who discovered Tut's mummy? What were the funerary treasures and everyday things buried along with it?
2. How did Carter manage to separate Tut's mummy from its coffin? Why was it subjected to repeated scrutiny?
3. Why was Howard Carter's investigation not approved by the experts? What argument did he give in his defence?

4. The Ailing Planet : The Green Movement' Role

1. What are the four principal biological systems of the earth according to Mr. Lester Brown? How do they sustain humanity? What would happen to them if overexploited by man?
2. How has the growth of World population become the strongest factor distorting the future of humans? What does the author suggest?
3. What has made the earth sick? What remedial measures you would like to suggest to improve its health?

5. The Browning Version

1. Compare and contrast Mr. Crocker Harris and Mr. Frank as a teacher and as a person.
2. What opinion do you form about Taplow as a student from the play 'The Browning Version'?
3. Frank was encouraging Taplow to mimic his teacher Crocker Harris. Support your answer with suitable instances from the play?

QUESTION : 12

LONG ANSWER TYPE QUESTIONS

Answer these questions in about 150 words.

1. The Summer of the Beautiful white horse.

1. Aram and Mourad belong to Gargholian tribe. What are the hallmarks of their tribe?
2. Did the boys return the horse because they were conscience - Stricken or because they were afraid? Support your answer with suitable arguments.
3. Do you agree with Aram's remark that Mourad was considered the natural descendant of Uncle Khosrove? Explain.

2. The Address

1. In what respect was the narrator's second visit different from her first visit to Mrs. Dorling?
2. 'The Address' is a story of human predicament that follows war. Comment.
3. Justify the title of the story 'The Address'?

3. Ranga's Marriage.

1. Describe the role played by the narrator in arranging Ranga's marriage?
2. Do you think astrologers manipulate things in arranging marriages in modern times? Discuss.
3. Give the character sketch of Ranga

4. Albert Einstein at School

1. The school system often curbs individual talents. Discuss this statement with reference to the lesson 'Albert Einstein at School'.
2. What do you learn about Einstein's nature from his conversation with his history teacher, mathematics teacher and Yuri?
3. What was Einstein's plan to get away from the school? How did Yuri help him?
4. What changes have been incorporated in the present education system? Describe in short.

5. Mother's Day

1. 'Mother's Day' is a humorous and satirical depiction of the status of the mother in the family? What are the important issues it raises? How does the play resolve the issues?
2. What difference do you find in the attitude and personalities of Mrs. Pearson and Mrs. Fitzgerald?
3. What change do you observe in the behaviour of Doris, Cyril and Mr. George?
4. What problems are being faced by mothers these days? Have they become stronger and more independent than earlier?

6. Birth

1. Give an account of efforts made by Dr. Andrew Manson to revive the still born child?
2. There lies a great difference between textbook medicine and the world of a practising

physician? Discuss this statement with reference to the story 'Birth'?

8. The Tale of Melon City.

1. Suggest few instances in the poem "The Tale of a Melon City" which highlight humour and irony.
2. How has the poet made fun of governance system by using the phrase 'Just and placid'.
3. How was the blame for the arch passed on? Who was ultimately punished?

SNAPSHOTS

QUESTION NO. 13

SHORT ANSWER TYPE QUESTIONS

Answer these questions in 30-40 words.

1. The Summer of the Beautiful White Horse.

1. When and why did Mourad come to Aram's house?
2. How does Aram justify Mourad's act of stealing the horse?
3. Where did the boys hide the horse everyday?
4. What do you learn about uncle Khosrove's temperament after reading this story?
5. Who is John Byro? Why did he not accuse the boys of stealing his White Horse?
6. What happened when Aram rode the horse alone?
7. Why was Mourad considered the natural descendant of Uncle Khosrove?

2. The Address

1. Who is Mrs. Dorling? What opinion do you form about Mrs. Dorling on the basis of the Lesson "The Address".
2. How was the narrator received by Mrs. Dorling when she visited her for the first time?
3. What arguments were given by Mrs. Dorling for taking away things from narrator's house?
4. The narrator visited Mrs. Dorling many years after the War. Why did she wait so long?
5. Describe the narrator's feelings when she found herself in the midst of her mother's belongings?
6. Why did the narrator resolve to forget 'the address'?

3. Ranga's Marriage

1. Why did people rush to Ranga's house?
2. What were Ranga's views about marriage?
3. Who is Ratna? Why does the author consider her the most suitable bride for Ranga?
4. What did the writer tutor Shastri to do?
5. How has the author made fun of English Language in the story 'Ranga's marriage'?
6. Why did Ranga name his son as 'Shyama'?

4. Albert Einstein at School

1. Why did Einstein refuse to learn dates and facts?
2. Why did Albert feel miserable. When he left school after having an argument with the history teacher?
3. Why was Einstein not happy in his lodgings?
4. What did Mathematics teacher think of Einstein?
5. Who is Elsa? What advice does she give to Einstein to pass the examination?
6. What were the reasons given by the head teacher for expelling Einstein?
7. What was Einstein's future plan for further education after leaving school at Munich?

5. Mother's Day

1. Give any two instances from the Lesson to show that Mrs. Pearson was treated like a servant by her family?
2. How does Mrs. Fitzgerald help Mrs. Pearson to get back her lost respect in her family?
3. What shocks Cyril when he comes back home?
4. Who is Charlie Spencer? How does Mrs. Pearson show her dislike for him?
5. What advice does Mrs. Fitzgerald give to Mrs. Pearson after they change back their personalities?
6. At the end of the play how does Mrs. Pearson plan to spend evening with her family?

6. Birth

1. Who was Andrew Manson? Why was Joe Morgan waiting for him?
2. What was the conflict in Andrew's mind regarding marriage?
3. How did the child appear when it was born?
4. What last effort was made by Andrew to revive the child?
5. "I have done something ; Oh, Good! I've done something real at last." Why does Andrew think so?

7. The Tale of Melon City

1. Where and why did the King order the construction of an arch?
2. What happened when the king went down the thoroughfare?
3. Who was the wisest man? What was his verdict?
4. Why did the King order to hang someone immediately?
5. What was the criteria for choosing a person to be hanged? Who was found fit finally?
6. What do you learn about the ministers from their behaviour?
7. How was a melon crowned to be the new King of the country?

CLASS XI
SECTION E

Long Reading Text- Novel - 15 Marks

THE CANTERVILLE GHOST

- Oscar Wilde

Characters

1. Mr. Hiram B-Otis : the American Minister he is new owner of the Chase.
2. Mrs. Lucretia Otis a healthy middle aged woman.
3. Washington Otis : Mr. and Mrs. Otis's eldest son.
4. Miss Virginia E Otis : a little girl fo fifteen.
5. The Twins Mr. and Mrs. Otis's youngest sons, called The Stars and Stripes
6. Lord Canterville : the former owner of conterville chase
7. Mrs. Umney : the house keeper of Lord Conterville.
8. Duke of Cheshire : a young friend of family.
9. The Ghost Sir Simon de Canterrville's guilty spirit

Summary

Mr. Hiram B. Otis. an American Minister wished to purchase conterville chase though his friends warned his against buying the haunted house soon after moving into the conterville chase, Mrs. Otis noticed a blood-stain on the floor near the fire place. However, the Otis reiterated that they were not afraid of the ghosts. The next morning the blood stain was found again. The family decided to go out for a drive to distract their minds. They avoided any mention of super natural in their conversation. Even when the ghost appeared before the Otis, he was taken a back at the unexpected reactions of members of the Olis family. The ghost got furious and decided to take revenge. The Otis decided to take revenge. The Otis family was amused on noticing that the blood stain kept changing colour. Only person

who did not joke was little Virginia who felt depressed to see that after the second encounter with the family, the Ghost was exasperated and fled to this room, injured and in pain. All efforts of the ghost to scare the family were wasted.

The ghost decided to retire and take a break. The Otis twins still played their tricks on him. This was when he decided to teach a lesson to the twins, giving them the fright of their lives. The ghost became dejected and gave up all hope of frightening the Otis family. The ghost had become dejected and gave up all hope of frightening the Otis family. The ghost had become an invalid and made no appearance. However, he was excited to discover his distant connection with Duke of Cheshire. In order to show his relation he planned to appear before Virginia's lover but his fear of the twins forbade him to do so. On meeting the ghost Virginia broke the news to him about the twins going back. The ghost confided in Virginia about his wife being careless in repair work and horrible at cooking. The ghost pleaded before Virginia to weep and pray for him so that the angel of death would show mercy on him. Virginia agreed to help and pray for the ghost.

Virginia's consequent disappearance became a cause of concern and worry for the Otis family. Duke of Cheshire accompanied Mr. Otis in his search for Virginia. Mr. Otis was touched by the Duke's concern for his daughter. At midnight, Virginia appeared mysteriously and to everyone's surprise said that she had been with the said ghost. She told them that ghost was dead. Four days later, a funeral procession was held Virginia's eyes were full of tears. She was told to keep the box of jewels gifted to her by the ghost. Following her marriage with the Duke of Cheshire and their honeymoon, Virginia visited the grave and strewed lovely roses on it. She told her husband that Sir Simon made her see "what life is and what death signifies and why love is stronger than both."

Q. 12 : Answer the following in about 150 words (08 Marks)

Chapter 1 :

Q. Do you consider this as a ghost-story or is it about the courage and steadfast beliefs of people like the Otis family?

Chapter 2 :

Q. Narrate two incidents in which the Canterville Ghost was successful in frightening the victims.

Chapter 3 :

Q : The blood stain in the Conterville Chase kept on changing colours. How did this change the belief of the Otis Family?

Chapter 4:

Q : Narrate the elaborate preparation made by the ghost in his bid to tame the twins.

Chapter 5 :

Q : Trace the shift of focus to theme of solvation and of mans inherant desire to rest in the garden of Death.

Chapter 6 :

Q : Virginia's disappearance brings her to forefront. Explain

Chapter 7 :

Q : Why do you think Sir Simon's funeral was a stately traditional one? Give reasons.

Q. 13 : Answer the following in about 130 words (07 Marks)

Chapter 1 :

Q. Persistent blood stains fail to move the Otis family. Do you think they are foolish, highly modern or enviable? Justify giving reasons.

Chapter 2 :

Q. Why do you think the family members try avoid talking of the ghost?

Chapter 3 :

Q : The ghost desired to befriend another ghost. Give reasons?

Chapter 4:

Q : The twins left no stone unturned to trouble the ghost. What light does this statement throw on their character?

Chapter 5 :

Q : Virginia was the only member of the Otis family who noticed the forlorn and depreped ghost. What do we know about her character from this observation?

Chapter 6 :

Q : Interpret the action of the ghost when he gifted Virginia a box of his family jewels.

Chapter 7 :

Q : There is a noticeable difference in the attitudes of Mr. Otis and Lord Canterville regarding the jewels the ghost to Virginia. Justify the statement throwing light on the characters of both of them.

Chapter 8 :

Q : Why do you think Sir Simon's funeral was a stately traditional one? Give reasons.

Chapter 9 :

Q : Why do you think Sir Simon's funeral was a stately traditional one? Give reasons.

UP Flom Slavery

By Booker T. Washington

Booker T. Washington was born on a plantation in Franklin County, Virginia in 1858 or 1859 in a poor slave family. When the blacks got freedom after civil war, all rejoiced Booker showed keen interest in getting education and with the efforts of his mother, he could join a day school. From there, he went to Hampton Normal School in Virginia and worked there as a Janitor. With the support and ideals of his teachers he learnt dignity of labour. He was placed on the honour roll of commencement speakers. Soon he started a reading room and library and started coaching students for joining the hampton school. Booker was assigned a job of opening a night school for poor children who worked for ten hours and went to night school for two hours. The Students proved to be very enthusiastic that Booker called them 'The Plucky Class'.

Booker was recommended by General Armstrong to take charge of a normal school for coloured people in the little town of Tuskegee. He managed to find a deserted shanty near the methodist church to begin the school. He was worried to find that the coloured people were poor and lived in unhygienic conditions but were not ready to change. Mr. George W. Campbell and Mr. Lewis Adam co-operated with and agreed to Booker's educational plan and understood his problems. Miss Olive Davidson a teacher at Mississippi joined his school and impressed Booker with her dedication and educational ideas. With the loan from General Marshall, he was able to acquire a big house at old plantation. He shifted the school there. Miss Davidson organised festivals and supplies to earn money for paying the loan. In order to raise money and teach agriculture to his students he increased cultivation and school got his own horses, oxen, dogs and calves. Booker wished to teach dignity of labour. The students not only constructed 42 buildings but also passed the skill to next generation. They learnt the art of making bricks and sold them. After great hard work, Tuskegee was able to provide well cooked food, tables with neat table cloths, meals on time. This progress of the school attracted eminent people like General J. F. B. Marshall, Miss Mary. F. Mackie and General Armstrong of Hampton Institute. The number of students increased manifold from the time school started facility of boarding. He communicated with the students, directly, frankly and encouraged them to write to him directly on matters concerning life at school.

Booker collected a lot of money through a tour with a band of singers to construct a larger building to accommodate more students. Later, he opened a night school for the poor students who worked for ten hours to pay the expenses of their education.

In 1895 Booker married Miss Olivia Davidson, who died in 1889 leaving two sons named Booker Taliaferro and Earnest Davidson.

After his speech in North he was invited by Educational Association and at an international meeting of Christian workers at Atlanta. Booker was officially selected to deliver the opening day address for the building constructed showing the progress of the Negroes since freedom. Booker was introduced as 'The representative of Negro enterprise and Negro civilization. Booker told the whites that they must make efforts to turn the Negroes into stimulating and most useful intelligent citizens. Overnight Booker had become a sensation and a much sought out public figure. Booker sent a copy of his speech to the President of United States. Booker was asked to write a report about the coloured Ministers of South which he gave with exact facts and annoyed the Negro ministry and his Negro friends. The clergymen backed him and there was great improvement.

Booker received an invitation from Dr. Gilman to be one of the judges of award in the department education at Atlanta. His Atlanta exposition brought a great change in the relations between the whites and the blacks. He convulsed to do away with cheating in the elections and citizens should vote and take interest in the government. Booker 'marked a new epoch in the history of the world and was described as a whirlwind and received thunderous ovation and great cheering Chicago Times herald presented the picture of a Negro choosing slavery over extinction. At Robert Young's show Movement in Boston, he concluded his address by saying that it was for the white Americans to decide that whether a race that is willing to die for its country should not be given the highest opportunity to live for its own country.

In 1893, Booker married for the third time, Miss Margaret James Murray, the Lady Principal of Tuskegee school. She had a daughter Portia, Son Booker Taliaferro and Ernest Davidson Washington.

Booker had to go to a tour of Europe on the request of his friends. General Armstrong spent about two months at Tuskegee before his death and insisted that Booker should elevate not only the blacks of the south but also the poor whites. Harvard University conferred an honorary degree on him. He received the Master of Arts degree. On this occasion Booker in his speech stressed that now it is up to America to bring the strong, wealthy and learned into hopeful touch with the poorest, most ignorant and humblest. A Boston newspaper said that 'Harvard University has honoured itself by giving this degree to Booker. He was able to persuade the president McKinley, to visit Tuskegee on 16th December. He was

full of praise for this unique experiment in education system and appreciated Booker's efforts in helping the students, to lead a life of honour and dignity by being self-reliant.

Booker's students build 66 buildings. There were 110 offices, instructors and a constant population of about 1700 people. He organised Negro Conferences and 'Workers Conferences'.

Question No. 12

1. Answer the following question in about 150 words (8 Marks)

Chapter -1

1. Why is Washington not bitter and anguished despite being a slave?
2. How did the Blacks celebrate their freedom?
3. Give the character sketch of Washington's mother

Chapter 2

1. How did Booker's mother help him in getting over his complexes? What did she play in his life?
2. Why did Booker not wish to claim any privilege on account of his skin? What does this reflect about him?
3. Describe Booker's life at the furnace.

Chapter -3

1. Why was sweeping of the 'recitation room' like a 'College Examination'?
2. How did Samuel Armstrong influence Booker?

Chapter - 4

1. Describe Booker's second visit to Malden? How was it significant for Booker?
2. Who was General Marshall? How did he help Booker?

Chapter - 5

1. The Negroes had seen deprivation, poverty so they become unrecoverable in their demands. Give reasons to prove that they were deserving/undeserving for political offices.

2. Why according to Booker, should a man be educated before exercising his franchise?

Chapter - 6

1. Booker had become a distinguished and powerful speaker, yet he never reacted against the whites a championed the cause of the blacks publically why?

2. Describes Booker's experience of teaching red Indians at Hampton.

Chapter - 7

1. Why was Booker selected for Tuskegee school by Mr. Armstrong?

2. What qualities made Booker such a fascinating character?

Chapter - 8

1. Every set back made Booker look for a new door. What were the set backs and who were the people who helped him through?

2. Mention two most distinctive qualities of Broker that made him the role model for other.

Chapter - 9

1. How did the Tuskegee students celebrate Christmas and other festivals in a selfless and beautiful way?

2. How did the people around Tuskegee school contribute the erection of the new building?

Chapter -10

1. How did Booker improve the interaction of students with the community?

2. Why did Booker compare the students of Tuskergee school to the children of Israel?

Chapter -11

1. How did Booker prove that he was a friend and an advisee of the students, not their overseer?

2. Mention any two instances in which the Whites from the South went out of their way to show their appreciation for Booker.

Chapter-12

1. How did Booker face failure and rejection?
2. What proved to be the, greatest advantage for going door to door for collecting funds? Which character traits does this attitude point to?

Chapter -13

1. What important rule did Booker observe for his public speaking? How did contribute to his success as a public speaker?
2. Why did Booker feel nervous before his speeches? What were his feelings after delivering them?

Chapter -14

1. What personal characteristics of Booker come to the forefront during his speech for Atlanta Exposition?
2. How did President Cleveland react to Booker's sending his speech to him?

Chapter -15

1. Describe Booker's feelings and emotions that he experienced before and after a speech.
2. How was Tuskegee school managed during his absence?

Chapter - 16

1. Describe Booker's tour of Europe highlighting people he met and countries and places he visited.
2. What impressed Booker about the English people? What does it reveal about him?

Chapter -17

1. Why and how did Harvard University honour Booker?
2. Describe the growth of Tuskegee institute in the 20 years.

Question No. 13

Answer the following questions in about 130 words.

Chapter - 1

1. What was the single government that Booker wore? Why was it such a painful experience?
2. Describe Booker's early childhood, family and home, What does he do as a young boy on the plantation?

Chapter - 2

1. Describe any two instances that emphasize Booker's extreme thirst for education
2. Why was learning their native plantation an ordeal for Booker and his family?

Chapter - 3

1. Describe Booker's journey to Hampton.
2. Why did the Head teacher give him admission though she did not form a favourable impression of Booker initially?

Chapter - 4

1. How did his mother's death shatter Booker emotionally? What had been his dream related to her?
2. What was Booker's first lesson in 'Public Speaking'? Who gave and why did it prove significant?

Chapter - 5

1. How was teaching at Washington D. C. different from teaching at Hampton?
2. Why was the period of reconstruction worse than slavery?

Chapter-6

1. Who were the Red Indians? Why did they consider themselves superior to the blacks?
2. What does Booker's enthusiasm to help the poor students reflect about him?

Chapter - 7

1. Why did Tuskegee seem an ideal place to set up a school?
2. What were the new challenges regarding finance that awaited Booker? How did he handle these problems?

Chapter - 8

1. Why did Booker consider 'mere book education' a waste? What kind of knowledge did he wish to impart to the students?
2. How did Booker motivate the students who didn't wish to do any manual work?

Chapter-9

1. How were 500 dollars raised? What was the contribution of the students in this venture?
2. How did Booker made efforts to interact with the community? What were the results?

Chapter - 10

1. How did brick-making become an important industry?
2. Describe how Booker's meeting with Mr. Warren Logon proved to be so fruitful.

Chapter-11

1. Why did the students undergo all the suffering yet never complained?
2. Mention any one example in which the Whites from the South went out of their way to show their appreciation for Booker.

Chapter-12

1. How did the state legislature of Alabama offer help and why did they increase their contribution later?
2. How was asking for donation for Tuskegee institute different from begging?

Chapter-13

1. What were Booker's apprehensions before delivery his Atlanta address?
2. How did the night school prove to be an ideal testing ground of the students worth?

Chapter -14

1. What kind of reforms did Booker wish to bring into as far as the voting was concerned?

2. What suggestions did Booker offer in his speech to blot out sectional difference and racial animosities?

Chapter -15

1. Booker's speech was considered the 'beginning of moral revolution in America'. Give Reasons.

2. Give an example to prove Booker's organisational skills that were in evidence in his administration of the Tuskegee institute.

Chapter -16

1. Who was Booker's third wife? What tasks did she accomplish at Tuskegee institute?

2. Why was Booker impressed with the English people?

Chapter - 17

1. How did Booker keep himself busy in furthering the cause of Negro upliftment after the award?

2. What was Booker's distinction that he was chosen for conferring a honorary degree by Havard University?

General Questions

1. Give examples to prove that Booker was a fantastic teacher and educator.

2. Booker never lost the will to fight in the face of hardships and rejections and failures. Give two examples to illustrate this.

3. Success is measured by the obstacles we have to overcome to reach it and not what we have actually attained. Explain this statement with examples from the text.

4. Booker's contribution to uprooting slavery is significant. " Do you agree? Give reasons.

5. What is the overall "tone" of the autobiographical novel? Illustrate with example.

6. Discuss a few influences on Booker's personality.

7. "Booker could think of new solutions to the seemingly insurmountable problem. Give at least three examples to illustrate this.

8. Booker always stressed "dignity of labour" How did he impress it upon his students.

9. "The sweeping of the room was like my college examination" How and why? What were its impacts?

10. What was Emancipation Proclamation? Describe the Blacks reaction to the achievement of freedom.

English Core
Code No. 301
Class XI
Sample Question Paper

Time : 3 hrs.

M. Marks 80

General Instructions :

This question paper is divided into five sections :

| | | |
|-----------|---------------------------|----------|
| Section A | Reading Comprehension | 15 Marks |
| Section B | Writing | 20 Marks |
| Section C | Grammar | 10 Marks |
| Section D | Text Books | 20 Marks |
| Section E | Long Reading Text - Novel | 15 Marks |

Section A

1. Read the passage given below and answer the question that follow :- (1x8 = 8 Marks)

Life is an institution. We have a principal, God, who looks over the entire working of our life. He allots teacher, namely our parents, to guide us through this path. We learn lessons and it is up to us whether we want to pass or fail. Every morning we wake up and give a tick mark to the attendance file of our lives. The only difference in this school of life is you cannot play truant even for a day! Though from time to time one may doze off and not pay heed to the message that is being given to us.

From the start my parents taught me and my sister to be good human beings first. Life has been kind, sometimes harsh but mostly fair. We make many mistakes, some of which we admit and others, we conceal. But now that i'm 22 years old, i can review every step taken by me.

Think positive. Yes, it's that simple. Thoughts are actions. Imagine if there are a billion good thoughts, the universe will throw back a billion good actions.

Something within tells me : 'Forget the world and listen to your heart'. If we all just start listening to our inner soul maybe we won't scratching our heads while

taking the final exam. I am not at all close to being perfect but i know i want to get near it..... not by maturing the business world, not by buying perfect self according to me.... is kind, compassionate, and empathetic one who sees the good in people and shares the good within themselves.

The true test is for us to examine, and to be honest to ourselves before we give a tick mark to our answer sheets. I had a lot of questions ready, my doubts all written, point by point since i could not get the answer from my teachers i made an appointment with God. Doubts about life love death, fear, sorrow. i was angry. Why cant' He guide us?

God was there by my side, every minute, every step. Even though i haven't gotten all the answers i know i will get there.... He will take me there, in my own time, the same way He has gotten me here, where i am now.

Some say one should never pity nor envy anyone else..... and i am happy to be me. The first important teaching to learn, count your blessings. We all stand to be a little more aware about what life is really trying to teach us... . and for some be aware that life is trying to teach us something.

Money is like our grades in school... it helps us move to the next steps but after that, who remembers what we scored in maths in the third standard? People forget that when we die..... money does not come along with us. It becomes like our grades, we don't remember how much we earned or how much we lost. Families fight, friendships are ruined; parent child bonds are broken. Isn't that a waste..... why would anyone ever choose paper over love?

Here's plea for whoever is reading this let us all try and be the best pupils in this school called life. Be true love not only others but also yourself Love God wholeheartedly because that's all He wants, and you know what they say. "Be in his good books and you will go to the head of the class."

A) Choose the correct option :-

- a) All our questions can be answered by
 - (i) Parent
 - (ii) Friends
 - (iii) Good
 - (iv) Ourselves

b) We can be good pupils by :-

- (i) Loving ourselves
- (ii) Loving others
- (iii) Both a and b
- (iv) Only a

Answer the following questions :-

- (c) How is God equal to a principal?
- (d) What is the difference between life at school and school of life?
- (e) Why are good thoughts compared to good actions?
- (f) 'Money is like our grades in school.' 'Explain'?
- (g) Pick out a word similar in meaning to :- 'Correct/right.'
- (h) Pick out a word opposite in meaning to :- 'uncover'

2. Read the following passage and answer the question that follow :- (7 marks)

1. How often do we exclaim : "That was a mistake!" That bewildered expression of regret and panic gets relayed through life. Some mistakes we forget, others we don't. The mistakes can be mundane as forgetting to turn the geyser off or to pick up your passport from the airport counter.

2. Absent mindedness, preoccupation, distraction carelessness, nervousness there are umpteen excuses to justify mistakes. However major decisions like relocations of home or an unwarranted resignation letter can cause much trouble and upheaval and lead to regrets that leave you sad and depressed. Some mistakes are irreversible- then is there room for hope?

3. In fact, there are no mistakes, only experiences. There are no problems only challenges. Every experience teaches us something in life. Every mistake inspires retrospection and introspection. The experience is humbling and it makes us wiser. That is, if every mistake is regarded as an experience and not as a source of self-condemnation. Many times people are unable to reconcile with the change grooved in the blame culture and rooted in the past, they had to realise the life time benefits they receive from changes.

4. Nature abounds in examples of flexibility and relocation in case of birds and

beasts. Scientific research in the behaviour of birds has confirmed this Birds, animals and even nomads, travel miles and miles in search of better food, congenial climate and safety. These relocations may cause some amount of stress, no doubt, but they are the source of survival: helping to group bonding and cooperation; and to explore the beauty of new space and better environment.

5. To the weak problems are stumbling blocks, to the brave, they are stepping stones." An untimely resignation and or termination letter is certainly traumatic and disturbing. But think of possibilities it can throw open for you. A young man felt disappointed when he failed an interview for a corporate job. At that point of time, he left dejected. Today, looking back he says, "It was a blessing in disguise. I would have never reached this far." Some mistakes bring in a very important message. "Believe and achieve! And in order to do so, faith is essential. It is the triple faith that men need today. faith in ovne self, faith in onveslef faith in the world around us, and above all faith in God!"

(A) On the basis of your reading of the above passage, make notes on it using heading and subheadings. Also use recognisable abbreviations, wherever necessary (Minimum 4). Supply a suitable title. (5 Marks)

(B) Write a summary of the above passage in your own words. (2 Marks)

Section B

Writing (20 Marks)

3. You are Karan/Kanika, Secretary Cultural club of your school. Your school is organising a Dramatics workshop during the Winter Break for senior students of the school. Draft a notice for the school notice board informing the school notice board informing the students giving all relevant details (5 Marks)

OR

You are Principal, Patel Public School, Ashok Vihar, Delhi. Draft an advertisement for the vacant post of Maths teacher in your school to be published in the classified columns of a daily newspaper in not more than 50 words (5 Marks)

4. You are Sanju/Sanjana, a member of Health club of your school. You are disturbed at the increasing instances of students facing stress due to examinations. Write a speech to be delivered in the morning assembly of your school on "How to Beat Examination related stress". (150-200 words)

(08 Marks)

OR

You are Sachin/Shaiyya. You attended a debate on "Welcome Youth in Politics" organised by your school. Write a report on the event in about 150-200 words

(08 marks)

Q5. You are Rohan/ Rohini of 48, New Bank Enclave Delhi. Write a letter to the editor complaining about the badly maintained parks of your colony.

(07 marks)

OR

You are Shahid/ Shachi of B-3/230, Vivek Vihar, Delhi. Last month you bought a Samsung LED TV from Delhi Electronics, Patel Nagar. Now it is not working properly. Write a letter to the dealer complaining about it. (07 Marks)

Section - C

Grammar

(10 Marks)

Q6 ; The following passage could not be edited. It has a missing word in each line locate it and write your answer along with the words which come before and after the word.

The Delhi government is all to roll out (a).....
its action plan rid the city (b)
of its slums 2015. Keeping in (c)
sync with plan 1300 families (d).....
across 14 slums have been eligible (e).....
for allotment flats in the first (f).....
Phase the Delhi Urban Shelter Improvement Board (DUSIB) (g)
The boards plans to the relocation (h)
process later this month 1/2x8 = 4 marks

Q7. Underline the error in each line and write the correction in the space provided 1/2 x8= 4 Marks

In today's world that is easy to (a)

grow up with inculcating reading (b)

habits. There is so many television (c)

programmes computer games or the (d)

playstation to keep me busy (e)

For, those not only serve as (f)

entertainment gadgets and are (g)

educational two at the same time (h)

Q8 : Rearrange the following jumbled words to make meaningful sentences
(1x2= 2 marks)

- (a) indoor/and/ there/ are/outdoor/kind of/ various/ games.
(b) from/the/also/ removes/fasting/body/toxins

Section D

Textual Questions (20 Marks)

Q9 : Read the extracts given below and answer the question that follow (anyone)
1x4 = 4 marks

(a) Some twenty - thirty years later/She'd laugh at the snapshot/ " See Betty and Dolly." Shid Say and look how they /dressed us for the beach. " The Sea holiday/ was her past, mine is her laughter both wry/with the laboured ease of loss.

- (1) What was mother's reaction on seeing the photograph?
- (2) How long back did the beach holiday take place?
- (3) What is the poet's past?
- (4) Explain laboured ease of loss.

or

(b) When did my childhood go?/Was it the day I ceased to be eleven/ was it the time I realised that Hell and Heaven/ Could not be found in Geography/ And therefore could not be.

- (i) Name the poem and the poet.
- (ii) In what context is 'eleven' mentioned in the above lines?
- (iii) What time is being talked about?
- (iv) Why don't hell and Heaven exist according to the poet?

Q10. Answer any five out of the following questions in about 40 words.

5x2 =10 marks

- (a) Explain the figure of speech used in the poem "The Voice of the Rain"
- (b) When and where was the Green Movement started?
- (c) Was Grandmother a literate woman?
- (d) Why was Joe Morgan relieved to see Andrew Manson?
- (e) How did John Byro react on seeing the white horse?
- (f) What horrified the author on her second visit to Mrs. Dorling's house?

Q11. Answer any one out of the two questions given below. (6 marks)

- (a) What are the earth's biological systems? How do they sustain humanity?
- (b) What idea does J. B. Priestly want to communicate to the audience through the play 'Mother's Day'?

Q12. : Answer the following in about 150 words (any one) (8 marks)

Narrate the elaborate preparations made by the ghost to tame the twins.

or

Describe Booker's Journey to Hampton

Q13 : Answer the following in about 120 words (any one) (7 marks)

Why do you think the family member try to avoid talking about the ghost?

or

Why was Booker impressed with the English people

English Core
Code No. 301
Class XI
Sample Question Paper

Time : 3 hrs.

M. Marks 80

General Instructions :

This question paper is divided into five sections :

| | | |
|-----------|---------------------------|----------|
| Section A | Reading Comprehension | 15 Marks |
| Section B | Writing | 20 Marks |
| Section C | Grammar | 10 Marks |
| Section D | Text Books | 20 Marks |
| Section E | Long Reading Text - Novel | 15 Marks |

All questions are compulsory marks are indicated against each question :-

Section A - Reading

(15 Marks)

1. Read the passage carefully and answer the questions that follow :-

With its interesting history and dedicated residents, Tombstone has become an important tourist destination in the U. S.

The San Pedro valley of Southern Arizona, U. S., was ruled by the Apaches and they were led by great warriors. Their animosity towards the settlers was no secret But the settlers were adventurous, defying all risks and Continued to explore the land prospecting for gold and mineral ore. One such prospector was Edward Lawrence Schieffelin, from Pennsylvania, a man of indomitable spirit.

Schieffelin spent years exploring and travelled from Idaho and ultimately reached the San Pedro valley. Hiding himself from the Apaches in the lonely desolate mountains, he starved and faced death many times over. But he continued with his quest. When he reached the San Pedro valley one of his comrades commented, " You keep fooling around out there amongst the Apaches and the only rock you will find will be your tombstone." Turning a deaf ear to this

warning Schief felien continued his search and finally fortune smiled on him. He found an entire silver lode. He decide to name his first silver claim "Tombstone" keeping in mind what his comrade had told him. Soon the town came to be known as Tombstone keeping in mind what his comrade had told him. Soon the town came to be known as Tombstone.

By 1880, Tombstone became a flourishing town, notorious for its saloons like the Crystal Palance and Big Nose Kate's and gambling houses. The Tombstone Epitah, a daily begun by John. P Clum, continues to be in business. News of the riches of Tombstone spread far and it became a place of easy target for the unscrupulous. A gang of outlaws who operated along the Mexican borders stole cattle robbed stagecoaches and ambused teamsters.

The government decided to resolve the lawlessness and posted a police team of four, headed by Virgil Earp whose first job was to get Clanton, a member of the gang. The result was the notorious Earp-Clanton gunfight at OK Corral

Today, visitors to OK Corral see life-size replicas of the fighters. A photo gallery gives you an idea of how the place was in the 1880s and Apache chief Geronimo takes the visitor through the colourful pas of Tambstone.

Everyday, the gunfight at OK Corral is enacted by the Boothhill Gunslingers. The funds raised from these shows go to charity the Tombstone Cowboys perform a comedy and their slogan is "we guarantee you'll laugh or we'll shoot you". The Six Gun City wild west show takes you through the historic events of the town. The gunfights at Allen Street are also a major touriest it of the cowboys lingers on. This is a town " Too tough to Die". Shops sell cowboy paraphernalia-stetsons, long boots leather pants.

In 1882 there was a devastating fire and the estimated loss of property was more than half a million in dollars. The mines produced millions of dollars in silver and gold but had to be abandoned due to under ground water seepage in 1886. but the story ot Tombstone did not end. Through hard work and dedication the residents put it on the touriest map and today it is one of the major attractions of the U. S.

A. Write the options you consider the most appropriate in your answersheet.

a) The Apaches treated the settlers as -

(i) their mothers

(ii) their friends

(iii) their enemies

(iv) their neighbours.

b) Basic items for cowboys sold at shops are -

(i) Gums, cows and pants

(ii) stetsons, long boots and leather pants.

(iii) stetsons, gums and long boots

(iv) Gums, leather pants and long boots.

(B) Answer the following questions briefly-

(a) Why did the settlers take the risk and explore the land?

(b) Why did Schieffelin hide himself in San Pedro valley?

(c) Why did Schieffelin call his first silver code on Tomstone?

(d) How did Tombstone Epitaph help the outlaws?

(e) How did the government try to resolve the lawlessness?

(f) Why were the mines of gold and silver abandoned?

(g) Find out a word from the passage which means the same as 'Famous for mischiefs'.

(h) Find out a word from the passage which means the opposite of 'minor'

1x8 = 8

2. Read the following passage carefully and answer the question that follow :-

Did you know that two Hollywood blockbusters. "Water World" and "Day after Tomorrow" were based on aspects of climate change (with a little dramatic exaggeration, of course)? They portrayed how reckless industrial activity causes global warming which in turn has disastrous consequences.

Climate change is very real. Houses have been destroyed by typhoons and freak storms. Thousands of Europeans died in a heat wave two years ago. Melting ice caps, dying coral reefs and permanent flooding of several coastal zones are imminent. People in the Arctic regions have seen unusual birds, and animals in their locality that are normally only found in warmer climates.

When fossil fuels like oil, coal and natural gas are burnt, the carbon dioxide generated envelops the earth and traps heat inside the planet's atmosphere just like a greenhouse traps heat inside itself. Coal-based thermal power plants are the largest source of carbon dioxide emissions. Petrol, diesel and natural gas based transport, CFC gases, coolants in air conditioners, fridges and air fresheners also contribute to the greenhouse effect.

Today, scientists warn that if average temperatures of the planet rise by 2 Celsius terrible things could happen. The ice sheet over Greenland could melt entirely. The Amazon rain forest ecosystem could get completely destroyed. Tens of millions of people could be deprived of even the most basic food, millions could have their homes flooded and many more will face water shortages. Governments of several industrialised countries have signed the Kyoto Protocol, an agreement to reduce their emissions of greenhouse gases in the coming years.

Unfortunately the U. S., the biggest emitter, responsible for nearly a quarter of the world's carbon dioxide emissions (though it has only four percent of the world's population) has refused to ratify the Kyoto Protocol!

Global fossil fuel reserves are diminishing but we need to do something soon.

Governments need to stop giving easy loans and benefits to fossil fuel industries and start funding technologies that don't cause global warming.

Safer and cleaner sources of energy like windmills, energy from windmills, energy from biomass, wave energy from seashores and of course solar energy are becoming increasingly popular.

It is up to governments to acknowledge that these are viable profitable sources of energy, and increase investments in clean energy

A. On the basis of your reading of the above passage make notes on it using heading and sub-headings also use recognizable abbreviation wherever necessary (Minimum 4) Supply a suitable Title (5 Marks)

B. Write a summary of the above passage in your own words.

(2 Marks)

Section B

Writing - 20 Marks

3. You are Rita/Rani of Army Public School, Delhi. Design a poster for literary festival to be organised in your school by the literary club during 'Literary week', campaign

(5 Marks)

or

Your father, a resident of 15 B, Vasant Vihar is transferred to Pune. He wants to sell the electronic goods like T. V., A.C. and music player write an advertisement for the sale in the columns of the time of India.

(5 Marks)

4. You are Abhinav/ Aardhana of Rohini. You are appalled to read the survey reports of UNICEF which depicts the miserable condition of millions of children in India. You feel that educated and rich children can play a vital role in changing their attitude towards education and health. Write an article on the topic role of children in the development of society in about 150-200 words.

(8 Marks)

or

Your friend Niharika was asked to write a story to participate in 'National story writing contest.' But she could not complete the story as she fell ill. Complete her story in about 150-200 words on the basis of the beginning given here.

Kiran was wide awake. She tried to sleep but could not, as her parents were away from home and her maid had to leave early to go to the doctor. She switched on T. V. but suddenly.....

5. You are Preeti/Ajay, head of school examination committee of SKV, Mangolpuri you want to place an order for supply of some articles with Gupta stationers, Daryaganj, Place the order to the dealers regarding stationery items required for the exams.

(7 Marks)

or

You are Raveena/Ravi from Pitam Pura you read the advertisement for the post of coaches for Junior girls and Junior boys table tennis tournaments. Write a letter to the principal secretary of Rohini Sports Club applying for the job giving your complete Bio Data.

(7 Marks)

Section C

Grammar -10 Marks

6. The following passage has not been edited, Underline the error in each line and write the correction in the space provided.

In order to release examination a.
related tension create a peaceful b.
atmosphere after you that sets you free c.
It helps you for know yourself observe his health. It does not d.
mean that he has to count
your health. It means being aware e.
of a movement of your health f.
students should practice 'Pranayam' who hepls tackle g.

7. In the unedited passage given below one word has been omitted in each line. Write the missing word along with the word that comes before and the word that comes after it is your answer sheet ensure that the word that forms your answer is underlined.

There nutrients in nearly any type a.
of food- but nutrients need eaten b.
in the right amount. Too much or doesn't c.
help you stay healthy. To help d.
guide everyone how much of each e.
type of food a person eat scientists f.
came up the idea of a food pyramid g.
if you eat too much of the food groups h.
the top and too little of the food groups at the bottom i.
the pyramid collapse. j.

8. Rearrange the following up words into meaningful sentences.

a. to/and/herself/hillside/the/with/story/grumbling/ down/hegins/rat/thumbling/the muttuig

b. Vally/are/the/their/humans/invading/peaceful/beautiful/and 1x2=2

Section - D

Textual Question (20 Marks)

9. Read the extract given below and answer the questions that follow :-

Some twenty-thirty-years later
She'd laugh at the snapshot
"See Betty and Dolly; she'd say, "and look how they
dressed us for the beach" The sea holiday was her past, mine is
her laughter. Both wry
with the laboured ease of loss.

- a. Who would laugh seeing the snapshot?
- b. Who are Betty and Dolly?
- c. When did beach holiday take place?
- d. Why does the poet try to forget the memories of her mother?

or

Yet have I killed

The seed I spent or sown it where the land is his and none of mine?

We speak like strangers, there's no sign of understanding in the air

- a. Who does 'I' refer to here?
- b. The 'seed' here refers to?
- c. Why do 'we' speak like strangers?
- d. 'We speak like strangers, there is no sign' which figure of speech is used here?

10. Answer any five of the following question in upto 40 words?

- a. Which is the third important element in Daoism?
- b. Why was Tut's demise a big event?
- c. Why were Aram and Mourad crazy about the beautiful white horse?
- d. Why did the narrator finally decide to forget the address?
- e. Why was Joe Morgan waiting for the doctor?
- f. How does the rain highlight its any rise and fall? (2x5=10)

11. Answer the following question in about 150 words :-

Describe the changing relationship between the author and his grandmother.

or

Compare and contrast the character sketch of Mrs. Pearson and Mr. Fitzgerald

(6 Marks)

SECTION E

12. What was Booker T. Washington's objective in setting up and Turkegee Institute? Did he realise his goals? (150 Words)

(8 Marks)

or

12. Virginia's disappearance brings her to forefront. Explain

13. Describe the role of twins in driving the ghost to a depressed state of mind in 130 words (7 Marks)

13. The ghost desired to befriend another ghost. Give reasons.