DIRECTORATE OF EDUCATION
Govt. of NCT, Delhi

SUPPORT MATERIAL
(2018-2019)

Class : XI

ENGLISH CORE

Under the Guidance of

Mr. Sandeep Kumar
Secretary (Education)

Mr. Sanjay Goel
Director (Education)

Dr. Saroj Bala Sain
Addl. DE (School & Exam.)

Coordinators

Mrs. Mukta Soni
DDE (Exam)

Mr. U.D. Ojha
DEO (Exam)

Mr. Raj Kumar
OSD (Exam)

Mr. Krishan Kumar
OSD (Exam)
Production Team

Anil Kumar Sharma

Deepak Tanwar

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PREFACE

It gives me immense pleasure to present the Support Material for various subjects. The material prepared for students of classes IX to XII has been conceived and developed by a team comprising of the Subject Experts, Members of the Academic Core Unit and teachers of the Directorate of Education.

The subject wise Support Material is developed for the betterment and enhancement of the academic performance of the students. It will give them an insight into the subject leading to complete understanding. It is hoped that the teachers and students will make optimum use of this material. This will help us achieve academic excellence.

I commend the efforts of the team who have worked with complete dedication to develop this material well within time. This is another endeavor of the Directorate to give complete support to the learners all over Delhi.
DIRECTOR'S MESSAGE

Dear Students,

Through this Support Material, I am getting an opportunity to communicate directly with you and I want to take full advantage of this opportunity.

In Delhi, there are approximately 1020 other government schools like yours, which are run by Directorate of Education. The Head Quarters of Directorate of Education is situated at Old Secretariat, Delhi-54.

All the teachers in your school and officers in the Directorate work day and night so that the standard of our govt. schools may be uplifted and the teachers may adopt new methods and techniques to teach in order to ensure a bright future for the students.

Dear students, the book in your hand is also one such initiative of your Directorate. This material has been prepared specially for you by the subject experts. A huge amount of money and time has been spent to prepare this material. Moreover, every year, this material is reviewed and updated as per the CBSE syllabus so that the students can be updated for the annual examination.

Last, but not the least, this is the perfect time for you to build the foundation of your future. I have full faith in you and the capabilities of your teachers. Please make the fullest and best use of this Support Material.

[Signature]

DIRECTOR (EDUCATION)
It gives me immense pleasure and a sense of satisfaction to forward the support material for classes IX to XII in all subjects. The support material is continuously revised, redesigned and updated by a team of subject experts, members of Core Academic Unit and teachers from various schools of DOE.

Consistent use of support material by the students and teachers will make the year long journey seamless and enjoyable. The purpose of providing support material has always been to make available ready to use material which is matchless and most appropriate.

My commendation for all the team members for their valuable contribution.

Dr. Saroj Bala Sain
Addl.DE (School)
SESSION 2018-19
LIST OF MEMBERS WHO REVIEWED SUPPORT MATERIAL FOR
ENGLISH (CORE)

Class XI

Team Leader
Mrs. Punam Narula	GSKV Narela No. 1,
HOS & Vice Principal	Delhi
Emp. I.D. 19940353	School ID-1310036

Team Members
Mrs. Neelam Kulshreshtha	Lect. (English)
Emp. I.D. 19920768	SKV B (AH) Block,
	Shalimar Bagh, Delhi
	School ID-1309032

Dr. (Mrs.) Sudha Sharma	Lect. (English),
Emp. I.D. 19870256	BNN SKV Khera Kalan,
	Delhi
	School ID-1310039

Mr. Krishan Kumar	OSD (Exam)/
Emp. I.D. 20130143	Lect. English
	GBSSS No. 1,
	Model Town-I, Delhi

Mr. Mamta Saluja	Lect. (English)
Emp. I.D. 19915219	RPVV, BT Block,
	Shalimar Bagh, Delhi
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 and comprehend live as well as record in writing oral presentations on a variety of topics to develop greater confidence and proficiency in the use of language skills necessary for social and academic purpose to participate in group discussions, interviews by making short oral presentation 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 tongue(s) into English and vice versa to develop ability and knowledge required in order to engage in independent reflection and enquiry.

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: 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, 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 etc. filling up of forms, preparing CV, e-mail messages., making notes from reference materials, recorded talks etc.)
The core course should draw upon the language items suggested for class IX-X and delve deeper into their usage and functions. Particular attention may, however, be given to the following areas of grammar:

- 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.

**Specific Objectives of Reading**

Students are expected to develop the following study skills:

- Refer to dictionaries, encyclopaedia, thesaurus and academic reference material select and extract relevant information, using reading skills of skimming and scanning understand the writer's attitude and bias comprehend the difference between what is said and what is implied understand the language of propaganda and persuasion differentiate between claims and realities, facts and opinions form business opinions on the basis of latest trends available comprehend technical language as required in computer related fields arrive at personal conclusion and comment on a given text specifically develop the ability to be original and creative in interpreting opinion develop the ability to be logically persuasive in defending one's opinion making notes based on a text

**Develop literary skills as enumerated below:**

Personally respond to literary texts appreciate and analyse special features of languages that differentiate literary texts from non-literary ones explore and evaluate features of character, plot, setting, etc. understand and appreciate the oral, mobile and visual elements of drama identify the elements of style such as humour, pathos, satire and irony, etc. make notes from various resources for the purpose of developing the extracted ideas into sustained pieces of writing.

**Listening and Speaking**

Speaking needs a very strong emphasis and is an important objective leading to professional competence. Hence, testing of oral skills must be made an important component of the overall testing pattern. To this end, speaking and listening skills are overtly built into the material to guide the teachers in actualization of the skills.

**Specific Objectives of Listening**

- Students are expected to develop the ability:
  - To listen to lectures and talks and to be able to extract relevant and
useful information for a specific purpose. To listen to news bulletins and to develop the ability to discuss informally on a wide ranging issues like current national and international affairs, sports, business, etc. to respond in interviews and to participate in formal group discussions.

To make enquiries meaningfully and adequately and to respond to enquiries for the purpose of travelling within the country and abroad. “Page 7 of 24 to listen to business news and to be able to extract relevant important information. to develop the art of formal public speaking.

**Guidelines for Assessment in Listening and Speaking Skills**

**A. Activities:**

Activities for listening and speaking available at www.cbseacademic.in are to be used for developing listening and speaking skills of students. Subject teachers should also refer to books prescribed in the syllabus. In addition to the above, teachers may create their own material for assessing the listening and speaking skills.

**B. Parameters for Assessment:**

The listening and speaking skills are to be assessed on the following parameters:

(i) Interactive competence (Initiation & turn taking, relevance to the topic).
(ii) Fluency (cohesion, coherence and speed of delivery).
(iii) Pronunciation
(iv) Language (accuracy and vocabulary).

**C. Schedule:**

The practice of listening and speaking skills should be done throughout the academic year.

The final assessment of the skills is to be done as per the convenience and schedule of the school.

**D. Record keeping:**

The record of the activities done and the marks given must be kept for three months after the declaration of result of class XI, for any random checking by the Board.

No recording of speaking skills is to be done.

**Specific Objectives of Writing**

- to write letters to friends, pen friends, relatives, etc. to write business and official letters.
- to send faxes, e-mails[formal].
- to open accounts in post offices and banks to fill in railway/airline reservation forms.
To write on various issues to institutions seeking relevant information, lodge complaints, express thanks or tender apology.

To write applications, fill in application forms, prepare a personal biodata for admission into colleges, universities, entrance tests and jobs.

To write informal reports as part of personal letters on functions, programmes and activities held in school (morning assembly, annual day, sports day, etc.)

To write formal reports for school magazines/events/processes/ or in local newspapers about events or occasions.

To express opinions, facts, arguments in the form a speech or debates to draft papers to be presented in symposia.

To write examination answers according to the requirement of various subjects. To summarise a text.

**About Reading**

Inculcating good reading habits in children has always been a concern for all stakeholders in education. The purposes 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 the author share their experiences and knowledge with each other. 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.

Consequently, they become independent thinkers capable of taking their own decisions in life rationally.

Hence, a few activities are suggested below which teachers may use as a part of the reading project.

**Short review**

- Dramatization of the story
- Commentary on the characters
Critical evaluation of the plot, storyline 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 read or life of characters after the story ends defending characters actions in the story.
Making an audio story out of the novel/text to be read aloud.
Interacting with the author
Holding a literature fest where students role-play as various characters to interact with each other Role playing as authors/poets/dramatists, to defend their works and characters.
Symposiums and seminars for introducing a book, an author, or a theme
Creating graphic novels out of novel or short stories they read
Dramatizing incidents from a novel or a story
Creating their own stories
Books of one genre to be read by the whole class.
Teachers may select books suitable to the age and level of the learners.
Care ought to be taken to choose books that are appropriate in terms of language, theme and content and which do not hurt the sensibilities of a child.
Teachers may later suggest books from other languages but dealing with the same themes as an extended activity. The Project should lead to independent learning/reading skills and hence the chosen book 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 student's progress or success in reading the book by asking for verbal or written progress reports, looking at their diary entries, engaging in a discussion about the book, giving a short quiz or a work sheet about the book/short story. The mode of assessment may be decided by the teachers as they see fit.
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 (dictionary, thesaurus, 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.
ENGLISH CORE (CODE NO. 301)  
CLASS – XI(2018-19)  

SECTION – A (20 Marks)  

READING COMPREHENSION  
There shall be two unseen passages (including poems) with a variety of questions like Very Short Answer Questions, Short Answer Questions and Multiple Choice Questions, including 04 marks for vocabulary such as word formation and inferring meaning. Multiple Choice Questions (1 × 6 = 6 marks), Very Short Answer Questions (1 × 6 = 6 marks), 01 Short Answer Questions (1 × 3 = 3 marks), 01 Long Answer Question (1 × 5 = 5 marks)  
The total range of the 2 passages including a poem or a stanza, should be around 900-1000 words as per the following details:  
1. The passage of 550-600 words in length will be used for note-making and summarising.  
2. The passage of 350-400 words in length will be used to test comprehension, interpretation and inference.  
3. An unseen poem of about 28-35 lines.  
The passages as given above could be of any one of the following types:  
Factual passages, e.g., illustrations, description, reports  
Discursive passages involving opinion, e.g., argumentative, persuasive  
Literary passages e.g. extracts from fiction, biography, autobiography, travelogue, etc. In the case of a poem, the text may be shorter than the prescribed word limit.

SECTION – B (30 Marks)  
WRITING SKILLS AND GRAMMAR  
Writing 60 Periods  
Short Answer Questions: Based on notice/ poster/ advertisement- 4 Marks  
Long Answer Questions: Letters based on verbal/visual input. – 6 Marks  
It would cover all types of letters. 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/opinions on an issue)
Very Long Answer Question: Composition in the form of article/speech/report writing or a narrative- 10 Marks

GRAMMAR
Different grammatical structures in meaningful contexts will be tested. Item types will include gap filling, sentence reordering, dialogue completion and sentence transformation. The grammar syllabus will include determiners, tenses, clauses, modals and Change of Voice. These grammar areas will be tested through 10 Very short answer type questions on the following:
A. Error Correction, editing tasks
B. Re-ordering of sentences,
C. Transformation of sentences

SECTION C (30 Marks)

LITERATURE 70 Periods
Questions from the following texts to test comprehension at different levels, like literal, inferential and evaluative:
1. Hornbill: Textbook published by NCERT, New Delhi
2. Snapshots: Supplementary Reader published by NCERT, New Delhi.

The following have been re-included:

<table>
<thead>
<tr>
<th>Textbooks</th>
<th>Name of the lessons</th>
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</thead>
<tbody>
<tr>
<td>Hornbill</td>
<td>1. Landscape of the Soul</td>
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<td></td>
<td>2. The Adventure</td>
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<td></td>
<td>3. Silk Road</td>
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<td></td>
<td>4. The Laburnum Top (Poetry)</td>
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<tr>
<td>Snapshots</td>
<td>5. The Ghat of the only World</td>
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</table>

3 Very Short Answer Questions out of four (2 questions should be from Hornbill) - Based on an extract from poetry to test reference to context comprehension and appreciation. – (1 ×3 = 3 Marks)
3 Short Answer Questions out of four (2 questions should be from Hornbill) - Based on prose, poetry and plays from both the texts. (3 ×3 = 9Marks).

One Long Answer Question out of two from Hornbill (to be answered in 120-150 words) Based on prescribed texts to test global comprehension and extrapolation beyond the texts. 6 Marks

One Long Answer Questions out of two from Snapshots (to be an-
answered in 120-150 words) - Based on theme, plot, incidents or events to test global comprehension and extrapolation beyond the texts. 6 Marks

One Long Answer Question out of two from Hornbill (to be answered in 120-150 words) - Based on understanding appreciation, analysis and interpretation of the characters/events/episodes/incidents. 6 Marks

**Assessment of Listening and Speaking Skills**

Assessment of Listening and Speaking Skills will be for 20 marks. It is recommended that listening and speaking skills should be regularly practiced in the class.
<table>
<thead>
<tr>
<th>Typology</th>
<th>Typology of questions/learning Outcomes</th>
<th>MCQ 1 mark</th>
<th>Very Short Answer Question 3 marks</th>
<th>Short Answer Question 4 marks</th>
<th>Long Answer 1 80-100 Words 5 marks</th>
<th>Long Answer 2 120-150 Words 6 marks</th>
<th>Very Long Answer 150-200 words (HOTS) 10 marks</th>
<th>Total marks</th>
<th>Overall %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading Skills</td>
<td>Conceptual understanding, decoding, analysing, inferring, interpreting, appreciating literary conventions and vocabulary, summarising and using appropriate formats</td>
<td>6</td>
<td>6</td>
<td>1</td>
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<tr>
<td>Writing Skills and Grammar</td>
<td>Reasoning, appropriacy of style and tone, using appropriate format and fluency inference, analysis, evaluation and creativity, appreciation applying of languages conventions, comprehension using structures integratively, accuracy and fluency</td>
<td>—</td>
<td>10</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>30</td>
<td>30</td>
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<tr>
<td>Literary Textbooks And Supplementary Reader</td>
<td>Recalling, reasoning, appreciating a literary conventions, inference, analysis, evaluation, creativity with fluency</td>
<td>—</td>
<td>3</td>
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<tr>
<td>Assessment of Listening and Speaking Skills</td>
<td>Interaction, reasoning, decision, articulation, clarity, pronunciation and overall fluency</td>
<td>—</td>
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<td>TOTAL</td>
<td></td>
<td>6x1=6</td>
<td>19x1=19</td>
<td>4x3=12</td>
<td>1x4=4</td>
<td>5x5=5</td>
<td>4x6=24</td>
<td>1x10=10</td>
<td>100</td>
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TIME MANAGEMENT

Section-A : Reading  20 Marks - 35 Minutes
1. Comprehension Passages (12 Marks)  15 Minutes
2. Note Making (8 Marks) 20 Minutes

Section-B : Writing Skills and Grammar  30 Marks (65 Minutes)
3. Short Answer questions (4 Marks) 5 Minutes
4. Letter Writing (6 Marks)  15 Minutes
5. Article/Report or a narrative/Speech (10 Marks) 15 Minutes
6. Editing task (4 Marks) 10 Minutes
7. Do as directed (4 Marks) 10 Minutes
8. Recording of sentences (2 Marks) 10 Minutes

Section-C : Literature  30 Marks - 65 Minutes
9. Very Short Answer Questions (3 Marks) 8 Minutes
10. Short Answer Questions (9 Marks) 12 Minutes
11. Long Answer Questions from Hornbill (6 Marks) 15 Minutes
12. Long Answer Questions from Snapshot (6 Marks) 15 Minutes
13. Long Answer Questions from Hornbill (6 Marks) 15 Minutes
   Revision of Spelling, Grammar, Accuracy, etc. 15 Minutes

Note: Utilize 15 minutes given for Reading in reading section and Underlining the main Points in comprehension passages.
COMMON ERRORS

Reading Section
1. All the parts of the questions are not answered.
2. In M.C.Q.s correct answer is not marked.
3. Waste a lot of time in reading the Passages.
4. Don’t leave space after every part.
5. Do not number them properly.
6. Change the indentation from 1, 2, 3, to a, b, c or vice versa which confuses the examiner.

Note Making
1. Inappropriate title and not placed suitably.
2. Title is not written with capital letters.
3. Sub-Headings and sub-sub-headings are not properly indented.
4. Students either forget to write abbreviations or don’t form correct abbreviations.
5. Students make the key for abbreviations but do not use them in notes. Do not underline the abbreviations.
6. Write complete sentences instead of headings.
7. Write the word ‘Title’ and ‘Sub-Title’ which is not required.
8. Make more than 5 Main points.
9. Exceed the word limit in summary.

Writing Skills
(a) Poster Making
1. Students waste a lot of time in decorating the poster.
2. Make more and bigger pictures.
3. Do not focus on Content part like ‘when’ and ‘where’ etc.

(b) Notice
1. Forget to write the word ‘Notice’
2. Don’t give complete information about the timings, place, agenda etc.

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3. forget to write ‘Date’.
4. exceed word limit.
5. not write Heading or Agenda.

(c) **Invitations**
1. Students are confused about the formats of formal and informal invitations.
2. exceed word limit.
3. forget to mention venue and date.
4. do not sign by the name given in question paper.

(d) **Letter Writing**
1. Mix Block and Semi Block style.
2. write ‘Your’s’ in place of ‘yours’
3. forget to write Date
4. do not write the name and address given in the verbal input, they tend to put their own name and address.
5. forget to write the address given in the question.
6. ask the editor to ‘do’ something about a particular problem instead of the officers.

(e) **Article Writing**
1. do not write title and writer’s name.
2. do not read the question carefully and sometimes tend to write on some other topic.

(f) **Report Writing**
1. use Active voice.
2. write in 1st person and present tense.
3. events not presented in a systematic order.
4. Do not present it in proper paragraph.

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STRATEGIES TO ATTEMPT SECTION A (READING SKILL)

Before reading a passage, students are suggested to follow the steps listed below.

1. Quickly run through the passage once. This is called Skimming.
2. Note all capitalized words, numbers, names, scientific/medical terms.
3. Now read the questions and go back to the passage to find the appropriate answers. This strategy is called Scanning.
4. Once you locate the paragraph where you think a particular answer is, read that particular paragraph.
5. Write your answer without lifting exactly passage content.
6. Respond in the tone and tense and direction of the question.
7. Answer should be precise and to the point.
8. Base your answer on the passage content rather than deviating from it and applying your previous knowledge.
9. In word attack / vocabulary based question, provide only one word/phrase.
10. If confused in vocabulary questions, try to deduce/ puzzle out the meaning from the context.

Passage 1

1. We live in an age of wonders and miracles. It has been called the ‘Age of Science’, and different aspects of our life that have changed in the preceding centuries have been attributed to science. This is completely true, but it is only one side of the coin. The flip side is that as we have advanced more and more in the field of technology, something fundamental to humanity has been left behind. Values such as empathy and concern for our fellow-human beings are gradually being eroded due to the onslaught of our ever-evolving lifestyles, aided by the marvels of technological advancement.

2. Take the example of the Internet. On the one hand, access to information and knowledge at the click of a button is a veritable boon to everyone (especially students) and this has made our lives much simpler. On the other hand, it has severely limited actual contact with teachers, friends and elders. Thus, the learning that a person gains is incomplete as he or she cannot easily take the advice that another
person can give on the basis of knowledge and practical experience that is at his or her disposal.

3. Today, a small child can access and navigate the Internet with an ease that still astounds those from the older generation. But what is even more astounding is the neglect of the basic human traits of friendship, society, relationships and family values. Owing to all the technological advancements and the gadgets available today, children often miss out on the most enriching of childhood experiences such as playing outdoor games with friends, which apart from being immensely enjoyable and physically exhilarating, also develops traits such as teamwork and discipline from an early age.

4. But now when the concept of friends is gradually being limited to virtual friends on social networking sites, one shudders to think of the implications for the personality development of a child because the time spent with computers or mobile phones for entertainment can never really substitute for the holistic benefits of outdoor play. Such examples can be found aplenty.

5. Now if we compare the hustle and bustle of modern city life and the peace and calm of a rustic village life, we can see that in cities, life is a race with a variety of factors. It is a race that everyone tries their level best to win, but nobody actually wins as the race never ends.

6. As for me I think this age of rapid development has created at least as many problems as it has solved, if not more. The reason is that the basic goal of life, which should be the pursuit of happiness has now been replaced by the pursuit of money. Money and happiness are considered analogous in our present society, but they actually are not so. In this mindless pursuit of money, nobody has time now to appreciate the beauty of life, which consists not of multibillion dollar skyscrapers, but a simple act of kindness to someone in a time of need.

7. So there is an urgent need to stop for a moment and think about where we are actually heading- is it development or destruction? Do we have to wait until people have grown so much apart from each other that we cannot see the suffering of our own species due to our mindless greed, or can we still mend our ways?

8. To answer this question, I will take the help of that most magnificent of human feelings- Hope. I sincerely wish that we, as the most intelligent species on earth, would take our fair share of responsibility and sincerely think about the path we should follow. Though mankind will possibly last for a long time thanks to its determination and sheer ingenuity, we have to make sure we do not lose our humanity somewhere along the way.
1. On the basis of your understanding of the passage answer the following questions by choosing the most appropriate option. (1 × 6 = 6 marks)

1.1 According to the passage it is like one side of the coin to say that life has changed owing to science as:
   a. age of science has brought wonders and miracles
   b. different aspects of life have changed due to science
   c. there is another side of the coin to look at
   d. this side of coin is true and sufficient to look at

1.2 Which of the following is not true about the internet:
   a. It’s an easy access to information and knowledge
   b. It has made our lives simpler
   c. It has limited actual contact with teachers and friends
   d. it can easily give advice based on personal experience

1.3 Internet hampers the holistic growth of a child by:
   a. encouraging human traits of friendship, society and family
   b. enriching childhood experiences of outdoor games
   c. providing virtual friends and gadgets
   d. developing teamwork and discipline

1.4 According to the passage the true happiness lies in:
   a. simple act of kindness
   b. rapid development
   c. multi-billion dollar skyscrapers
   d. pursuit of money

1.5 The word ‘veritable’ in para 2 means:
   a. actual
   b. big
   c. latest
   d. perfect
1.6 Antonym of holistic is
   a. atomistic
   b. individualistic
   c. optimistic
   d. pessimistic

2. Answer the following questions as briefly as possible. (1 × 6 = 6 marks)
   2.1. Mention the values which are being lost due to technological advancement? (Any Two)
   2.2. What does older generation wonder about?
   2.3. What does the writer warn us against?
   2.4. The passage ends with an optimistic note. What is that?
   2.5. Pick out the words from the passage which mean the same as:
      (i) trembles (para 4)
      (ii) similar (para 6)

Passage 2

Nothing better sums up the outdoors than the centuries-old human endeavor to scale mighty peaks. Mountaineering involves hiking, climbing, or just simply walking, on hilly or mountainous ground, with the help of technical equipment and support. In mountaineering, you'll come across different types of terrain - mainly snow, glaciers, ice or just naked rocks. The feats of the like* of Edmund Hilary and George Mallory, to mention just two legendary mountaineers, have contributed to making this activity a popular one all around the world, one that has also been known to build a person's character. One has to be physically robust, very fit and display a decent level of athleticism and suppleness of body to climb mountains; training, conditioning and preparation are essential if you are looking to attempt an ascent on a particularly challenging peak. In addition, the mountaineer, often having to withstand extreme climatic conditions, has to display a good degree of mental fortitude to survive and succeed.

But in the end, all of this is worth your while - there is no better feeling than being out in the open. In high nature's playground, breathing in the pristine mountain air, as close to the sky as it's humanly possible to be.
Mountaineering is as old as the earth, as old as human life. When it became a passion of the outdoorsy and of the aaSmruroUK-minded, in the 19th century, many people would climb just for pleasure, for the sheer thrill of conquering peaks near and far. But over time, the sport has split into separate disciplines, each of them calling for varying degrees of skills and preparation. Today, climbers have the comfort of having the most advanced equipment and gear at their disposal. In contrast, men in ancient times had to rely on their feet, their legs, their arms and their hands - and their wits - to climb mountains. These old climbing techniques are still very much relevant today (as well as being utterly reliable and safe) but the 21st-century mountaineer has the added advantage of depending on hi-tech safety equipment. Closer home, the Himalayan Mountaineering Institute has played a big part in the conquest of the Greater Himalayas. Many of the planet's mountaineering greats have tested their skills, and earned their name, in the Himalayan theatre of dreams, considered the ultimate arena for climbing enthusiasts.

Mountaineering demands a lot of your physical fitness, and attempts on the highest peaks can push your body to the limit. Before attempting any climb, make sure you are fit enough to endure anything and everything that nature and the elements may throw at you. Remember that mountaineering may be a very exhilarating activity but it is far from being an easy sport! At high altitudes, it is important to give enough time for acclimatization. And make sure you get a clean bill of health from your doctor before embarking on an expedition.

1. On the basis of your understanding of the passage answer the following questions by choosing the most appropriate option. (1 × 6 = 6 marks)

1.1 Mountaineering involves
   a. Hiking
   b. Gimbing
   c. Just simply walking on hilly or mountainous ground
   d. All above

1.2 These old climbing techniques are:
   a. Obsolete
   b. Of no use
   c. Not safe
   d. still very much relevant today
1.3 The 21st-century mountaineer has the added advantage of:
   a. Hi tech safety equipments
   b. More opportunities
   c. More funds
   d. Training

1.4 One of the main institute for climbing enthusiasts is
   a. Mountaineering Institute
   b. Himalayan Mountaineering Institute
   c. Himalayan theatre of dreams
   d. Himalayan Institute

1.5 Mountaineering demands:
   a. Resources for life
   b. Modern gadgets
   c. Lots of physical Alness
   d. Money

1.6 At high altitudes, it is important to give enough
   a. Fun
   b. money
   c. time for acclimatization.
   d. Resources

2. Answer the following questions as briefly: (1 × 4 = 4 marks)
   a. What are the different types of terrain one come across in Mountaineering?
   b. Name two legendary mountaineers who have contributed to make mountaineering popular all around the world.
   c. What are the preparation that are essential for an ascent on a particularly challenging peak?
   d. How Mountaineering has developed as a sport over a period of time?
e. Find the word in the passage which means the same as (2 × 1 = 2 Marks)

I. a climb or walk to the summit of a mountain (para 2)

II. thrilling (para 4)

**Passage 3**

1. Happiness doesn't mean just to feel good. A review of hundreds of studies found compelling evidence that happier people have better overall health and live longer than their less happy peers. Anxiety, depression, pessimism and a lack of enjoyment of daily activities have all been found to be associated with higher rates of disease and shorter lifespans.

2. Having a network of social connections or high levels of social support has been shown to increase our immunity to infection, lower our risk of heart disease and reduce mental decline as we get older. Our emotions affect our long term well-being. Research shows that experiencing positive emotions in a 3-to-1 ratio with negative ones leads to a tipping point beyond which we naturally become more resilient to adversity and better able to achieve things.

3. Harvard School of Public Health examined 200 separate research studies on psychological wellbeing and cardiovascular health. Optimism and positive emotion were found to provide protection against cardiovascular disease, to slow progression of heart disease and reduce risk, by around 50%, of experiencing a cardiovascular event, such as a heart attack.

4. Recent research has shown that an 8-week mindfulness meditation class can lead to structural brain changes including increased grey-matter density in the hippocampus, known to be important for learning and memory, and in structures associated with self-awareness, compassion and introspection. People who are optimistic tend to be happier, healthier and cope better in tough times. Our happiness influences the people we know and the people they know.

5. Western neuroscience has now confirmed what Eastern wisdom has known for a long time. Happiness is a skill we can learn. Happiness, compassion and kindness are the products of skills that can be learned and enhanced through training, thanks to the neuroplasticity of our brains.

6. When we give to others it activates the areas of the brain associated with pleasure, social connection and trust. Altruistic behaviour releases endorphins in the brain and
boosts happiness for us as well as the people we help. Studies have shown that giving money away tends to make people happier than spending it on themselves.

7. Most people think that if they become successful, then they'll be happy. But recent discoveries in psychology and neuroscience show that this formula is backward: Happiness fuels success, not the other way around. When we're positive, our brains are more motivated, engaged, creative, energetic, resilient, and productive.

1. On the basis of your understanding of the passage answer the following questions by choosing the most appropriate option. (1 × 6 = 6 marks)

1.1 Experiencing positive emotions in a 3-to-1 ratio with negative ones increases:
   a. our ability to withstand adversities
   b. mental decline
   c. heart diseases
   d. depression

1.2 Our happiness influences
   a. only ourselves
   b. only others
   c. the people we know.
   d. no one.

1.3 Cardiovascular disease and heart attacks can be reduced by around 50% through:
   i. optimism
   ii. positive emotions
   iii. psychological wellbeing
   iv. all above

1.4 Which of the following is Not true:
   a. happiness fuels success
   b. health fuels happiness
   c. happiness is not a skill
   d. success fuels happiness
1.5 Which of the following is NOT true when we engage our brain in positive act.
   a. motivated
   b. creative
   c. resilient
   d. unproductive

1.6 Studies show people are happier when they
   a. Spend money on themselves
   b. giving money away
   c. have no money
   d. have money

Answer the following questions briefly: (1 × 4 = 4 Marks)
1. What are things that are associated with higher rates of disease and shorter lifespans?
2. How does our social connections or high levels of social support help us?
3. How does 8 week of mindfulness meditation can help us?
4. What is the importance of Altruistic behaviour?
5. Find the word in the passage which means the same as (2 × 1 = 2 Marks)
   (i) a person able to withstand or recover quickly from difficult conditions, (para 2)
   (ii) Sympathetic (para 4)

**Passage 4**

1. “Beat Plastic Pollution”, the theme for World Environment Day 2018, is a call to action for all of us to come together to combat one of the great environmental challenges of our time. Chosen by this year’s host, India, the theme of World Environment Day 2018 invites us all to consider how we can make changes in our everyday lives to reduce the heavy burden of plastic pollution on our natural places, our wildlife and our own health.

2. While plastic has many valuable uses, we have become over reliant on single-use or disposable plastic with severe environmental consequences. Around the world, 1 million plastic drinking bottles are purchased every minute. Every year we use up to 5 trillion disposable plastic bags. In total, 50 per cent of the plastic we use is single use.
3. Nearly one third of the plastic packaging we use escapes ejection systems, which means that it ends up clogging our city streets and polluting our natural environment. Every year, up to 13 million tons of plastic leak into our oceans, where it smothers coral reefs and threatens vulnerable marine wildlife. The plastic that ends up in the oceans can circle the Earth four times in a single year, and it can persist for up to 1,000 years before it fully disintegrates.

4. Plastic also makes its way into our water supply and thus into our bodies. What harm does that cause? Scientists still aren’t sure, but plastics contain a number of chemicals, many of which are toxic or disrupt hormones. Plastics can also sent as a magnet for other pollutants, including dioxins, metals and pesticides.

5. This year’s World Environment Day provides an opportunity for each of us to embrace the many ways that we can help to combat plastic pollution around the world. And you don't have to wait until 5 June to act.

6. There are so many things that we can do from asking the restaurants you frequently visit to stop using plastic straws, to bringing your own coffee mug to work, to pressuring your local authorities to improve how they manage your dry’s waste. Here are some other specific ideas. Take your own shopping bags to the supermarket. Pressure food suppliers to use non-plastic packaging. Refuse plastic cutlery. Pick up any plastic you see the next time you go for a walk on the beach.

1. On the basis of your understanding of the passage answer the following questions by choosing the most appropriate option. (1 × 6 = 6 marks)

1.1 The theme of the World Environment Day is
a. Beat Air Pollution
b. Beat Noise Pollution
c. Beat Plastic Pollution
d. Beat Water Pollution

1.2 Host country for World Environment Day 2018 celebrations is:
a. China
b. India
c. Japan
d. Korea
1.3 Plastic with severe environmental consequences is:
   a. Single-use or disposable plastic
   b. Recycle plastic
   c. Thermoplastic
   d. Thermocol

1.4 Plastic packaging we use escapes collection systems ends up:
   a. dogging our city streets
   b. Harmless
   c. Recycled
   d. With no effect

1.5 Plastic that leaks into our oceans can persist up to:
   a. 1 year before it fully disintegrates.
   b. 10 years before it fully disintegrates.
   c. 100 years before it fully disintegrates.
   d. 1,000 years before it fully disintegrates.

1.6 To combat plastic pollution we should:
   a. wait until 5 June
   b. Act now and save ourselves
   c. Wait and watch
   d. Not worry

2. Answer the following questions briefly
   i. What is the call for World Environment Day 2018.
   ii. What harm does it cause when plastic makes its way into our water supply and thus into our bodies.
   iii. Every year up to 13 million tons plastic leak into our oceans. What harm does it cause?
   iv. Give two specific ideas to Say No To Plastics.
   v. Find the word in the passage which means the same as

1. Take action to reduce or prevent (Para 1)
2. Breakup into small parts as a result of decay. (Para 3)
Emperor Ashoka in a bid to reach out to his people and inform of his politics had his proclamations inscribed on rocks and placed them all over his vast empire. In some places the proclamation was written and displayed on tall stone pillars, most of the inscriptions were in the Brahmi script. As the centuries rolled by, this script fell into disuse and finally there came a time when no one could read the inscriptions or knew who had set up the stone pillars and for what purpose.

In the 14th century, Sultan Feroze Shah Tughlaq saw two of the pillars, one at the Ambala and other near Meerut, and fascinated by their appearances and mysterious inscriptions, had them brought to Delhi. Great care was taken to see that they were not damaged in transit. They were covered with reeds and animal hide from top to bottom and transported in a 42 wheel carriage made especially for the purpose.

When they were installed in Delhi, the sultan invited scholars to study inscriptions and work out their meanings. Many tried but none succeeded, though one pretended that he had and claimed that the inscription read “no one will be able to move this pillar from its place till there should arise a king name sultan Feroze.

The sycophant, however, was not given much credence and the general opinion was that the pillars were discarded walking sticks of the mighty warrior, Bhima of the Mahabharata.

In 1616, an Englishman named James Coryat was walking among the ruins of one of the old cities of Delhi when he came upon a shiny pillar standing straight and tall. He at first thought it was made of brass, but on closer inspection realized it was highly polished sandstone. It was one of the pillars Feroze Shah had brought to Delhi.

Coryat thought the inscriptions are of Greek origin and came to the conclusion that the pillar had been erected by Alexander the great to commemorate his victory over king Porus. This theory persisted for two hundred years and was discarded only when more pillars were found in Bihar and further afield in places which Alexander could never have reached.

The inscription on the Delhi pillar was finally deciphered by James Prinsep in 1917. Prinsep was an official of the Calcutta mint and secretary of the Asiatic Society of Bengal. He came interested in inscriptions while cataloguing ancient coins found in Punjab and Rajasthan. When he turned his attention to the inscriptions on the pillars and rocks, deciphering the script became an obsession with him. He drove himself so hard that soon
after his cusses in work his health broke down and he became mentally deranged. He was taken back to England but died, at the age of 40, without recovering his sanity.

But by unlocking the mystery of the script, Prinsep opened a new chapter in the history of India. Till then people knew only the Ashoka of the legends and some of the legends portrayed him as a half monster, half idiot. Now that his messages to his people could be read, he was established as a historical figure and stood revealed as an enlightened monarch of a vast and powerful empire.

1. On the basis of your reading of the passage select the most appropriate option from the given options: (1 × 6 = 6 marks)

1.1 What did emperor Ashoka inscribed on rocks and cliffs.
   a. Designs
   b. Proclamations
   c. Pictures
   d. Art work

1.2 Most of the inscriptions were in:
   a. Hindi
   b. Brahmi script
   c. Awadhi
   d. English

1.3 In the 14th century Sultan Feroze Shah Tughlaq brought these mysterious pillars to:
   a. Meerut
   b. Allahabad
   c. Punjab
   d. Delhi

1.4 When the pillars were installed in Delhi Sultan invited scholars:
   a. To look at the pillars
   b. To study inscriptions and work out their meaning
   c. To climb the rocks
   d. To appreciate the rocks
1.5 Inscriptions on Delhi pillar were finally deciphered by:
   a. Sultan Feroze Shah
   b. James coryat
   c. Alexender the Great
   d. James Prinsep

1.6 Ashoka was a:
   a. Half monster
   b. Half idiot
   c. Enlightened monarch of a vast and powerful empire.
   d. A small king

2. Answer the following questions briefly:
   2.1 What happened to the inscriptions as centuries rolled by?
   2.2 Why did Sultan Feroze Shah Tughlaq brought two of the pillars to Delhi?
   2.3 What was the conclusion given by James Coryat about the pillars?
   2.4 What qualities of Ashoka were eastablished by Princep after unfolding the mystery of the scripts?
   2.5 Find the word in the passage which means the same as (2 × 1 = 2 Marks)
      a. a public or official announcement dealing with a matter of great importance.
      b. Convert a text written in code into normal language.

Poem 1
The Last Will of the Tiger
By: Amit Dahiyabadshah

1. When you have stolen my skin from my entity
   and removed the roar from my life
   O hunter wield that skinning knife
   with some grace a little skill
   for I too have hunted and killed
   many many many times
but every kill
was a prayer in praise of the Creator
my movements were always quick, clean, merciful
Such is the way of true believers

2. But do you now skinner slice slash and cut clean
I pray only that you leave no part of me behind
to be eaten by the jackal and the hyena
for I have ruled this forest on behalf of the creator himself
and there is no honour in a king becoming carrion

3. So take the sacred colour from my coat
and send it back to the maker of the sunsets
return the darkness of my stripes
to the shadows and the underground
for that is where it was obtained
send the white from the fur of my belly
back to the new ice age
that it return to avenge me
Send my roar back to my maker
that he fill the heavens with my rage
at this shabby end for a true king
ordained by God himself

4. Send my claws to the young of the rich and the highborn
to save them from their own nightmares
Send my teeth to Tibet that their aspirations for freedom find
new teeth
Send my bones to China that they find a cure
for the fear that builds such great walls
Send my fat to Singapore
so they learn to make a balm for pain
that is mine not only in name
Send my waste to the alchemists
for that is the only substance they have not yet tried
in their efforts to invent gold
5. Give my entrails to whoever shall take them
But hang on to my eyes you puny murderer
that your tribe might know that
you did not kill a creature beneath you
that I looked you in the eye and did not flinch when you shot me
6. Instead I have turned away
released
from the cancer of your footprint
Q1 On the basis of your understanding of the passage answer the following questions
by choosing the most appropriate option. (1 × 6 = 6 marks)
1.1 What will happen to the roar?
(a) Take revenge
(b) Fill heaven with wage
(c) Ordained by God
(d) Shabby end of the king
1.2 What kind of emotions are embedded in the poem?
(a) Gloomy
(b) Anger
(c) Fear
(d) Restlessness
1.3 The tiger wants the tribe of the hunter to know that?
(a) Hunter is happy with the kill
(b) Puny murderers don’t deserve an applaud
(c) Tiger was not afraid of dying
(d) Tiger fell beneath the hunter
1.4 The claws of the tiger are the cure for? ‘
(a) Tibetan aspirations
(b) Chinese medicines
(c) Nightmares
(d) Dogs

1.5 ‘Carrion’ in stanza 2 means?
(a) Carrier
(b) Corpse
(c) Culprit
(d) Creator

1.6 ‘Alchemist’ is the person who?
(a) Turns base metals into gold
(b) Makes gold jewellery
(c) Never tries to invent gold
(d) Has not tried a new substance

Q2 Answer the following questions as briefly as possible: (1 × 6 = 6)
2.1 What is the advice given to the hunter?
2.2 How can the different hues of the tiger be used?
2.3 What is tiger’s wish for his eyes?
2.4 What was the beauty of every kill, by the tiger?
2.5 Pick out the words from the passage which is similar in meaning to ‘exert’ (para 1)
2.6 Pick out the words from the passage which is similar in meaning to ‘Fury’ (stanza 3)

Poem 2
Rhyme of the River Aven
-By: Bhavna Ramakrishnan

1. The river flows, where it goes, nobody knows
   The trees are like towers touching the stars
   Down they blow their heads in a row
To the river as it flows
Down the town the river flow as, swirling it goes
Meandering the playground and houses in rows

2. The rocks on the bank look still and stern
The waves, from eddies that twirl and turn
Water bubbles drench the flowers and ferns
Lovers gaze with a faraway look and yearn
Children enter into boats that cruise and return

3. Slipping and sliding through the hills and forest green
The blue waters roaring, and then placid and serene
The bard’s town sliced by enigmatic stream
The waves dancing on the rainbow coloured sun beams
Through the labyrinth of branches, filtered sunlight gleams

4. The river flows, silent and deep
Life’s lesson learnt as it bound and leaps
Spread the message of peace, friendship you reap
Forget all sorrows, wonderful memories you keep
Life is a playground and sometimes mountains steep

5. The river never stops till it merges with the ocean
Success and failure in life unfold in slow motion
Cut your own path and stay steadfast in this notion
Let ambition and determination be interspersed with emotion
Like the river, never stop until you reach your destination

On the basis of your reading of the poem select the most appropriate answer from the given options: (6 × 1 = 6)

1.1. Trees are compared to
a. Towers as tall as reaching heads
b. Towers as tall as reaching houses
c. Towers as tall as reaching the sky
d. Towers as tall as reaching the clouds
1.2. The poet calls life a
a. Playground and enigmatic stream
b. Playground and steep mountain
c. Playground and coloured rainbow
d. Playground and grasslands

1.3. The blue waters are
a. like the ocean
b. like raging waterfall
c. sometimes placid and quiet
d. absolutely quiet

1.4. Rocks on the shore appear to be
a. still and stern
b. moving with the river
c. filled with fungus
d. still and moving

1.5. The waves of the river appear to be dancing due to the
a. eddies
b. meandering path
c. sunlight falling on them
d. coloured rainbow

1.6. The flowing river flashes the message that
a. life is deep and silent
b. forget all sorrows of life
c. live life king size
d. give in to troubles

2. Answer the following questions as briefly as possible: (6 × 1 = 6)
2.1. At which point does the river stop?
2.2. How does the sunlight filter?
2.3. Write any 2 qualities of human beings that have been enlisted in the poem.

2.4. What is the similarity between the flowing river and man?

2.5. Find a word from the poem that means course - following a winding path
   [Para-I]

2.6. Find a word from the poem that means - irregular network of passages or paths/ a maze (para 3)

Poem for Practice

1. Read the poem given below and write the option that you consider the most appropriate:

I wandered lonely as a cloud
That floats on high o'er vales and hills.
When all at once I saw a crowd.
A host, of golden daffodils;
Beside the lake, beneath the trees,
Fluttering and dancing in the breeze.

Continuous as the stars that shine
And twinkle on the milky way,
They stretched in never-ending line
Along the margin of a bay:
Ten thousand saw I at a glance,
Tossing their heads in sprightly dance.

The waves beside them danced, but they
Out-did the sparkling leaves in glee;
A poet could not be but gay,
In such a jocund company!
I gazed - and gazed - but little tought
What wealth the show to me bad brought:
For oft, when on my couch I lie
In vacant or in pensive mood,
They flash upon that inward eye
Which is the bliss of solitude;
And then my heart with pleasure fills,
And dances with the daffodils.

1. The narrator has compared himself with a...
   (a) Valley
   (b) hill
   (c) cloud
   (d) crowd

2. The expression 'a crowd' is used for...
   (a) lake
   (b) trees
   (c) breeze
   (d) daffodils

3. ‘never-ending line’ of daffodils is compared with...
   (a) margin of a bay
   (b) sprightly dance
   (c) stars on the milky way
   (d) long line of honeybees

4. The narrator just felt excited and cheerful seeing the dance of...
   (a) waves
   (b) breeze
   (c) daffodils
   (d) stars

5. The sight of dancing daffodils was a...
   (a) painful experience for the narrator
(b) memorable experience for the narrator
(c) a shocking experience for the narrator
(d) loss causing experience for the narrator

6. Kind roe word in roc poem which means - loneliness
   (a) bliss
   (b) jocvati
   (c) pensive
   (d) solitude

2. **Read the poem given below and write the option that you consider the most appropriate:**

   **Upon Westminster Bridge**

   Earth has not anything to show more fair:
   Dull would he be of soul who could pass by
   A sight so touching in its majesty:
   This City now doth like a garment wear
   The beauty of the morning; silent, bare,
   Ships, towers, domes, theatres, and temples lie
   Open unto the field, and to the sky;
   All bright and glittering in the smokeless air.
   Never did sun more beautifully steep
   In his first splendour valley, rock, or hill;
   Ne’er saw I, never felt, a calm so deep!
   The river glideth at his own sweet will:
   Dear God! The very houses seem asleep;
   And all that mighty heart is lying still!

   *William Wordsworth.*
1. The narrator calls a person dull if he/she:
   (a) does not talk to him openly
   (b) does not know about romantic sites
   (c) passes by without experiencing the beamy of the file.
   (d) passes over the site and shouts loudly
2. The city of London appears as if it is:
   (a) covered with thick layer of smoke
   (b) clad in attractive colourful clothings
   (c) desolate and lonely
   (d) sleeping beauty
3. The morning sight of the city bears a:
   (a) peaceful and serene look
   (b) noisy and crowdly look
   (c) dark and dreary scene
   (d) enchanting and haunting appearance
4. ‘All bright and glittering’, ‘all refers to:
   (a) residents of the city.
   (b) gardens of the city
   (c) malls and multiplexes of the city
   (d) ships, towers, domes, theatres and temples.
5. The movement of the river is:
   (a) rough and rumbling
   (b) fast and gushing.
   (c) smooth and continuous
   (d) dead slow and motionless
6. Find the word in the poem which means same as: ‘magnificence or grandeur’.
   (a) bare
   (b) splendour
   (c) glideth
   (d) mighty
3. **Read the poem given below and write the option that you consider the most appropriate:**

**Ballad of the Tempest**

We were crowded in the cabin,  
Not a soul would dare to sleep,  
It was midnight on the watrca,  
And a storm was on the deep  
Tis a fearful thing in winter  
To be shattered by the blast,  
And to hear the rattling trumpet  
Thunder : ‘Cut away the mast!’  
So we shuddered there in silence.  
For the stoutest held his breath,  
While the hungry'sct was roaring  
And the breakers talked with death.  
As thus we sat in darkness  
Each one busy with his prayers.  
“We are lost!” the captain shouted,  
As he staggered down the stairs.  
But his litter daughter whispered,  
As she look his icy hand,  
‘Isn’t God upon the ocean,  
Just the same as one the land?  
Then we kissed the little maiden,  
And we spike in belter cheer,  
And we anchored safe in harbour  
When the mom was shining clear.

- James T Fields
1. Why the people in the cabine were unable to sleep?
   (a) Because the party was going on.
   (b) Because no one wanted to sleep.
   (c) Because their ship had got caught in a storm
   (d) Because the captain had not permitted them.

2. ‘The stoutest held his breath’ means, even the......
   (a) captain was scared
   (b) bravest wan scared
   (c) captain's Utt'c daughter was panicked
   (d) The sea was afraid

3. The sea wa roaring because...........
   (a) the sailors had insulted it.
   (b) the ship bad hit it hard
   (c) the cloud had disturbed it
   (d) the storm had disturbed rt

4. ‘We are lost’, the captain meant that...........
   (a) the ship had gone to a wrong direction
   (b) the ship had been hijacked by the Somalian pirates
   (c) the ship was going to sink due t" heavy storm
   (d) the ship had got some technical problem

5. The captain's hands were ‘icy’ because...........
   (a) he had taken a dip in the chilled sea.
   (b) he was suffering from high fever
   (c) be had noticed an ice-berg on his way.
   (d) he was scared and had given up hope.

6. Find the word in the poem which means ............ ‘large sea waves’.
   (a) strom
   (b) blast
   (c) breakers
   (d) roaring.
4. **Read the poem given below and write the option that you consider the most appropriate:**

O Captain! my Captain! our fearful trip is done;
The ship has weathered every rack, the prize we sought is won;
The port is near, the bells I hear, the people all exulting,
While follow eyes the steady keel, the vessel grim and daring.
But O heart! heart! heart!
O the bleeding drops of red!
Where on the deck my captain lies,
Fallen cold and dead.
O Captain! my Captain! rise up and hear the bells;
Rise up! for you the flag is flung, for you the bugle trills:
For you bouquets and ribboned wreaths, for you the shores a-crowding;
O Captain! dear father!
This arm beneath your head;
It is some dream that on the deck
You‘ve fallen cold and dead.
My Captain does not answer, his lips are pale and still:
My father does not feel my arm, he has no pulse nor will.
The ship is anchored safe and sound, its voyage closed and done:
From fearful trip the victor ship comes in with object won!
Exult, O shores! and ring, O bells!
But I, with silent tread,
Walk the spot my captain lies
Fallen cold and dead.

- Walt Whitman

1. The narrator says that they have.......
   
(a) achieved their target
(b) missed their target
(c) left their trip in mid-way
(d) completed their tail of Indian ocean

2. The prize is the USA's
(a) Victory in the World War II
(b) Victory in its civil war
(c) Successful launch of Endeavour
(d) No. 1 position in military power.

3. The Vessel refers to....
(a) Large ship used in the war
(b) the USA and its people.
(c) a large pot that belongs to captain
(d) the warship captured by Caribbean Pirates

4. The bells, bugle and bouquets are there to........
(a) honour the victorious ship
(b) honour the champion player
(c) honour the country's flag
(d) honour me leader of the country

5. ‘My Captain’ does not respond because he is...........
(a) too tired
(b) very excited and jubilant
(c) bleeding profusely
(d) dead and no more.

6. Find the word in the poem that mean same as ........ ‘a long water journey’.
(a) trip
(b) exulting
(c) anchored
(d) voyage.
NOTE MAKING

Characteristics of Notes
1. Short, no full sentences, only points
2. only the important information included
3. logically presented in sequence
4. Organized aproposnaxery under Heading and Sub Heading.

Mechanics of Note-Making
1. Use of Abbreviations:
   (a) Capitalized first letter of words: UNO, CBSE, NCERT etc.
   (b) Arithmetic symbols: (>_<, --------------, kg, % etc.)
   (c) Commonly used: (in newspapers, magazines etc.): govt. etc., e.g.,
   (d) Invented: First and last few letters of the world with a dot at the end (edun., poln., popn, Mfg.)
2. Proper indentation
   Heading Title
   (1) Main point.................
   1.1 Sub Point
   1.2 Sub Point
   1.3 Sub Point
   1.3.1 Sub Sub Point
   1.3.2 Sub Sub Point
3. Make use of words and phrases only. Avoid full length sentences.
4. Give Appropriate Title: The title may be given at the beginning. The notes are of 3 marks and should not be more than 1/3 of the passage’s length.

Marking Scheme / Pattern for Note Making and Summarising.
(a) Note-Title 1 Marks
(b) Abbreviation/Contraction 1 Marks (Minimum four)
(c) Sub-Headings (Four as per the requirement) along with 2-3 points 3 Marks
SOLVED PASSAGES FOR NOTE MAKING–I

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

(1 × 8 = 8 Marks)

1. How does television affect our lives? It can be very helpful to people who carefully choose the shows that they watch. Television can increase our knowledge of the outside world; there are high quality programmes that help us understand many fields of study, science, medicine, the arts and so on. Moreover, television benefits very old people who can’t often leave the house, as well as patients in hospital. It also offers non-native speakers the advantage of daily informal language practice. They can increase their vocabulary and practice listening.

2. On the other hand, there are several serious disadvantages to television. Of course, it provides us with a pleasant way to relax and spend our free time, but in some countries, people watch the ‘boob-tube’ for an average of six hours or more a day. Many children stare at a television screen for more hours each day than they do anything else, including studying and sleeping. It’s clear that the tube has a powerful influence on their lives and that its influence is often negative.

3. Recent studies show that after only thirty seconds of watching television, a person’s brain ‘relaxes’ the same way that it does just before the person falls asleep. Another effect of television on the human brain is that it seems to cause poor concentration. Children who view a lot of television can often concentrate on a subject for only fifteen to twenty minutes. They can pay attention only for the amount of time between commercials.
4. Another disadvantage is that television often causes people to become dissatisfied with their own lives. Real life does not seem as exciting to these people as the lives of actors on the screen. To many people, television becomes more real than reality and their own lives ... boring. Also, many people get upset or depressed when they can’t solve problems in real life as quickly as television actors seem to.

5. Before a child is fourteen years old, he or she views eleven thousand murders on the tube. He or she begins to believe that there is nothing strange about fights, killings and other kinds of violence. Many studies show that people become more violent after certain programmes. They may even do the things they saw in a violent show.

Notes.

1. (a) Title: The Impact of Television

Notes:

1. Benefits of T.V.
   1.1 Inc. our know. Of o/s world
   1.2 High qty prog
      1.2.1 Fields – science, medicine, arts
   1.3 Old people, patients – can’t leave house
   1.4 Non-native speakers – daily informal long. Prac.
   1.5 Inc. vocabulary, listening
   1.6 Way to Relax

2. Disadvantages of T.V./Boob-Tube on body
   2.1 Long Duration of viewing – affects eyes
   2.2 Human brain
      2.2.1. gets drained
      2.2.2. poor concentration
   2.3 Effects of violent shows on adults/behaviour
3. Effects of T.V. on children
   3.1. Lack of concentration in studies
   3.2. Gets used to violence
   3.3. Loses discretion/understanding

4. Other effects
   4.1. People become dissatisfied
   4.2. Unable to diff. b/w reel and real life
   4.3. Real life seems boring
   4.4. Imitate actors
   4.5. Get upset/depressed – unable to solve problems

**Key to Abbreviations**

1. Inc. – increases
2. o/s – outside
3. know – knowledge
4. lang. – language
5. prac. – practice
6. T.V. – television
7. diff. – differentiate
8. b/w – between

**SUMMARY**

The Impact of Television

Television viewing is both a boon and a bane. It’s an easily available source of entertainment for everyone, even old people and patients. It offers high quality educational programmes. But it has a bad side too. It drains our brain of energy and causes poor concentration in students. Violent shows often lead to violent behaviours in real life among children and adults. People often get too attached with T.V. shows and actors that they are unable to differentiate between reel and real life. Thus, T.V. can be helpful to only those people who carefully choose the shows.
SOLVED EXAMPLE–II

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

In Delhi where 80% of the people are pedestrians in some stage of their commuting, least attention is paid in pedestrian paths. Delhi’s side walks are too narrow, very poorly maintained and full of potholes poles, junction boxes and dangerous electrical installation, 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 pedestrian 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 object apathy are then connected by narrow dangerous and often waterlogged footpaths for the helpless pedestrian 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 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 citizen encounters head on the poor public man agement and the excuse called multiplicity of authorities One agency makes the road, another digs it up to lay cables, third one comes after months to clear up the mess and the cycle of unaccountability goes on. Meanwhile crores are spent in repairing the carriageway for vehicles and in construction of the flyovers without a care for the pedestrian below. Solution offerd is to make an expensive underpass or an ugly foot overbridge, ostensibly for facilitating the pedestrian, while in reality they only facilitate the car to move faster at the expense of the pedestrian. Take Kashmiri gate, ITO, Ashram Chowk, AIIMS. or Dhaula Kuan, at all these important, at pedestrian crossover points the story is the same. They have pulled the sidewalk from the pedestrian’s 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 citizens to move joyful 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.

1. On the basis of your reading of the above passage make notes on it using heading and sub-heading. Also use recognized abbreviation wherever necessary (minimum 4) Supply a suitable title. (1+1+3-05 Marks)

2. Write the summary of the passage. (03 Marks)
TITLE: ‘PEDESTRIAN IN DELHI’

Or

‘DELHI UNSAFE FOR PEDESTRIAN’

Notes:

1. Delhi: a major city for pedestrian
   1.1 Poor maint. of sidewalks.
   1.2 Dangerous elect installation.
   1.3 Garbage dump.
   1.4 Waterlogged footpaths.

2. Life in Delhi for citizens.
   2.1 Fast life
   2.2 Poor public manag.
   2.3 Multiplicity of auth.
   2.4 Unaccountability
   2.5 Constly constructions but useless.

3. Pedestrian in the modern city.
   3.1 Pedestrian; a king
   3.2 Floor of the city to provide great help.
   3.3 Facilities to the challenged old and the infirm child.

Key to Abbreviations

<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Full Form</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maint</td>
<td>Maintainance</td>
</tr>
<tr>
<td>Elect</td>
<td>Electrical</td>
</tr>
<tr>
<td>Manag</td>
<td>Management</td>
</tr>
<tr>
<td>Auth</td>
<td>Authorities</td>
</tr>
<tr>
<td>Child</td>
<td>Children</td>
</tr>
</tbody>
</table>
Summary

Delhi, although is a major city for the pedesatrians but provide least attention in the matter of facilities. The sidewalks are dangerous, narrow, poorly maintained, and full of potholes, garbage dumps, dangerous electrical fittings and stinky urinals. Public management is poor. Unaccountability can be seen on the part of authorities. Money is misused without providing care to the users. In the modern city. Where pedestrian is the king, the floor of city should he maintained by keeping in mind about the environment, physically challenged, old and infirm children. For making Delhi world class, the authorities would once again look at the floor of Delhi.

UN_SOLVED_PASSAGES_FOR_PRACTICE

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

Passage 1

1. Humour is infectious. The sound of roaring laughter is far more contagious than my cough, sniffl, or sneeze. When laughter is shared, it binds people together and increases happiness and intimacy. Laughter also triggers healthy physical changes in the body. Humour and laughter strengthen your immune system, boost your energy, diminish pain, and protect you from the damaging effects of stress. Best of all, this priceless medicine is fun, free, and easy to use.

2. The ability to laugh, play, and have fun with others not only makes life more enjoyable but also helps you solve problems, connect with others, and be more creative. People who incorporate humour and play into their daily lives find that it renews them and all of their relationships.

3. Life brings challenges that can either get the best of you or become playthings for your imagination. When you “become the problem” and take yourself too seriously, it can be hard to think outside the box and find new solutions. But when you play with the problem, you can often transform it into an opportunity for creative learning.

4. Playing with problems seems to come naturally to children. When they are confused or afraid, they make their problems into a game, giving them a sense of control and an opportunity to experiment with new solutions. Interacting with others in playful ways helps you retain this creative ability.

5. Here are two rumple of people who took everyday problems and turned them around through laughter and play:
6. Raman, a student was excited to finally have time to devote to golf, his favourite sport. But the more he played, the less he enjoyed himself. Although his game had improved dramatically, he got angry with himself over every mistake. Raman wisely realized that his golfing buddies affected his attitude, so he stopped playing with people who took the game too seriously. When he played with ‘friends who focused more on having fun than on then scores, he was less critical of himself. Now golfing was as enjoyable as Raman hoped it would be. He scored better without working harder. And the brighter outlook he was getting from his companions and the game spread to other parts of his life, including his work.

7. Richa worked at home designing greeting cards, a job she used to love but now felt it had become routine. Two little girls who loved to draw and paint.

1. Make notes on the above passage using proper abbreviations (04) and suggest a suitable title. (3+1+1 = 05 marks)

2. Write a summary of the above passage in about 80 marks. (03 marks)

---

**Passage 2**

1. **Read the following passage and prepare notes on a standard format.**
   Give a suitable title.

2. **Write a summary of the passage in 80-100 words.**

   Gender sensitization is the art of being sensitive to the ways people think about gender so that they realize less on traditions and outdated views of rules of men and women.

   I believe that education or schooling is a process through which society creates the kind of individuals we wish to see in the world. Hence, it’s imperative that school curriculum lays strong emphasis on inculcating values of equality, inclusivity and diversity, all of which are essential for building a healthy society.

   In a patriarchal country like India, where stark gender roles, overt gender discrimination and devaluation of women and girls is ingrained into our daily lives. I feel that it is extremely important to identify and address this problem from a very young age. Boys and girls start developing their gendered identities from birth. The upbringing at home also influences them. While egalitarian gender roles may not be present at home, the school can become a space of transformation where children, especially those hailing from disadvantaged backgrounds, learn to question gender roles, identify areas of gendered discrimination, and work towards changing them.
In many families, in both rural and urban areas, while boys are encouraged to study and have a career, girls are taught to concentrate on household chores. Only when both boys and girls learn to question this typical gender bias at school, will the situation at home also change for the better.

The different geographical and cultural contexts I have had the opportunity to work in has taught me that gender roles and inequalities are very contextual, and rooted in cultural and social practices. Thus, to have a national policy addressing gender equality is not affluent. At a more local level, we need clear directives to understand and address specific gender norms through the schooling process.

For the longest time, we have been working on bringing girls to school and ensuring that the complete their schooling. We assume that schooling and academic ability will empower a girl through financial and social independence. Why then, do we still have a society where women and girls fear for their safety and well-being, and are considered ‘burdens’ on their families? We may have been able to bring women to the forefront, but without addressing and challenging gender norms at a nascent stage of social development, we cannot hope to work towards a society where women and girls feel safe and valued.

Imperative to this process is the need to working with boys. From a young age, i.e. through schooling itself, if boys are knight to understand how an egalitarian society in beneficial for all by questioning gender norms, only then will boys learn to treat women as equals. Thus education can play a critical role in making the society safer for women, and that can happen by making gender sensitization a pad of the school curriculum.

The importance of gender sensitisation in schools has been recognized and given due importance in all policy outlining quality education. The Right to Education Act 2009, and its operating arm, the Sarva Shiksha Abhiyan, has clearly mentioned that gender equality is one of the expected outcomes of elementary education in the country. Schools need to address unequal gender rules at a critical stage, when children are growing up. Shouldn’t we insist that schools give due importance to gender sensitization and ensure that it is very much a part of our children’s schooling process?

If you want to see a society devoid of discrimination, one where women and girls are not treated as inferior, and where equal opportunities and rights are given to all women, then I urge you to sign this petition, emphasize on the importance of gender sensitization and do your part to ensure that over time, we move towards a more equal and inclusive society.

(Approx 600 words)
Passage 3

Read the given passage carefully:

Fasting is said to bring a host of benefits provided if done under medical supervision. Doctors explain how to go about it. Food is to the body what fuel is to a motor vehicle. It provides energy, helps repair and rejuvenation and confers many other benefits. A lot of research has been done and is being done on fasting. When one fasts, the digestive organs get rest and all body mechanisms are cleansed. While fasting, the natural process of toxin excretion continues while influx of new toxins is reduced. The energy usually used for digestion is redirected to immune function and cell growth. Fasting helps you heal with greater speed, cleanses your liver, kidneys and colon, purifies your blood, helps you lose excess weight and water, flushes out toxins, clears the eyes and tongue and cleanses the breath.

Another research says fasting, even occasionally, helps in de-toxification. Through fasting we restrict digestive activity and so energy is utilised to cleanse different systems. Fasting improves metabolism, sharpens the senses, calms the mind, helps lose weight, improves general immunity, improves concentration and mental clarity. Fasting, if understood and done under supervision, has tremendous benefits and impacts one at various planes; mental, emotional, physical and spiritual. Specifically it serves as an aid to effective detoxification, helps in repair and rejuvenation, offers rest to the gastro-intestinal system and promotes mobilisation of excess fat.

The crucial point to note is the difference between fasting and starvation. Research suggests there are major health benefits to calorie restriction. Among other things it slows down the aging process. According to the US National Academy of Sciences, other benefits include stress resistance, increased insulin sensitivity and increased lifespan.

Glucose is the body’s primary fuel source and is essential for the brain’s functioning. When denied glucose for more than 4 - 8 hours, the body converts glycogen stored in the liver into a usable form of fuel and supplements it with small amounts of protein. This will last for up to 12 hours before the body turns to glycogen stored in muscles. If glucose is still denied at this point, the body continues to use fat for as long as it is available. If the fast is not broken, starvation occurs, as the body begins to use protein for fuel. Death can occur if fasting is pursued to the point of complete starvation.

Questions:
1. On the basis of your reading of the above passage make notes on it in points only using abbreviations wherever necessary. Supply a suitable title.
2. Write a summary of the passage in about 80 words using the notes made.
Passage 4

1. Read the following passage and prepare notes on a standard format.
   Give a suitable title.

2. Write a summary of the passage in 80-100 words.

Counselling is an interaction process which facilitates meaningful understanding of self and environment and results in the establishment and/or clarification of goals and values for future behaviours.

Counselling is considered the central and most important part of the whole guidance Programme in the school. All other activities and services of a School Guidance Programme lead to and help in the counselling process. And it is through counselling that the individual is ultimately helped. Therefore, it is very essential to understand the concept of counselling clearly. The meaning of counselling in the professional sense differs very much from the popular understanding of the term. For the layman it means a piece of advice, a suggestion, and recommendation for providing some information. But professionally, Counselling is the scientific process of helping the individual to understand him/herself better in relation to his/her environment so that he/she becomes self-dependent, self-directed and self-sufficient and is able to lead a better and meaningful life.

Guidance and counselling are important for children, and schools have a huge role in bringing out the best in children. Good conduct is coveted, but sometimes young minds need guidance to polish their personality. Through counselling, children are given advice on how to manage and deal with emotional conflict and personal problems.

Proper counselling will help incorporate valuable lessons in their daily life. Some sessions should involve career guidance, where the students are advised on the selection of course and different career paths. It’s important to prepare them for life after school and what to expect in the different fields they might opt for.

Following are some of the benefits that students get from effective guidance & counselling: Students are given proper guidance on how to deal with psychological problems which can badly impact their studies. Through these sessions, the students will be able to develop certain problem-solving skills which to an extent help them deal with particular issues surrounding their lives. The students are advised on how to cope with different situations they tend to face in their school life. For instance, how should they talk politely or relate with their peers. This advice will give them perspective on how should they behave in certain scenarios. It helps to shape a student’s behaviour and also instil enough
Proper guidance helps them achieve their goals, well guided & counselled students know what to do and how to do things in the best possible way.

Students learn how to live in peace and harmony with others in the school community, thereby, they also learnt to appreciate other people in their class. It helps to bridge the gap between students and the school administration, since they are able to guide their problems through a proper counselling channel in the office. Students get comprehensive advice on career, courses and job that enable them to make a proper and informed choice and understand what they can do after they are done with school. It allows students to talk to teachers about various experiences that make them uncomfortable. They can openly share problems that they cannot share with their parents.

Talks related to alcohol, drugs, personal feelings or any kind of abuse, can be openly discussed. Guidance and counselling also make students better human beings since they are counselled on how to act and behave in a particular situation. It enables students undergoing certain difficulties in their lives, to ask questions and clarify them through guiding and counselling. Therefore, counselling helps them ask without any fear since the person in charge is willing to help.

Passage 5

In the Vedic calendar, summer is a time for happiness, abundance, and celebration. Trees are laden with fruits, nature’s bountiful sustenance. Vegetables and herbs are filling out the garden. Tall grasses grace meadows, and children play outdoors. Naturally, we experience fullness, fulfillment, and leisure. Cultures all over the world celebrate summer by venerating solar deities, celebrating bountiful crops, feasting outdoors and honouring their spiritual reunion with the earth.

To achieve a sense of balance, cooling activities are sought to lessen the heat of the season. Bathing festivals are a prominent part of the Vedic culture. For example, *Snanam yatra* is an auspicious bathing festival occurring in the summer. The season is active and mostly lived outdoors. It provides you with endless chances to cultivate a life of inner harmony—ahimsa—and to ward off heated emotions and anxieties inherent with living in overdrive.

When we take care to cross over this season’s rhythms with mindfulness, we find plentiful energy to celebrate the abundance and richness of summer that surrounds us. On the other hand, when we are out of balance with seasonal rhythms, we may find ourselves listless, lethargic and exhausted from the heat of the summer. To prevent dehydration,
drink plenty of water. If your pitta, fire humour, is not well cared for during the spring season, it will manifest through heat-related conditions causing general pitta symptoms like weak digestion, fevers, skin disorders, bile accumulation, sunstroke, irritability and listlessness.

This is a wonderful time for rejuvenating baths, swimming and wading and taking ‘moon baths’ by sitting in the moonlight to assuage mind and spirit with Goddess Lalita’s cooling rays. Surround yourself with fragrant scents from flowers and pure essential oils, and wear light, natural fibres and light comfortable clothing. Observe two days of fasting or semi-fasting on Ekadashi.

To strengthen digestion, take light meals with fresh salads; eat chapatis with light grain such as cracked wheat, bulgur and basmati rice and have sprouted beans and dhals or bean dishes made with mung, kidney, lentil and soybeans. Eat plenty of fruits such as figs, grapes, mangoes, melons, peaches and pomegranates. Stream or lightly cook your vegetables. Beets, broccoli, cauliflower, celery, okra, radishes, snow peas, string beans, summer squash, sweet corn, sweet peppers, and Swiss chard are a few of the prolific variety of garden fresh foods available to you during the summer.

Avoid heavy, pungent or excessively spiced meals and intoxicants in summer. Lessen cohabitation and instead increase the innocent play of kindness, romance and flirtation with your partner. Take an occasional afternoon siesta. Follow the rhythms of summer and recover playfulness, joy and abundance.

Summer is a wonderful time for enjoying nature’s abundant foods and harnessing their cooling energies to maintain balance during the solar activities of this season. Your summer menu should have plenty of colourful provisions for your nourishment.

Summer is your chance to learn the exquisite art of rolling out Indian flatbreads and dunking them into the blissfully golden nourishment of summer dhals. Living Ahimsa Diet, Nourishing Love & Life.

Questions
1. On the basis of your understanding of the above passage, make notes on it using headings and subheadings. Use recognizable abbreviations (wherever necessary—minimum day) and a format you consider suitable. Give suitable title. (5 Marks)
2. Write a summary of the passage in about 80 words. (3 Marks)
SECTION - B
Writing Skills and Grammar

NOTICE

A Notice is a very short piece of writing usually written in formal style. It is widely used by individuals and organization to announce events, occasions, celebrations, lost and found etc.

How to write an effective Notice:

- Name of the Organization, Institution or Office. Issuing it.
- The word ‘NOTICE’
- Date of Issuing. The date of notice can be placed at the top right or left, or bottom right or left hand corner.
- A suitable description, caption or heading.
- Notice can use capital letters details such as name of organizations, an important detail in the message itself.
- Details of Schedule (Date, Time, Venue, programme purpose/who is to attend etc.)
- Signature, name and designation of the person issuing the notice.
- Tone of the language-formal.
- Usually future time references predominate over other tense forms.
- Draw the box and ensure the word limit (50 words).
SAMPLE NOTICE

1. You are Incharge of cultural club of R.P.V V Nand Nagri, Delhi. Draft a Notice for your school notice board inviting students to participate in the singing competition. Sign as Aman/ Kritika.

   R.P.V.V NAND NAGRI, DELHI
   NOTICE
   13 May 20XX
   SINGING COMPETITION
   All the students are hereby informed that a Singing- Competition is going to be organized in the school as per the details given below. This selection is for the students to perform at zonal level.
   Date: 5 July, 20 XX
   Time: 11 AM
   Venue: School Auditorium
   Interested and talented students may send their entries to participate by 2 July, 20XX to the undersigned.
   Aman/ Kritika
   In-charge
   Cultural Club

2. As the Sports Captain of your school write a notice for school notice board informing budding cricketers to attend trials for the selection of under-18 school team.

   MILLENNIUM SCHOOL, DELHI
   NOTICE
   23 June 20XX
   CRICKET TRIALS FOR UNDER-18 SCHOOL TEAM
   This is to inform to our cricket players that selection to school teams will be made on 29 June, 20XX between 9:00 AM and 5:00 PM in the school playground. Budding players who wish to be in the school team must attend the trials with complete cricket kits. In all 20 players will be short-listed for each team purely on the basis of their all-round performance.
   ANKUR SHARMA
   Sports Captain
3. As the President of Resident Welfare Society, Dilshad Garden, J&K Block write a notice requesting residents not to use potable water for cleaning purpose.

RESIDENT WELFARE SOCIETY DILSHAD GARDEN, J&K BLOCK
NOTICE
30 May 20XX
USE WATER JUDICIOUSLY
Considering the acute shortage of water in the colony this summer, all the resident of Dilshad Colony, J&K Block are requested not to waste potable water by cleaning their cars, verandahs & drive ways etc., or watering the plants with a hose pipe. A fine of Rs 500 will be imposed on the defaulters. Kindly save water for better tomorrow.
President
DILSHADGARDEN, J&K BLOCK

4. You are Roopa/Ritesh, the cultural secretary of RPW Nandnagri. You have been asked to inform the students of class IX and XII about an Inter School Nukkad Natak Competition. Draft a notice in not more than 50 words for the students’ Notice board. Invent the necessary details.

RPW NANDNAGRI
NOTICE
30 July 2016
Nukkad Natak Competition
An Inter School Nukkad Natak Competition is to be organized on 30 August 2016. An audition, for the same will be held to select the students for the school troupe/group. The details are given below:
Date: 7 August 2014
Time: 10.30 am
Venue: School Auditorium
Eligibility: Class IX and XII
Interested students may give their names to the undersigned latest by 5 August 20XX.
Roopa
Cultural Secretary
5. The Residents’ Welfare Association, Lajpat Nagar is organising a ‘Baisakhi Fest’ in the locality. As the President of the Association, draft a notice in not more than 50 words informing the residents about the same. Give other essential details too.

<table>
<thead>
<tr>
<th>RESIDENTS’ WELFARE ASSOCIATION, LAJPAT NAGAR</th>
</tr>
</thead>
<tbody>
<tr>
<td>NOTICE</td>
</tr>
<tr>
<td>10 January 20XX</td>
</tr>
<tr>
<td>BAISAKHI FEST</td>
</tr>
<tr>
<td>The Residents’ Welfare Association is going to organize a Baisakhi Fest in the colony as per the details given below:</td>
</tr>
<tr>
<td>Date: 17 February, 20XX</td>
</tr>
<tr>
<td>Time : 9 am to 5 pm</td>
</tr>
<tr>
<td>Venue: Lajpat Nagar Community Hall</td>
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<tr>
<td>The residents are requested to come along with their friends and add colour to the rejoicing.</td>
</tr>
</tbody>
</table>

Vikas Kumar
President, RWA

**PRACTICE QUESTIONS**

1. Your school is to observe the Earth Day on 22nd April. As the General Secretary of the Student Council write a notice informing the members about a meeting you wish to hold to plan the programme.

2. The present batch of class XII students of your school is about to bid farewell to the school and the class XI students wish to host a farewell party in their honour. As the Senior Prefect of your school, write a notice for the Students House Council and XI class monitors to attend a meeting to plan the party.

3. A poor patient in a hospital is urgently in need of blood for a surgery. As the Medical Superintendent of the hospital, write a notice to be pasted on the hospital notice board appealing to voluntary blood donors to donate blood immediately.

4. As the manager of Hotel Plaza write a notice for the guests staying in the hotel cautioning them about a lift that has gone out of order.

5. You are Yash Gupta, The Incharge of Cultural Club of your school. Write a notice for
1. The school Notice Board inviting participants for a painting competition to be held at Pragati Maidan.

6. There is going to be an inter-school debate for all the students of Class XI on the topic 'Tobacco companies should not sponsor sports events'. As the cultural secretary, draft a notice providing all relevant details in not more than 50 words.

7. You are Kripa Shanker, a student of Class XII. You have lost an expensive watch in the school premises. Draft a notice to be put up on the school notice board giving details of the watch and offering a suitable reward. Use not more than 50 words.

8. As the president of the student’s council of your school, write a notice in not more than 50 words, asking the students of your school to donate clothes, books and bags for Goonj, an NGO working to help the underprivileged children across the country.

9. The Hindustan Times Pace Programme is planning to hold fun-filled workshops on candle making and clay modelling for all Class VIII students on Children’s Day in the school. As Altaf, the Head Boy, write a notice informing students about it. Include necessary details and write the notice in not more than 50 words.

10. The meritorious students of class XI are going on an outstation tour to Manali. Write a notice informing the students about the event and giving necessary details and instructions.

11. Write a notice for the school notice board informing the students about the visit of the Director of Education to your school on the occasion of Independence Day celebration. Write the notice in not more than 50 words asking the students to maintain punctuality, cleanliness and discipline.

12. The school has decided to organise a Christmas Carnival in the Sports Complex. The Principal has asked you, as the school Prefect, to write a notice inviting the students and teachers to participate in it. The notice should be written in not more than 50 words including all the relevant details.

13. The Residents’ Welfare Association, New Friends Colony is organising a Diwali Bazaar in the locality. As the president of the association, draft a notice in not more than 50 words, informing the residents about the same. Give other essential details about the Bazaar.

14. You are the Student Editor of SKV, Andrews Ganj. Write a notice inviting articles, stories, cartoons, crossword, puzzles, jokes, etc for the school magazine. Write the notice in not more than 50 words.
The word “ADVERTISEMENT” is defined as a public notice or announcement, especially one advertising goods or services in newspapers. It is a very powerful tool for promoting sales or services or raising public awareness through quick dissemination of information.

This section deals with only newspaper advertisements which fall into two broad categories:

**Classified Advertisements**
- Occupy less space
- More economical
- Simple, concise compact

**Non classified Advertisement**
- Commercial purpose
- Visually attractive appealing
- Catchy slogans
- Varying font size’s shape

**Type of Classified Advertisements**

**Situation Vacant/Wanted**

**Points to remember:**
- Use Heading- Situation Vacant/Wanted
- Begin with Wanted or Required
- Mention name of the employee with address
- Mention the number of posts lying vacant
- Mention required age limit and minimum qualification (educational and professional)
- Pay scale and perks of the post concerned
- Mode of applying and whom to apply
- Deadline/last date for submission of application
- Contact address and phone number of contact person/authority
SAMPLE ADVERTISEMENT

1. On behalf of the principal of your school draft a classified advertisement inviting application for some posts of teachers lying vacant and to be filled soon.

   SITUATION VACANT
   DAV Public School, Shastri Park, Delhi-31 requires 2 PGTs in English against permanent post. Only experienced and highly qualified candidates with linguistic fluency need to apply. Salary commensurate to experience and professional achievements. Attend Walk-in interview with resume, attested testimonials and passport size photographs on Monday 16th May 20XX at 9:00 AM in Principal’s office. No TA/DA admissible.

2. You are in need of a job. Draft a classified advertisement offering your services.

   SITUATION WANTED
   An electronics and communication engineer, 25, healthy, male looking for a suitable job in or around Delhi in an electronics or communications company offering good working environment and growth opportunity.
   The candidate has good communication skills, is open to correction and continued professional development. He is available for interview with a notice of 72 hours.
   Contact:- +91-999999XXXX or write to rituaplot@gmail.com
SALE AND PURCHASE

Points to remember:

- Begin with For Sale/ purchase or Available/Wanted
- Type of house (Flat, Independent floor/ house/ office etc.)
- Size of floor, No. of rooms etc
- Surrounding centrally located, park facing, near market, school, hospital, bank etc.
- Use adjectives like airy, well ventilated, fully furnished, brand new, newly constructed, well furnished
- Company or Bank lease preferred
- Expected price- Rs. XXXXXXXXXfixed/ negotiable
- Contact address and phone no.

1. Your aunt, emigrating to Canada wants to put up a classified advertisement to dispose off her flat before she leaves. Draft a suitable advertisement putting her flat on sale.

   FLAT ON SALE
   Ready to move in luxury flat with 3 bedroom, drawing / dinning and servant room, laminated wooden flooring, wardrobes in all rooms, modular kitchen available for sale at affordable price in Greater Noida. Ground floor, adjoining to reputed schools and hotels, personal car parking. Ideal for both investment and living. Owner migrating abroad.
   Contact: Sanjna - 99999XXXXX

2. You want to purchase a floor. Draft an advertisement for a newspaper detailing your requirement, affordability and other preferences.

   FLOOR REQUIRED
   Floor required: North Delhi, with three bedrooms, drawing room and a study room. Ground / first floor preferred. Price around 30-35 lakhs. Free hold and clear from all legal angles. Owner may contact: Rohit/ Rohini - (99999XXXXX) at 12, Shankar Road, New Delhi.
LOSTAND FOUND

Points to remember:

 Begin with Lost / Found
 Brief physical description - Name of the object/ article, brand, colour, size, condition etc.
 When/Where lost/found
 Reward / incentive, if any
 For lost all details whereas for found keep strategic details undisclosed for authenticity verification of the claimant
 Contact address and Phone no.

1. You lost some important documents the other day. You want to apply for duplicate documents for which you need to publish a public notice in a newspaper. Draft an advertisement giving details about the lost document

   LOST!
   Lost my property documents of flat no 12, Sun Tower, Rohini on 21StApril 20XX somewhere between Tees Hazari Court and Azadpur Mandi. The documents include allotment letter, payment schedule and sale agreement. If found, please contact 2356140000(M). Token reward for the informer finder.

2. While travelling in a bus you found some certificates, a wallet and some jewellery in a bag. You found no contact details of the owner in the bag. Draft an advertisement to be published in a local newspaper.

   FOUND!
   Found a bag with some certificates, a wallet and some jewellery items. Whosoever has lost it may claim the same by providing authentic proof of ownership. In case of no claim within a week, the bag will be submitted to Mayapuri police station. Contact: Sanchay at 9999XXXXXX.
MISSING PERSON/ PET ANIMAL

Points to remember: Begin with Missing
❖ Physical Description
❖ For Person- Name, age, sex, height, complexion, built, clothes and other striking identification feature(s)
❖ For Animal- Name, breed, colour of fur, of skin, other distinct feature/mark
❖ Since when and from where missing
❖ Reward/ message if any
❖ Contact address and phone no.

1. Your brother has been missing from his home for the last two days. Draft an advertisement for a newspaper providing necessary details and offer of a reward to informer.

PERSON MISSING
Deepak Kumar, 14 years, 5’3” fair complexion, average built, wearing black stripped shirt and blue jeans, injury scar over left eye brow. Missing since 1st April 20XX from Nand Nagri Delhi. Informer will be duly rewarded. Contact: SHO Nand Nagri Police station or call at 9999XXXXXX.

CHANGE OF NAME

Points to remember:
❖ Begin with I, XYZ son/daughter of
❖ Present name
❖ Father’s/ Husband’s name, address.
❖ Name now acquired/ adopted
❖ Reason for the change if any
❖ Calling attention of the public, relatives and friends for future use

You are Renu Sharma but after marriage you wish to add your middle name. Draft a suitable advertisement, declaring/ notifying the change of your name
CHANGE OF NAME

I, Renu Sharma daughter of Ram Sharma resident of 31, Judge Colony, Delhi-01 hereby declare that I have changed my name to Renu Shankar Sharma after my marriage to Sachin Shankar son of Mr. Om Shankar of Delhi. All concerned are requested to note for all future purposes and address me by my new name.

MATRIMONIAL Points to Remember

- Beauty and looks of the girl/boy
- Complexion/Age/height
- Upbringing and manners
- Education
- Working/Non working/Income
- Caste/Religion/Community
- Family background
- Desired details of the prospective match
- Contact address and Phone no.

Your sister Suji is of marriageable age. You belong to Roman Catholic Religion. On behalf of your parents draft a suitable advertisement inviting a suitable match for her.

BRIDEGROOM WANTED

The family of Suji, 23/5’8”, Roman Catholic, slim, cultured, smart, radiologist working in a super specialty hospital in New Delhi seeks compatible match, preferably 26/6’, faircomplexioned, doctor, IAS, IFS officer with strong Christian values. Write with full particulars to Post Box XXXX, Times of India, New Delhi-01.
TOURS AND TRAVEL

Points to remember:

- Begin with Tours & Travel
- Name of the travel company/ agency
- Tours/cruises/sight-seeing offered
- Duration and dates of tours
- Package for individuals/ couples/ group including discounts
- Accommodation, Food and mode of transport
- Visa Requirements and assistance in Visa assistance ,if required
- Booking period
- Contact address including email, phone no. and website.

Your uncle has just established a tour and travel company and needs a classified advertisement to popularize it. Draft an advertisement giving all necessary details.

TOURS & TRAVEL

Holidays Tours & Travel, India’s most trusted name in domestic and overseas travel. Contact for air tickets, tour packages, hotel, resort and cab booking. Book online and avail 20% discount on hotel room tarrifs anywhere in India. Try once trust forever. Special pilgrimage packages available. Visit our website www.holidays.com or call toll free number 1800-444-XXXX.

Educational Institutions/ Language Courses/ Hobby Classes

Points to remember:

- Begin with coaching/ courses/classes/tutors/tutorialavailable
- Name of the institution
- Classes, subject, courses, exams/competitions
- Qualification and experience of tutor
- Environment and facilities
- Success/result graph/track
- charges/ fees/ package
You want to launch a tuition center from class X to XII. Draft a classified advertisement with all relevant details.

**TUITION**
Available online/Skype/ home based tutor for all the subjects for classes X to XII CBSE/ ICSE. One to one personalized coaching with special emphasis on concept formation, higher order thinking, application and problem solving. Regular tests and feedback. Hourly classes -three days a week. Affordable fee. For bright future, register now. Visit careerwise.com or call toll free number- 1800-256-XXXX 24X7 from anywhere in India.

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

2. You want to sell off some office furniture such as computer table, filling cabinet, chairs, cupboard etc as you are moving into a new office. Draft an advertisement to be published in a local daily.

3. You want to purchase a pre owned motorbike. Draft an advertisement for a newspaper detailing your requirement, affordability and preferences.

4. Your cat named Katty is missing since 12 June 20XX. Draft an advertisement to be published in the “Missing” column of a local daily. Give all details in not more than 50 words.

5. A poor accident victim needs financial help for urgent surgery. As the secretary of a charity organization draft a classified advertisement to raise funds for this noble cause.
POSTER

A poster is a very useful means of making an announcement, propagation or appeal, and issuing a notice advertising a product/service or bringing about awareness about issues of public interest. A poster is always visually very attractive and easily readable from a certain distance. Visuals are part of a poster and help in enhancing the overall impact. Students have the freedom to use any style, size and fonts to make it eye catching and appealing. A poster incorporates the following:

- Theme/topic/event
- Purpose and/or occasion
- Date, time and place (in case of an event)
- A message of appeal, awareness, caution, warning, invitation)
- Catchy slogan, punch line and captions
- Sketch or simple drawings
- Letters of different size and shape
- Proportionate spacing
- Name of the individual/organization issuing it
SAMPLE POSTER

✔ ESTABLISH EQUALITY
✔ TREAT ALL WOMEN FAIRLY
✔ PROMOTE EDUCATION
✔ RESTORE DIGNITY

You may shoot me with your words,
You may cut me with your eyes But still, like air, I’ll rise against all odds, challenges and cruelties “RESPECT Women”

DON’T BE CRUEL AND COLD

BE HUMANE AND BOLD !!!

!!! Raise Voice against Crime and Violence against Women !!!

Issued in Public interest by : Delhi commission for Women health club needs a poster on yoga day to promote its importance. Draft a poster highlighting main points.
TO PREVENT DENGUE & CHIKUNGUNYA

Do not allow water to accumulate around you, the dengue & chikungunya mosquito breeds in fresh stagnant water

Prevention from DENGUE & CHIKUNGUNYA is easy

- Scrub, dry and change water weekly. Don’t let water coming out of ACs accumulate.
- Don’t keep open cups, bottles containers, tyres etc. around your home.
- Water in containers for birds must be changed every week.
- Change the water of indoor plants every week.
- Keep the lids of water tanks/containers closed. Don’t let water tankers overflow.
- Don’t let water collect around home, put petrol in accumulated water.

Test and treatment for Dengue & Chikungunya is free in all government hospitals.

Avoid mosquito bite by wearing full sleeve clothing.
Use mosquito repellents/mosquito nets to avoid mosquito bite.
CONNECT WITH INDIA'S CRAFTS TRADITION

KIDS CARNIVAL

A special exhibition-cum-sale of summer wear and educational crafts for children

15-21 May, 2017

Product Range

- Traditional DIY Craft Kits
- Educational, Mythological & Story Books
- Wooden Toys
- Lehenga Choli
- Salwar Suit sets
- Ready to wear Sarees
- Kurta Pyajama sets

Special Attractions

Puppet Show, Paper cutting, Kite making & Pottery making

Guided tours to groups of school children to familiarize them with various crafts of India*

Venue

Central Cottage Industries Emporium
(An ISO 9001 : 2008 Certified Company)
A Govt. of India Undertaking
Ministry of Textiles,
Janwaar Vyapar Bhawan, Janpath,
New Delhi, Ph: 23320439, 23326790
Website: www.thecottage.in

Sponsored by

Ministry of Textiles
Govt. of India

*Guided tours will be organized with prior appointment.
WRITING LETTERS

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

Points to Remember

• Time available 15-20 minutes.
• Always plan your letter. Think before you write.
• Avoid ambiguity, cliches and be straight forward.
• Give complete information.
• Don’t use abbreviations, e.g., Inst., govt. etc. Though contractions (don’t cant etc.) are permissible in modern letter writing, one should avoid them.
• Be polite, courteous and correct even if you are in bad mood.
• Use short and crisp language.
• Write one idea in one paragraph. Use different paragraphs for different points with appropriate linkers.
• Always edit your rough draft.
• Avoid long-winded and rambling turns of phrase. For example, write ‘please let me know’ ‘Not I would appreciate your tinforming me....’
• Use correct/appropriate format.
• Avoid vague closing like ‘Hoping to hear from you’ or ‘Thanking you in anticipation—these are outdated Instead end on a firm and positive note. Such as this should suit you. I’m sure.
• Follow block style (latest). Do not mix it up with the traditional semi-block style.
• Leave one line space between paragraphs.
• No punctuation in address/date/salutation.
• Don’t leave any space at the beginning of a new paragraph, as was done in traditional paragraphs.
• In the complimentary close-write:
  * Yours obediently to the Principal
Yours sincerely-When writing to the editor or to employer etc. (or whenever you write Dear Sir/ Madam as salutation.

* Yours sincerely-to friends and to all the people whom you are addressing by name.

* Yours affectionately-to relatives.

* Yours truly-to unknown persons or editor at the end, signature of the sender followed by his name in block letters along with designation.

- In modern letter writing, ‘yours Sincerely’ is often used for business letters, to editor also.

**LETTERS TO THE EDITOR OR A NEWSPAPER**

Such letters are written to draw attention of the public authorities towards certain irregularities and common problems.

Such letters are also written to raise certain current issues and express writer’s own view point.

**Points to Remember**

- Raise the issue by giving certain items or events.
- Analyze the issue-try to find causes.
- Offer suggestions to face the problem.

**DON’T WRITE THAT THE EDITOR SHOULD TAKE ACTION**

- Be courteous, even if critical.

1. You are Saurabh/Swati of Rani Bagh, Delhi. The road leading to your school is full of potholes, causing a lot congestion. Students and parents are often caught in traffic jams. Inspite of several representations MCD has done nothing to improve the conditions. Write a letter to the editor of Local Daily highlighting the problems and drawing the attention of the authorities to take concrete steps at the earliest.

2. You are Mohan Lal/Sunita residing at C-25, Model Town, Delhi-7. Write a letter to the editor, Times of India expressing your concern over the govt’s decision to cut down trees in the Delhi University area to provide a space for rugby field for the National games.
3. You are Mansi/Manish of M.G Road, Delhi. You are worried about the hike in prices of essential commodities like LPG gas, petrol, diesel, vegetables, pulses etc. Write a letter to the editor of Hindustan Times, Delhi to draw the attention of Government to take concrete steps to curb the rising prices/inflation in the benefit of a common man.

4. You are Vipin/Vidya a student of Class XII of Sarvodaya Vidyalya, Nithari. The students are required to cope with lot of pressure in today's competitive environment. Write a letter to the editor of a national daily highlighting the increasing stress faced by students and suggest ways to combat the same.

5. Write a letter to the editor of Hindustan Times, B.S.Z. Marg, Delhi-2. Drawing attention to a newly opened liquor shop in your colony, which has become a menace for the residents. You are Frahan Ahmad, resident of D-32, New Light Colony, Delhi.

6. Having observed that crime against woman is increasing day by day in big cities. You feel that self-defence training should be made compulsory for girls in schools. Write a letter to the editor of ‘The Hindu’ highlighting the need for such training and drawing the attention of the Government to take concrete steps for safety of women. You are Navin/Naina, a student of class XII, Happy Public School, Delhi.

7. Write a letter to the editor of The Times of India, New Delhi, expressing your concern for the youngsters who start smoking at a very early age which further leads them to drug addiction. Give your suggestion to check smoking and drug addiction. You are the prefect of Eco-club of your school.

8. You are Puneet/Poonam of Govt. S.S. School, Pushp Vihar, Delhi. You are very much moved to know about the killing of innocent people in serial blasts of Jaipur. Write a letter to the editor of Times of India over the wide spread terrorism not only in India but through-out the world; and suggest ways to over come it.

9. You travel by ‘Blue Line’ buses in Delhi everyday. You are the witness and experience the rash and negligent driving by the bus drivers. You have also read in the newspaper about the death of dozens of people only due to these buses. Write a letter to the editor of Hindustan Times highlighting the related problems. Also give some suggestions.
10. You are Vimal/Vimla of 97, Safderjung Enclave, New Delhi. You have observed that subways in Delhi are seldom used by the pedestrians to cross heavy-traffic, resulting in accidents and traffic jams. Write a letter to the editor of Hindustan Times highlighting the need for creating awareness among the people about it.

LETTERS OF MAKING ENQUIRIES

Points to Remember

These are formal letters to seek clarification. Making enquiries about certain missing pieces of information in any advertisement or a notice or a poster.

While Writing such letters

1. Refer to the source of information.
2. Make specific enquiry about
   - Accommodation in a hostel
   - Tariff
   - Type of food available etc.
   - Language: Formal but courteous

1. You are Sakshi/Sanjay of Govt. Sr. Sec. School, Sangam Vihar. You have appeared in class XII examination in Humanities Steam. Write a letter to the Director of YMCA, Delhi, requesting for sending the details regarding Short-Term Courses, duration and fee structure of the course offered by them.

2. You are Ravi/Akash residing at 20. A13 Dwarka, D.D.A. Flats, New Delhi. You have appeared for class 12th exam (CBSE) this year. As your result is awaited, you wish to do English speaking course from ‘The British School’, West Patel Nagar, Delhi. Write a letter to the Principal of the Institute requesting for sending the details regarding the course, duration and fee etc.

3. You are Head Boy/Head Girl of Sarvodaya Vidyalaya, Vikas Puri, Delhi. Write a letter to State organising Commissioner of Delhi State Bharat Scouts and Guides, requesting him to provide details of affiliating fee and other conditions for becoming a member of the organisation. You are Vishal/Vinita of Class XII.
4. You are A. Bose, H.R. Manager of IBM, Lakshya, Delhi. You want to take 25 voice Trainers of your organisation on a trip from Delhi to Mumbai by a deluxe bus. Write a letter to Yatri Global, 23, Palika Enclave, Delhi. Enquiring their terms and conditions for package tours. Ask about duration of the trip, boarding and lodging charges, mode of payment and discount available if any etc.

5. You are Lalit/Lakshmi of Sarvodaya School, Shadra Niketan, Delhi. You have passed Class XII CBSE Exam. In commerce stream obtaining 85% marks in aggregate. Write a letter to the Director, H.P. University Shimla for brochure and Prospectus for admission to B.Com. (H).

**LETTERS OF COMPLAINT**

Such letters are written to officials of different Departments and business organisations for necessary action or redressal.

These complaints may be related to untimely/short/defective supply or irregular public services such as buses, electrical or water supply.

**Points to Remember**

- Use appropriate format
  - (a) Company’s name and address.
  - (b) Date
  - (c) Ref. if any
  - (d) Salutation
  - (e) Closing and signature
- **Content**: Complete/all necessary points.
- Request for action required.
- **Language**: Formal and courteous.
OFFICIAL/BUSINESS COMPLAINT

1. You are Ankit/Ankita of 34, Lajpat Nagar, Delhi. Last month you purchased double door frost-free rebrigertar from Divya Electronics, against a warranty of two years. For one month, it worked well but now you find that it is making an unbearable noise and not cooling things properly. Write a letter to the Manager/Dealer of Divya Elec. Complaining about the problem you are facing and requesting him for the replacement immediately.

2. You are Ishaan/Meeta the Head Boy/Girl of Janki Public School, Kirti Nagar, Delhi. There is a heavy flow of traffic just out side your school gate, causing a lot of inconvenience to the school going children. There are frequent cases of accidents also. Write a letter to the Commissioner of Traffic Police, Delhi requesting him to take necessary measures to control the traffic.

3. You are Vandana/Vinod residing at 4 c, Pocket-A Paschim Vihar Delhi. People feed stray animals on the side of the roads. This creates chaos on the roads also. Write a letter to the commissioner of M.C.D., highlighting the problem faced by the people living there and the possibilities of road accidents due to stray animals.

4. You are Somesh/Surabhi residing at C-27, Model Town, New Delhi. Last month you bought a Microwave oven from Neha Electronics, Kamla Nagar, New Delhi. Now you find it is not working properly. Write a letter to the dealer asking/requesting him to replace it immediately as it is within the guarantee period.

5. You are Ajay/Anita of Class XII at Sarvodaya Vidyalaya, Kanjhawala. You happened to watch a lesson of class X in CAL LAB set up in your school by Directorate of Education, Delhi. You are very much impressed by the technique and methodology of teaching through computer. Write a letter to the Director of Education Delhi requesting him to start such programme for students of Class XI and XII.

PLACING ORDERS

1. You are Librarian of R.N. Public School, Saket. Write a letter to Messers Suman Publishers, Delhi, Placing an order for some books for your School library. Mention the details of books (at least 5) and ask for the discount available on the purchase.
2. You are store incharge of G.S.S. School, Najafgarh, Placing an order for at least four items of School furniture like chairs, tables, Almirahs, desks etc. to Pragati furnitures, Hari Nagar, New Delhi.

3. You are sports incharge of Abhinav Public School, Shahdara. Write a letter to Messers Raman Sports Equipments, Darya Ganj, placing an order for sports material (at least 5 items) giving complete details. Ask for the discount available on purchase.

4. You are Prabhat/Pratibha of Sarvodaya Vidyaiaya, Jahangir Puri, Delhi. You had placed an order for supply of sports material to Messers Laxmi Sport Equipment, Darya Ganj. You have not yet received the material write a letter to the dealer asking for the immediate supply of the material.

5. You are Science Lab incharge of Divine Public School, Okhla. Write a letter to Messers, Ahmad scientific instruments co. Okhla, for supply of scientific equipments (at least four giving complete details) for your school science lab.

WRITING APPLICATIONS FOR JOBS

Unemployed people respond to the vacancies advertised under SITUATION VACANT column. While writing applications for such vacancies REMEMBER

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

  References (Two)
1. **RAM MANOHAR LOHIA HOSPITAL, NEW DELHI**

   **REQUIRES**

   *Junior Residents in the following faculties*

   1. Paediatric – 2 posts
   2. Orthopaedics – 3 posts.
   3. Opthalmic – 2 posts

   Minimum Qualification – MBBS (with Ist Div.)

   Age – not more than 35 years.

   Desirable Qualification – Specialisation in the respective field.

   Apply to the Director on prescribed proforma available from the office (from 10.00 A.M. to 2.00 P.M.) Last Date of submission of forms – 15 June 20XX.

You are Mohit/Medha of 26, Lajpat Nagar, Delhi. You find the above advertisement suitable or yourself and apply for one of the posts. Write the application with complete Bio-data in response to the above advertisement.

2. You are Sumit/Samila. You come across the following advertisement in a national daily. You consider yourself suitable and eligible for the post. Write an application in response to the advertisement.

   Applications are invited for the post of a Nursery Teacher in a reputed school of Delhi. The candidate must have at least 5 years experience of teaching tinytots. The applicant must have a pleasant personality. He/She should be creative and innovative. Attractive salary. Interested candidates should apply to the Principal; AKS International, Indirapuram, New Delhi within 10 days with detailed resume.

3. You are Anil/Asha staying at 24, Gandhi Nagar, Delhi. You have come across an advertisement in Times of India for recruitment of Ground Staff in Kingfisher Airlines. Apply to the Director in response to the advertisement, giving your detailed bio-data (Curriculum Vitae).
PRACTICE QUESTION

1. Health Club needs an attractive poster to promote healthy lifestyle among its members. Draft a poster for its “Healthy Habit, Healthy Life” campaign that includes some useful tips on healthy food habit and exercise. Include catchy slogan and effective visuals to make your poster attractive.

2. Department of Science and Technology, Government of India is organizing a science exhibition in your school. Create an attractive poster announcing the event and inviting the general public to visit it.

3. On the occasion of World Cancer Day (4th February) the government of your state/country needs a poster to be published as a public service advertisement. Create a poster that urges people to stay cancer free and suggests some ways to fight against this serious health hazard.

4. Design a poster for a play being organized in your school for raising funds to help victims of a temple stampede tragedy.


Letter Writing

Letters in class XI include-
   i. Letter for making enquiries
   ii. Placing Orders and sending replies
   iii. Cancelling Order
   iv. Letters of complaint - Product
   v. Letters of complaint - Civic amenities
   vi. Letters of Request - to heads of educational Institutes - or college authorities, regarding admissions, school issues, requirements/suitability of course etc.
   vii. Job application with a bio-data or resume
   viii. Letters to the Editor (giving suggestions/opinion on an issue)

Tips for Writing Formal Letters in English-

In English there are some accepted conventions that should be used when formatting a formal or business letter. Furthermore, you should try to write as simply and clearly as possible, without making it longer than necessary. Remember not to use informal language like contractions slangs, colloquial language. Always stick to the word limit.
Addresses:
1) Sender’s Address-top left-hand corner of the letter.
2) DATE
3) Use International formats for writing the date. As – May 10, 2018 or 10 May, 2018.
4) Avoid to write in (10-05-2018) format.
5) Receiver’s Address with designation on the left below sender’s address.

Salutation or greeting:
(1) Dear Sir or Madam-if you do not know the name of the person you are writing to and the person is not your immediate/official authority
(2) DearMrSharma,
If you know the name, use the title (Mr, Mrs, Miss or Ms, Dr, etc.) and the surname only. If you are writing to a woman and do not know if she uses Mrs or Miss, better use Ms. which applies to both married and single women these days.

Complimentary Closing:
(1) Yours truly-if you do not know the person and he/she belongs to other department.
(2) Yours sincerely-if you know the person or he/she is your immediate/official head.
(3) Signature-above your name

Contents of a Formal Letter (Body of the Letter)
First paragraph / Introductory
The first paragraph should be short and state the purpose of the letter i.e. making an enquiry, complain, request etc.

Middle/ Main paragraph
The paragraph or paragraphs in the middle of the letter should contain the relevant information for writing the letter. Do keep the essential information and organise it in a clear and logical manner.

Last/Concluding Paragraph
The last paragraph of a formal letter should state what action you expect the recipient to take i.e.-to refund, send you information etc.
CBSE Marking Scheme

LETTER WRITING

[Note: - Marks are not awarded if only the format is given. Credit should be given for the candidate’s creativity in presentation of ideas.]

Format (1 mark)
1. sender’s address, 2. date, 3. receiver’s address, 4. subject / heading, 5. salutation, 6. complimentary close.

Content 3 marks

Expression (2 marks)
grammatical accuracy, appropriate words and spelling [1]
coherence and relevance of ideas and style [1]

Example
H. No. 289
Masjid Moth
New Delhi 110063
18 May, 2018
The Delhi Chronicle New Delhi 110001.
Sir,
Subject-Body of the letter: 1. Introduction
2. Main Content
3. Conclusion
Thankyou
Yours sincerely/truly
Name
(Designation)
SAMPLE LETTERS

LETTER OF ENQUIRY:

1. Look at the advertisement given below and draft a letter enquiring about the student exchange programme. Invent the necessary details.

   ● Service available in which countries? France? Spain?
   ● Cost?
   ● Length of stay?
   ● Knowledge of language necessary?

The Director
Student Exchange Services
South Extension
New Delhi
Subject: Enquiry regarding the Student Exchange Programmes

Dear Sir/Madam

This is with reference to the advertisement published in The Times Of India, dated 15th Feb 20XX regarding the Student Exchange programmes being offered by your institution.

I am keen to go on a Student Exchange program. However before registering, I would like to know a few details regarding the programme:

1. Countries where your services are available
2. Duration of the programs
3. Fees and mode of payment
4. The procedure for selection of candidates
5. Certification status of the course
6. Knowledge of the languages

I request you to send the requisite information at your earliest so that I may register for the above said program. I enclose herewith a self addressed envelope for your early response.

Looking forward to a quick reply
Yours truly/sincerely

Harsh Chaddha
Placing of order:

2. You are the Sports teacher of Sister Nivedita SKV, A-Block, Defence Colony, You have been asked to place an order for different sports equipments for the year to Mehta & Sons Pvt. Ltd.

A-Block Defence Colony,
New Delhi
25 March 20XX

The Proprietor
Mehta & Sons Pvt. Ltd
Chandni Chowk New Delhi

Subject: Supply Order for Sports Equipments

Dear Sir

We are pleased to inform that the rates sent by your company vide letter no.256/341/SNSKV, dated 12 March 2018 have been approved for the year 20XX-XX. Keeping rates, terms and conditions in view, we place an order for early and timely supply of the following equipments:

<table>
<thead>
<tr>
<th>S.No.</th>
<th>Items</th>
<th>Quantity</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Basket Ball (Nevia)</td>
<td>06</td>
</tr>
<tr>
<td>2.</td>
<td>Cricket Bat (Cookabura)</td>
<td>06</td>
</tr>
<tr>
<td>3.</td>
<td>Shuttle cock (Light Feather)</td>
<td>06</td>
</tr>
<tr>
<td>4.</td>
<td>Football (Nike)</td>
<td>06</td>
</tr>
</tbody>
</table>

It is expected that the order will be delivered within ten days of the issue of this letter. The payment will be made by cheque within one week of the delivery. In case any item is found missing/damaged the payment will be held back till it is replaced. It is expected that, 10% discount would be given to us as per the norms.

Yours truly

Signature
Name
Designation
Cancellation of order

3. As manager of an established Hotel in Agra, you have been asked to cancel an order for furnishings that were placed to Harisons Furnishings, New Delhi. Invent details.

Jaypee Hotel
Agra-201001
03 March 2018

The Sales Manager
Harisons Furnishings
Ring road Lajpat nagar
New Delhi

Subject: Cancellation of Order No. 345

Dear Sir

Kindly refer to letter no 345/Jaypee/h/furnishings dated 15 February 2018 vide which an order for bed linen, curtains and upholstery was placed with you. We are in receipt of the acknowledgement from your side.

As per the order, the goods were to be delivered by 25th February but we have not received any consignment from your side till date and there is no correspondence to that effect either. This has put us in a very difficult situation and we are not in favour of the business ethics displayed.

In view of the above, we are constrained to cancel the order and will not entertain any further correspondence in this regard. Moreover, the consignment if it reaches us, will not be accepted.

Yours truly

Signature
Name
Designation
Letter of complaint

4. You recently bought a mobile phone for your grandmother on her 60th birthday from The Spice Shop’ Lajpat Nagar. However, now, within two months of the purchase, the phone isn’t getting charged and the screen light has gone too. Write a letter to the Proprietor complaining about the sub-standard product sold to you.

R-57, Sec-7
Rohini
New Delhi
20 March, 20XX

The Proprietor
Spice shop
Lajpat Nagar
Subject: Complaint about faulty LG mobile phone

Dear Sir
Kindly refer to bill no 4569, dated 12 Jan, 20XX, vide which a mobile hand set- Lumia 5 of Nokia company was purchased from your shop. However within two months of purchase, the phone has developed a number of problems.

The hand set is not getting charged and is operational only when it is plugged. We even got the battery checked but there seems to be no problem with the battery. To add to our woes, within a week, the screen light got diffused too.

Since the product is still under guarantee period, I am enclosing the photocopy of the bill and sending the phone to be replaced or repaired at the earliest.

Yours truly
Signature
Name
Letters of complaint-Civic amenities

5. You are Mohd. Irshad of D block Nand nagri. Write a letter to Municipal Commissioner, MCD, complaining about poor sanitary conditions in your area.

10 Nand Nagri, New Delhi
May 16, 2018
The Municipal commissioner
MCD, (East)
New Delhi-92
Subject: Complaint regarding poor sanitary conditions in Nand Nagri

Sir,

I am a resident of D-Block Nand Nagri. I am writing this letter to complain about poor sanitary conditions in the area.

The roads here are not swept for days. Consequently heaps of garbage can be seen here and there. Also the drains remain choked and overflow. In addition to it the choked drains are a breeding ground for mosquities. The situation turns worse during rainy reason, as a result residents suffer from various diseases like malaria, dengue etc.

I look forward to a quick resolution of the problem.

Thanking you

Yours truly

(Muhammad Irshad)
Letter to the principal

6. You are the Head Boy/girl of SKV FU block, Rohini. The students have been complaining to you about shortage of cold drinking water outlets in the school. Write a letter to the Principal of the school requesting for one more water cooler in the school.

The Principal
SKV - FU Block
Rohini
20 March 20XX
Subject: Request for more Water Coolers
Sir/Madam
I would like to bring to your notice the problems being faced by the students due to inadequate number of water coolers in the school.

Long quenes of students, especially during recess can be seen in front of the only water cooler in the school. This sometimes leads to quarrels and delay in going back to classes.

You are requested to get some more coolers installed in the school premises.

Most students complain that there isn’t enough water for everyone specially during recess period. The increasing temperature has increased the demand of drinkable water.

One more water cooler on the first floor of secondary block would resolve the issue to a great extent. Therefore, you are requested to take necessary step for installing a branded 300 ltr. water cooler in the school as early as possible.

Thank you
Yours obediently

Signature
Name
Head Boy
Letter to the editor

7. Write a letter to the Editor of a local newspaper, complaining about the bad condition of water supply in your locality. You are Avantika, living at H-19 Green Park, New Delhi.

H-19
Green Park New Delhi
5 January, 2018

The Editor
The Hindustan Times
1 KG Marg New Delhi
Subject: Poor condition of water supply in Green Park.
Sir,
I am a resident of Green Park and on behalf of the residents of Green Park, I am writing this letter in your esteemed columns about the poor condition of supply of drinking water in our colony. Not to speak of water for bathing or washing, even the drinking water is not available during peak morning hours.
Most of the time the taps run dry. The supply is made only for two hours in the morning and one hour in the evening. Besides this, the water is muddy and polluted. Many residents have fallen sick due to it.
In this connection, we complained to the local authorities but in vain. I hope that you will publish my news to draw attention of the authorities towards the seriousness of the problem.

Thankyou
Yours sincerely

Prabhu Dayal
JOB APPLICATION

8. You are Md. Kausar of 71 Defence colony. You came across on advertisement in a national daily for the post of a news reader. You decide to apply for the same. Write a job application.

71, Defence Colony
New Delhi
2 August 20XX.

The Director (Administration)
News Services Division,
A.I.R, New Broadcasting House,
Parliament Street, New Delhi-110001

Sir
Subject: Application for the Post of News Reader

With reference to your advertisement published in The Times of India dated 28 July 20XX, for the recruitment to the post of news reader in your firm. I would like to offer my service for the same. I understand that you are looking for young and promising newsreaders. I wish to apply for the same.

I have a photogenic face. Also I have very clear voice and correct pronunciation in English as well as Hindi. I consider myself suitable for the advertised job. I enclose herewith my biodata for your persual.

Looking forward to a favourable and early response. If given a chance I would not leave anything untried to satisfy your aspiration.

Yours Sincerely
Mohammad Kausar

Enclosures:
1. Bio Data
2. Certificates
Bio-Data

Full Name
Father’s Name:
Mother’s Name:
Date Of Birth/Age:
Permanent Address:
Telephone No:
E-Mail Address:
Educational Qualifications: Preferably in tabular form
1. School Level
2. College Level
3. Professional qualifications e.g. Diplomas /degrees
Experience:
4. Marital status

Interests:

Present Employment (If any)
Salary Expected: (Optional)

Signature:

Name:
QUESTIONS FOR PRACTICE

1. Shaheed Hemu Kalani school Lajpat Nagar has been getting an erratic supply of power as well voltage fluctuations. It is affecting teaching learning and office work in the school. As an affected student write a letter of complaint to the Director, BSES, drawing attention to the problem.

2. In modern times access to the Internet has become imperative to keep abreast with the latest information. However the children of SKV, Ashram, New Delhi have little information about the usage and application of Internet in education. As Head Prefect of the school, write a letter of requesting the Principal to arrange a workshop to enlighten the students about Internet.

3. Vinay/ Vidhi comes across the advertisement given below for a job in a call centre. He/ she decides to apply for the job. Write his/her application.
   
   Convergys
   Urgently requires
   150
   Call Centre Executives

4. You are Gagan/Garima of 27, MG Road, Bangalore. You bought a 1.5-ton branded air conditioner from West Side, South Extension Part 2, about a month ago. Now you find that the AC makes a lot of noise and the cooling is also not effective. Write a letter of complaint to the manager asking him to get the device repair replaced.

5. Vaibhav/ Kirti comes across this advertisement in a newspaper. He/she is interested in doing a foreign language course. However he/she needs to find more details about the same. Write a letter of enquiry.
6. You are Anubhav/Astha of 16, Green Park, New Delhi. You sent some important certificates through courier to Allahabad University in order to secure admission in a Management course. However, the packet was not delivered to the university the way. Write a letter of complaint to the manager of Blaze Flash Courier and Cargo Services, 201, Vardhman Plaza, New Delhi asking him to take necessary steps to retrieve the documents.

7. You are Sandesh/Shina of F-46 Rajouri Garden. The District Park adjoining your locality has been in shambles for months. It has become a dumping ground for garbage. Moreover, cattle are often let loose to graze there. Write a letter to the Editor drawing attention of the authorities towards the pathetic situation.

8. You feel that the present generation needs to be more aware of its health and fitness. Write a letter to the editor highlighting the need for the same.
2. As Director of M/s Mehta & Company, 44 Main Road, Greater Kailash, Delhi, write a letter to a firm manufacturing computers enquiring about the features, process and terms of sale for their computers?

4. Sudhir Kumar, the head of a counselling centre, is quite disturbed about the general despondency and lack of direction students feel after the CBSE results. This is mainly due to academic, family and social pressures and expectations from the students. Sudhir strongly feels the need to open guidance and counselling centres in all schools. He writes an article on the topic ‘Guidance and Counselling- the need of the hour’. Write the article.
REPORT WRITING
(125-150 Words) 10 Marks

A Report can be anything from a two line handwritten note to a bound volume, but for examination a student is supposed to write a report in about 125 words. It should state the facts as clearly and objectively as possible. Basically a report is a short, sharp, concise write up which is written for a particular purpose and audience. It generally sets out and analysis a situation or problem, often making recommendations for future action. It is a factual writing task, and needs to be clear and well-structured.

REPORT WRITING

A report is a brief account of an event that has already taken place. It helps in recording events of importance that occurs in our day to day life and attempts to present the first hand information of an incident or event. It presents a record of events that took place. A report on an event includes ideas, opinions and impressions on the event.

POINTS TO REMEMBER

- Mention the place, date, time and other relevant facts about the event.
- Include information collected from people around or influenced by the event.
- Write the name of the reporter. Provide a suitable title/heading.
- Often written in past tense using passive voice to communicate information effectively.
- Reported speech and passive forms of expression add impact and force.
- Develop ideas (causes, reasons, consequences, opinions) logically.
- Report an event in the order in which it happen.
- Write a report in 3 - 4 short paragraphs.
- Para-1: Brief introduction of the event.
- Para -2and 3: Give details of incident like what/ how/ when/ where/ any special happening.
- Para -4: Concluding remarks regarding action taken or required.
- Be brief, to the point and systematic.
- Write in a less formal and more descriptive manner.
- In case of School Magazine Reports, name of the school, date and place need not be written.
- A boxed report gives a better and organised look but box is not mandatory.
- Follow word limit.
- Format
TITLE

(Report by ............)

New Delhi 18 May, .......................................................

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Points to Remember
Reports record happening of events in the recent past.

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

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

B. Content
• Write the report in 3-4 paragraphs
  Para-1. Brief introduction of the incident, like what, who, when, where.
  Para-2, 3. Give details of the incident.
  Para-4. Concluding remarks regarding action taken or required.

In case of report for school magazine, date and place need not be written.

• Put the Report in a box.
• Use Past Tense as Reports are written after the event is over. Use of Passive voice is also recommended.
• Follow the prescribed word limit. (i.e., 100-125 words)
• Basic points for content:
  (a) What Event and other details
  (b) Where Venue
  (c) When Day and date
  (d) Who Participants, guests, chief guests, visitors etc.

1. You are Shruti/Shekhar a student of R.P V. Vidyalaya, Surajmal Vihar Principal of two schools from Pakistan visited your school as part of a Cultural Exchange Programme. Students of your school put up a Cultural Show in their honour. write a report about it for your School Magazine.
CBSE Marking Scheme

Report

Format-Title, Writer’s Name-1 mark
Content - What, Where, When,
Chief Guest, participation details
Other details about the event/incident- 4 Marks
Expression- coherence, relevance 2½ marks
spellings, grammatical accuracy 2½ marks

Newspaper Report: Sample-
1. You are Shraddha of Gyan Bharti Residential School Shalimar Bagh, Delhi. Your school organised an inter-school science exhibition. Write a report to be published in a local daily.

<table>
<thead>
<tr>
<th>Exhibition Inaugurated</th>
</tr>
</thead>
<tbody>
<tr>
<td>(by Shraddha)</td>
</tr>
</tbody>
</table>
| Shalimar Bagh, Monday. Aug. 17 - A grand ten-day science exhibition was inaugurated at Gyan Bharati Residential. School. Forty schools from different parts of Delhi participated in the exhibition. The theme of the exhibition was “Water Purification and Conservation”.

Inaugurating the exhibition, Justice Chaudhari stressed on water conservation and need of students’ participation in creating social awareness. The students put up some really good exhibits for the exhibition. The students representing Progressive School, Sector 3 Noida stole the show by exhibiting four working models which were selected for Regional Exhibition. The participants presented unique concepts for water purification, power saving, garbage disposal and smart traffic signalling. The judges, guests and media admired the exhibition and encouraged participation to popularise and strengthen scientific temper among the masses.

The exhibition ended with prize distribution followed by blessings by the chief guest The school principal presented a vote of thanks. |
2. Write a report to be published in your school magazine in 125 words on how Independence Day was celebrated in your school. You are Amita Puri of class XI, Modern School, Chanakyapuri.

**Independence Day Celebrations**

**by Amita Puri**

The school celebrated 69th Independence Day on 15 August 20XX with great fanfare and enthusiasm. Mr Kailash Satyarthi, the child activist and Nobel laureate hoisted the tricolour on this historic day.

Students presented a rich cultural programme charged with patriotic sentiments. First of all students of class IX presented a skit highlighting the importance of educating a girl child. The school choir sang patriotic songs which were followed by an encouraging address by the chief guest.

The chief guest spoke on the importance of independence and the sacrifice made by our freedom fighters. He emphasised that students are future and hopes of the countries. He expressed hope that India will soon become a super power since the generation next is progressing leaps and bounds.

The programme came to a resounding close with a thrilling folk dance performance depicting valour and enthusiasm of rural youth from border areas of Rajasthan. At the end all enjoyed light snacks and tea with the chief guest and other invitees.

**Questions for practice**

1. You are Aakriti/Pranay Sood. As a responsible citizen, you organized a campaign on ‘Say No To Child Labour’ in your locality in which many residents of all age groups particular. Write a report of the campaign in 125 words for publication in a magazine.

2. Sanskriti School, Chanakyapuri, New Delhi recently organized a Symposium on the acute water shortage and the need to conserve water as. Its aim was to create awareness about water conservation. As secretary of the eco-club of the school, prepare a report on the proceedings of the Symposium, to be published in the school magazine.

3. To improve proficiency in spoken English, the Principal of Kendriya Vidyalaya No. 3, Delhi Cantt organized a workshop in which professionals and experts from the
British School of Languages effectively taught spoken English through computer presentations and other aids during the summer vacations. The workshop proved very beneficial to the participants. As one of the participants, write a report to be published in the school magazine.

4. You are Rehul/Reva, the Headboy/Headgirl of Govt. Coed. Sr. Sec. School, Bawana, Delhi. Recently your school hosted the Regional level CBSE Science Exhibition. Write a report of this event for your School Magazine in about 125 words.

5. As you were driving back home from work you were witness to an accident between a Maruti car and a truck. The driver of the car was seriously injured. There was confusion and chaos prevailing on the road. Describe the scene in about 100-125 words. You are Sanjay/Sonika.

6. You are Raman/Rashmi. Your team of seventy students participated in the Health Mela. About twenty schools participated in the Health Mela. Your team won the first prize. Write a report about different stalls, team of doctors, blood donation camp and different models displayed by the students.

7. You are a reporter from the Hindustan Times. You visited the victims of serial cycle blasts at Jaipur, where many people lost their lives and hundreds of them got injured. Prepare a report in about 125 words.

8. Recently thousands of people lost their lives in earthquakes in China. Earthquakes have caused disaster in India also. Keeping in view the frequent occurrence of earthquakes, your school arranged a talk on ‘Disaster Management’. Identifying the areas of your state most prone to earthquakes, the speaker explained the precautionary measures to be taken by (the public and Government in case of emergency. As a student write a report of the event in 100-125 words for your school magazine.

9. You are Ravi/Rani, secretary Yuva Club of your school. Your school celebrated a ‘Yuva-week’ by organising a cultural programme in your school, in which many students and teachers took active part. Write a report of the programme for your school magazine, in 100-125 words.

10. Recently the Chief Minister of Delhi inaugurated the “Clean Yamuna Campaign”. In which about 250 schools participated. You were shocked to see the miserable condition of the River Yamuna, which reflected a dirty drain of a small town. Write a report in about 125 words about the campaign, for publication in the newspaper. You are Vipul/Meenakshi, a staff correspondent of Rashtriya Sahara.
11. You are Kartik/Kriti, the Head boy/Head girl of Sarvodya School, Rohini. The Deputy Director of Education of your District inaugurated Multi Media Lab for teaching English in your school. Write a report in about 125 words about the inauguration for publication in a news paper.

12. A group of 40 students of Sarvodya School, Pitam Pura, Delhi was selected for an adventure camp to Nainital where the students were given training in mountaineering boating and rafting. It was a seven day adventure camp in Summer Vacation. You were one of students who participated in the camp. Write a report of the camp relating. Your experiences at the camp.

**FACTUAL DESCRIPTION**

Be clear that a report is a kind of factual description of certain events. It is reported in the past tense as the report is written only after an event is over.

Factual description of an event includes as thing seen/observed. But factual description of an object, person or a place presents photographs, view, as the things., person or a place, building is.

It is written in the present tense (except description only after the event is over).

All major aspects parts of the building, place are covered under factual description.

1. The International Book Fair was inaugurated by the chairman of Children’s Book Trust, Dr. Kumar. The theme this year was Illustrated Works of Children. You are Abhay/Abha a Class XII student of A.K. international School, Mathura. You visited the exhibition and were impressed with the range of books on display. Write a factual description in about 125 words.

2. You are Gaurav/Garima of Class XII at G. Sr. Sec. School, Surajmal Vihar, Delhi. You recently visited a hill station along with your parents. It was an exhilarating, adventurous and joyful experience. Write factual description of your visit for school magazine, sharing your experiences in 150-200 words.

3. You are Kamal/Kamini of Sarvodaya Vidyalya, Pooth Kalan, Delhi. A well-planned auditorium has been built in your school, to hold academic and cultural programmes. You have been asked by the editor of your school magazine to write a factual description of the auditorium for school magazine. Write description in not more than 125 words.
4. You are Bhavya/Bhavuk of Bal Bharti Public School, Dwarka. Recently you got a chance to travel by metro-train from Dwarka to Rohini. You had to change twice, at Rajiv Chowk and than at Kashmere Gate station. You were very much impressed with the cleanliness, system of security-check, escalators and lifts for physically challenged. Write factual description of metro-stations and metro train in about 100-125 words.

5. A move has been started by Directorate of Education, Delhi for the modernisation of libraries in Govt. School of Delhi, so that students may take interest in reading and learning. A computer and an over-head projector with screen have been installed in it. The librarians have also been provided with educative and informative CD’s so that they can show various interesting programmes to students in their respective library periods. Write a factual description of the modernised library of your school in about 125 words. You are Drishti/Daksh of Sarvodya School, Nanak Pura, Delhi.

6. Give the factual description of your City Hospital.

7. Give the factual description of Rail Museum in Delhi.

8. You are Rohan/Rohini. 25 students in a school at Pitampura got ill after eating the midday meal. Describe this incident in about 125 words as an eye witness.

9. A group of 50 students of Sarvodaya Vidyalaya Kerala, visited Science Centre during an educational tour. You are Ajay/Abha Head boy/girl of the school. You are asked to write the factual description of the Science Centre in about 200 words.

10. You are Arun/Aruna. A few days ago you went to a bank. Outside the bank you saw that a businessman was robbed of a huge sum when he came out of the bank. Give a factual description of this incident in about 125 words.
ARTICLE WRITING

[200 Words] 10 Marks

Points To Remember
1. Give the title at the top.
2. Break the subject matter into;
   ✓ Introduction - should be brief [one paragraph]
   ✓ Body - should comprise of causes/ effects/types/present state of things [matter can be divided into 2 or 3 paragraphs]
   ✓ Conclusion - remedies/suggestions, followed by the final word.
3. Add a touch of humour, depending upon the subject.
4. Write name and class at the end on left side. (in case of school magazine)
5. Must decode the verbal/visual input properly.
6. Systematic presentation of ideas is a must.
7. Pay attention to grammatical accuracy, relevant vocabulary and spellings.
8. Use simple, short sentences and lay emphasis on flow and connectivity.
9. Always make a rough draft first
10. Edit and time yourself.
11. Make your article as interesting as possible. Keep in touch with the latest happenings around you.
12. Make good use of the Internet to read good articles, besides reading the newspaper and magazines.
   Common topics - Social (women Empowerment/ Safety/ Environmental/ science/ Internet/Social Media / Educational issues/any event or happening of general/current interest.) Health/sports and Global issues - pollution, peace, terrorism.

Marking scheme
Format (heading and writer’s name) 1 mark
Content 4 marks
Expression 5 marks
grammatical accuracy, appropriate words and spelling [2½]
coherence and relevance of ideas and style [2½]
SAMPLE ARTICLE

**Question:** The 21st century has seen an erosion of values in the society. Experts and educationists stress on value-based education to meet the challenges. Write an article, in not more than 200 words, on the need for value based education.

**Values Based Education-The need of The Hour**

It is rightly said values are priceless, while valuables are priced.” Values like love, compassion, sympathy, empathy, tolerance, etc. lay the foundation for values like honesty, discipline, punctuality and loyalty.

Today’s fast paced competitive world, has led man to compromise on values, integrity and character. As a result, we see aggression, selfishness, rampant corruption, unlawful activities and inhuman behaviour all around.

There is an urgent need to introduce value based education dealing specifically with human values, to redesign the fabric of our society. Childhood is the right time and age to impart value education so that the right impressions formed in the child’s mind guide him throughout his life.

School provides is the interactive and learning environment where the human values can be easily introduced a child by making him/her “experience” and “live” the values. This can be done through workshops, seminars, camps and open forums since values are ‘caught’ and not just ‘taught’. So the ones lies on the elders to ensure that the preserve and promote values.

The need of the hour is to integrate value based education into our curriculum. The intelligentia and social activists should join heads and hands to ensure that practise values become as second.

**Questions For Practice**

1. You are Ruchi/ Ramesh a class XI student. You are really upset that advertisements on TV, sell their products by appealing to the impressionable minds. Write an article on the topic Media should be socially responsible and think before playing on children’s sentiments.

2. Information technology has brought about a global revolution in all fields. Computer aided education is fast becoming the order of the day. The market is flooded with educational CDs and online learning is a new phenomenon. Write an article on ‘Can Computers replace classroom teaching’, for your school magazine’
3. You are Shrishti/Shridhar, of SKV BT Block, Shalimar Bagh., Delhi. You are disturbed to find that most of the youngsters nowadays are becoming a prey to the fast food culture. They lack on physical activity. Write an article on the topic ‘Junk Food—a Health Hazard.’

4. Dr APJ Abdul Kalam, gave us the dream of developed India by 2020. You are quite upset to notice that corrupt practices by politician and beauraucrats are at a rise. Write an article making an appeal to generation Y to make the dream of a developed nation true.

5. You are Ankit staff reporter of a national daily. You were asked to cover a District Science Exhibition. Write a report on the same mentioning all relevent details.

6. You are the staff reporter of a national daily. Write a report for your newspaper on Health camp that was organized in ABC hospital, Delhi.

7. You are Mithoo/Chifly of SKV No. 1, Model Town, Delhi. Your school has recently organised a blood donation camp on the occasion of the Republic Day celebration. Write a report not more than 125 words as an editor for your school magazine, on this kindly acclaimed activity.

8. Write a news report on a road accident that you witnessed.

9. A week long Cancer Awareness Campaign was organized by your school. Write a report of the same.

Speech Writing (200 Words) 10 Marks

Writing a speech is very similar to writing an essay, a report, a letter or any type of writing. But the difference is that your words are being HEARD not READ, the audience is a listner not a reader so you only have one chance to get your message across.

Points to remember
1. Give the title at the top.
2. Begin with “Good morning to all of you, today I am here to express my views on the topic “.
3. The Present Tense is usually used when you write out a speech.
4. Define the topic; give its causes, effects, the present state and remedial measures.
5. Clarity, organization and systematic presentation of ideas are very important.
6. Should be a coherent piece clearly stating a particular point of View. Divide the speech into 3 to 4 paragraphs.
7. Conclude by giving suggestions for improvement—hope for a better future.
8. Time yourself.
9. Always make a rough draft.
11. Total agreement or disagreement with the topic should be expressed forcefully and clearly. You can use polite sarcasm and humor but no indecorous language should be used.
12. Use argumentative style and logical reasoning.
13. Back up arguments with relevant information.
14. At the end write “Thank you” at extreme end on the left.
15. Use powerful expressions like:
   - I’d like to argue
   - In my opinion ..... .
   - I fail to understand ......
   - May I ask?
   - I disagree ...... etc.
16. Refer to your opponent’s view/views.

**Layout of a Speech**

- Formal address to the audience
- Catchy Introduction- Pre Speech note to draw attention of audience
- Announcement of the topic and establishment of context
- Development of the topic
- Impact on People/ Environment/ Country etc.
- Conclusion
- Formal Thanks to the audience
Sample Speech

Question 1 - The sports in charge of your school has asked you to deliver a speech on The Value of Games and Sports in life in the morning assembly. Draft a speech in about 200 words.

Respected Principal, Worthy Teachers, and My Dear Friends. Today I am going to express my views on the values of Games and Sports in our life.

Sports is a natural instinct in Man. It is the most ancient and most natural means of recreation and fitness for him. Besides being the best means of health and fitness, it is the surest way to kill boredom and stress in modern day life.

Games and sports help people build their physical stamina and mental agility and raise their level of endurance. Sports persons usually live healthier and longer lives as compared to someone who practises no sports or takes little exercise. Since games and sports promote healthy competition, they instill in one the spirit of excellence, goal setting and target achievement. In turn it boosts one’s confidence and teaches one to accept victory and defeat as they come.

A lot of pride and patriotism is associated with games and sports in the international sports competitions which bring people of different nationalities and races closer and thus foster greater international tolerance, understanding, interaction and appreciation. Sports persons live for honor for themselves and their countries and learn to recognize and appreciate talent in others.

Many sports persons have iconic status and earn millions of dollars in sporting fee and endorsement contracts. They are role models for millions of youth world wide who treat their favourite sports persons as their heroes or even demi-gods. People admire sports persons more than political leaders, scientists or even actors.

Now friends, which sports are you going to do from today onwards? Wishing you excellence in your desired sports.

Thankyou!

PRACTICE QUESTIONS

Question 1 - Narcotics Control Bureau is organizing a declamation contest in your school as part of it observance of International Day against Drug Abuse and Illicit Trafficking. Write a speech in 150-200 words on the topic” Youth and Drug Abuse”.

94 XI – English
Question 2- On the occasion of Teacher’s Day you have to speak on the role of teachers in students life in modern times. Taking ideas from the following hints, together with your own ideas, draft your speech in about 150-200 words.

Question 3- To foster awareness among the students of the importance of tourism and its social, cultural and economic values, your school is celebrating World Tourism Day and your teacher has asked you to prepare a speech on the topic ‘Why People Travel’. Taking ideas from surrounding, real life, together with your own ideas, prepare a speech in about 150-200 words.

Question 4- Women’s magazine Femina is organizing a declamation contest in your school on the occasion of International Women’s Day. Your teacher has selected you to participate in the competition and asked you to prepare a speech on the topic “Empowerment of Women”. Draft a speech in about 150-200 words.

Question 5- In recent time there has been a sudden proliferation of tuitions and coaching centers. Are they relevant and useful? Are they a blot on our education system? What are your views? Express your views in form of the speech 150-200 words.

**SAMPLE QUESTIONS**

**(WRITING SECTION)**

1. A recent survey by the Ministry of health shows that the growing tendency of obesity among children of well off families is caused by addiction to junk food and lack of physical exercise and it adversely affects their learning power. Write a speech to be delivered in the morning assembly of the school highlighting the importance of good health and motivating the children to eat healthy, balanced diet.

2. Vinny/Vishesh is concerned about the spread of waterborne diseases with the onset of the summer season. School children being the most vulnerable to these, she/he decided to deliver a speech in the morning assembly of the school about precautions to be taken to prevent such diseases. Write the speech in about 200 words.

3. You are the Head girl of Sonia public School, Karol Bagh, Delhi. You feel now a days students are overburdened by the tuition classes after long school hours. There is a lot of pressure on them by their parents to attend the tuition classes. More over they are pressurised to achieve better results. So, much disturbed be this current
problem of the students, you decide to deliver a speech in the morning assembly of your school. Write a speech end also give some suggestions to lighten the burden.

4. Global Warming and rapid melting of glaciers has become the concern of every Nation. As incharge of Eco-Club of your school. Write a speech to be delivered in school’s Morning Assembly, in order to make the students aware about it. You are Abhinav/Asha of Yuga Public School, Anand Vihar.

5. Computer Games and Video games have become popular with children today. As a result outdoor games seem to have no place in their life any more. You are Saurabh/ Surabhi. You had an opportunity of playing Hide-n-seek, with your cousins, on your visit to their small town in summer vacation. You decide to write a speech on your experiences about the joys of playing outdoor games to be delivered in morning assembly in your school. Write the speech in about 150-200 words.
GRAMMAR SECTION -10 Marks

Different grammatical structures in meaningful context will be tested. Item types will include gap filling, sentence re ordering, dialogue completion and Transformation. The Grammar syllabus will include Determiners, Tenses, Clauses, Modals and Change of Voice. These grammar areas will be tested using the following short answer type questions.

1. Error correction, editing tasks
2. Re ordering of sentences
3. Transformation of sentences

DETERMINERS

Read these sentences carefully:

1. When I was a young girl I lived in an old building my house was the biggest house in the village.
2. This is my new car. I like your bike very much.
3. These books are very interesting.
4. Each pencil costs ten only.
5. I gave a gift to all my friends on my Birthday.
6. Which is your favourite chocolate?

The words in Bold are DETERMINERS.

Determiners are always placed before Nouns. They are a group of words that determine, fix or limit the meaning of a noun or noun phrase. We do not use Determiners before Proper Nouns.

List of Determiners

<table>
<thead>
<tr>
<th>Articles</th>
<th>A, an, the</th>
</tr>
</thead>
<tbody>
<tr>
<td>Possessive Adjective</td>
<td>My, your, her, his, their, our, its</td>
</tr>
<tr>
<td>Demonstratives</td>
<td>This, that, these, those</td>
</tr>
<tr>
<td>Distributives</td>
<td>Each, every</td>
</tr>
<tr>
<td>Interrogatives</td>
<td>What, which, whose</td>
</tr>
<tr>
<td>Quantifiers</td>
<td>Some, many, few, a lot of, a few, the few, little, a little, one, two, all, both, first, second next, last</td>
</tr>
</tbody>
</table>
EXERCISE-1

Complete the following sentences with suitable Determiners:

1. .......... of them have a pencil. How would they draw the picture?
2. My father did not have .......... money left in the purse.
3. Would you give me .......... money? I have to buy a book.
4. He took off .......... shoes and jumped into the well to save the child.
5. He sold .......... new car to pay his fees.
6. .......... students have not given their names for scholarship.
7. Yes, .......... is the design I was looking for.
8. .......... cycle is this.
9. .......... visitors go to visit Akshar Dham in Delhi.
10. How .......... many inches are there in a foot?
11. Let us spend .......... money in helping the poor.
12. Look there! .......... is a fish.
13. I didn’t like .......... new dress. You should change it.
14. .......... mobile is lying on the table?
15. I have visited .......... monuments but this is the most impressive.
16. My brother wants to earn .......... money and then buy the best car.
17. Did you buy .......... gift for the baby?
18. He has .......... photograph of his grand mother so he could not recognise her.
19. There is only .......... sugar left in the container.
20. The book that .......... little boy painted was sold for 50 lakhs.

EXERCISE-2

Complete the following sentences with suitable Determiners:

1. Bholu was crying because .......... brother did not give him ice-cream.
2. .......... of the child was given refreshment in the school.
3. Kavita was delighted to see .......... mother in the school.
4. He roads ................. Times of India on Sundays.
5. Monu passed in ................. the tests but failed in Maths.
6. Mr. Sharma has sold ................. old car.
7. ................. Rajeev and Mohan are captains of their terms.
8. I can give you ................. milk as I have to make tea for my guests.
10. ................. of them has completed the home work.

**Active and Passive Voice**

Read these sentences carefully:

1. (a) The Young people watch the IPL series in the stadium.
   (b) The IPL series is watched by the young people in the stadium.

2. (a) the policeman has arrested the thief.
   (b) The thief has been arrested by the policeman.

3. (a) My mother purchased a new car.
   (b) A new car was purchased by my mother.

4. (a) The engineers will complete the project soon.
   (b) the project will be completed by the engineers soon.

In the examples given above 1a, 2a, 3a, 4a, are ACTIVE VOICE and 1b, 2b, 3b, 4b are passive voice.

**HOW to Change ACTIVE VOICE into PASSIVE VOICE**

We can change a sentence from Active into Passive only if the sentence has a TRANSITIVE verb that is, a verb that takes an OBJECT after it.

**Step 1** – The object of the verb becomes Subject.

**Step 2** – The Subject becomes Object (Agent)

**Step 3** – The main verb is changed into PAST PARTICIPLE. The third form of the verb and an appropriate form of the helping verb according to Tense in the Active Voice.
Step 5 – The Modals also change as Modals + Be + third form of the Verb.

Active Voice:
My mother purchased a new car.

Passive Voice:
A new car by My mother

Step 4 – The Pronoun in the SUBJECT changes its form in OBJECT form for example:

<table>
<thead>
<tr>
<th>SUBJECT Position</th>
<th>OBJECT Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>Me</td>
</tr>
<tr>
<td>He</td>
<td>Him</td>
</tr>
<tr>
<td>She</td>
<td>Her</td>
</tr>
<tr>
<td>They</td>
<td>Them</td>
</tr>
<tr>
<td>We</td>
<td>Us</td>
</tr>
</tbody>
</table>

EXERCISE No. 3
1. The children watered the plants in the park.
2. My brother purchased the new laptop from the market.
3. You should help your father in his work.
4. Someone has stolen my mobile.
5. The manager organised the meeting in the hall.
6. The students have cancelled their trip to the hill station.
7. Hari’s father gifted him a new bicycle on his Birthday.
8. Meena will write an article for the newspaper.
10. The artists paint the pictures beautifully.
11. The children will visit Book fair tomorrow.
12. The army protects our country.
13. The old man donated his house for the poor people.
14. The new teacher will teach us Spoken English tomorrow.
15. The contractor will plant trees after building the flats.

**EXERCISE No. 4**

Change the following sentences from Active to Passive Voice:

1. Do they like you?
2. Did you write a poem for the school magazine?
3. Does Raju complete his work on time?
4. Why did you slap the little boy?
5. Where does he park his new car?
6. Who damaged the new T.V.?
7. Why did Sher Singh kill the tiger?
8. Have you purchased a new flat?
9. Will she sing a song in the party?
10. How can I drive a train?

**EXERCISE No. 5**

Change the following sentences from Passive to Active Voice:

1. French will be taught by Mr. Kumar.
2. The thief was arrested by the policeman.
3. Why were you scolded by your mother yesterday?
4. The plants are watered by me daily.
5. The new house was painted by Murari.
6. By whom has the house been cleaned?
7. The magazine will be released by the chief guest.
8. Plants should be watered daily by the gardener.
9. The beggar is chased by a dog.
10. Was this film directed by you?
EXERCISE No. 6

Change the following sentences by filling the correct form of verb given in brackets:

1. Your book will ......................... (release) soon.
2. This poem ................................ (write) by me when I was seven year old.
3. He ............................ (invite) by the President to recite his poem.
4. English is ....................... (speak) in many countries.
5. Did you ..................... (recite) the poem yesterday?
6. The big building ......................... (sell) at a reasonable rate.
7. The new batch will ......................... (start) by the academy from tomorrow.
8. The teacher .................. (check) the answer sheets last week.
9. The little girls .................. (sing) the choir.
10. The animals ...................... (look) after their young ones with great love.

Transformation of Sentences

Transformation is a process of changing the form of a sentences without changing its basic meaning. It enables a person to express the same thing in different way without affecting the meaning.

Look at the sentences given below:

(a) Close the door.
(b) Will you please close the door?
(c) Close the door, will you?
(d) You are requested to close the door.

Note: They have different language but meaning remains the same in all the sentences:

(a) Please give me a pen.
(b) Will you please give me a pen?
(c) Would you mind giving me a pen?

INTERCHANGE OF SENTENCES: From Simple to Complex

1. By removing too an to

The man is too poor to pay his bills. (Simple sentence)

The man is so poor that he can not pay his bills. (complex sentence)
Shyam is *too* honest *to* cheat. (simple)
Shyam is *so* honest that he *can not* cheat. (complex sentence)

**Points to remember:**
1. *too* is replaced by *so*/*such*
2. Infinitive is changed into ‘that + Negative adverb clause of result.

Shyam is *too* honest *to* cheat

So + that + he cannot

Shyam is *so* honest that he *cannot* cheat.

**EXERCISE No. 7**

Rewrite the following sentences by removing the adverb ‘*too*’.

1. Sapna is too weak to pass.
2. My sister is too good to harm anyone.
3. The old lady is too weak to go up stairs.
4. This car is too expensive for me to buy.
5. Anamika is too lazy to get up early in the morning.
6. Rohan is too slow to win the race.
7. Shyam is too young to paint the house.
8. Mr. Kumar is too miser to help anyone.
9. The teacher is too strict to forgive the students.

**Transformation of subject + verb + too + Adjective/adverb + infinitive to principal clause (with so/such) + that + adverb clause.**

**EXERCISE No. 8**

Rewrite the following sentences using the adverb ‘*too*’.

1. The man was so tired that he could not climb the hill.
2. Hari is so simple that he cannot be a lie.
3. This question is so difficult that the children cannot solve it.
4. My mother is so simple that she cannot look after our business.
5. The gardener was so old that he could not climb the tree.
6. The new teacher is so lenient that she cannot control the class.
7. The river was so deep that the child cannot cross it.
8. The chair was so heavy that the Raju cannot lift it.

By removing **ENOUGH** and **TO**

Look at the example given below:

He is fall **enough to** touch the fan.

So **that he can**

He is so tall that he can touch the fan.

**Enough**’ is replaced by so

Infinitive is changed into that + positive adverb clause of result

Transformation of subject + verb + Adjective/Adverb

+ enough + infinitive to principal clause (with so + that + adverb clause).

**EXERCISE No. 9**

Rewrite the following sentences by removing ‘enough’.

1. Kamla is old enough to go to market.
2. This table is strong enough to hold 100 Kg weight.
3. My brother is smart enough to impress the boss.
4. Sonu is strong enough to climb the mountain.
5. Rathika is foolish enough to believe the strangers.
6. Kalpana is tall enough to clean the ceiling fan.
7. Meenu is fast enough to catch the trains.
8. Anamika is rude enough to insult her seniors.

(ii) **Transformation of Degree**

Transformation from positive to comparative degree
1. Soni is as beautiful as Moni.
   Moni is not more beautiful than soni.
2. Ram is as strong as his brother.
   Ram’s brother is not stronger than him.

Points to remember:

(a) As ..................... as/So ....................... as is left out.
(b) Adjective/adverb is put into the comparative form along with ‘than’.
(c) The Affirmative sentence is made negative and negative affirmative.

EXERCISE No. 10
Rewrite the following sentences after changing the degree of comparison from positive to comparatives.

1. Radha is as smart as Krishna.
2. My school is as famous as yours.
3. Mohan is as strong as sohan.
4. My brother is as brilliant as my sister.
5. Mr. Sharma is as strict as Mr. Desai.
6. Kamla’s hair is as long as that of Shanta.
7. This book is as interesting as that.
8. Your car is as expensive as mine.

EXERCISE No. 11
Rewrite the following sentences after changing the degree of comparison from comparative to Positive.

1. Mansi is brighter than her sister.
2. The Taj Mahal is more beautiful than any other building of the country.
3. The children are more playful than their parents.
4. Ajay is more handsome than his brother.
5. Mamta is more intelligent than Sunita.
6. Gold is more precious than any other metal.
7. Shakespeare is greater than any other dramatist.
8. I love you more than anybody else.

(iii) Transformation from comparative to superlative degree:
1. Babu is faster than any other boy is the tram.  
   Babu is the faster boy in the class.
2. Gold is more expensive than any other metal.  
   Gold is the most expensive metal.

Points to remember:
(a) Any other/no other is left out.
(b) The comparative form is changed into superlative form.
(c) ‘Than’ is removed, ‘the’ is added before superlative degree.

EXERCISE No. 12
Rewrite the following sentences after changing the degree of Adjective from comparative to superlatives.
1. No other poet is greater than Kalidas.
2. Mr. Joshi is taller than any other teacher.
3. No other girl is more beautiful than her.
4. Kavita is more intelligent than any other girl in the class.
5. No other language is more widely used than English.
6. Anita is more afraid of robbers than any other girls in the school.
7. No other boy is stronger than Amit.
8. Vinita is more hardworking than any other student in the class.

EXERCISE No. 13
Rewrite the following sentences after changing the degree of Adjective from superlative to comparative.
1. Diamond is the hardest metal.
2. Anita is the best student in the class.
3. Mount Everest is the highest mountains in India.
4. Vishwathan Anand is the best chess player.
5. Burj Khalifa is the tallest building in the world.
6. Anamika is the best singer in her class.
7. The Akshar Dham is the best religious place in Delhi.
8. Anubhav is the laziest boy in the class.

(iii) Transformation from positive to Superlative.

1. No other poet is as great as Kalidas.
   Kalidas is the greatest poet.
2. No other metal in a costly as gold.
   Gold is the costliest metal.

- No other/any other is left out
- As ....................... as/ So ......................... as is changed into superlative degree of adjectives.
- ‘few/very few is changed into ‘one of the’

EXERCISE No. 14

Rewrite the following sentences after changing the degree of Adjective from superlative to comparative.

1. Hira Lal is the richest man in our society.
2. Kanha is the tallest boy in the team.
3. Rachna is the most beautiful girl in the class.
4. Rose is the most splendid flower.
5. Madan is the strongest player in the team.
6. Sachin Tendulkar is the best cricketer.
7. Rajni is the smartest girl in the family.
8. Anandi is the best character in the serial Balika Vadhu.
EXERCISE No. 15

Rewrite the following sentences after changing the degree of Adjective from Positive to superlative.

1. No other student is as fast as Amit.
2. Very few students are as co-operative as Arun.
3. No other boy runs as fast as Kapil in the class.
4. Very few offices are as clean as this.
5. No other fruit is as tasty as mango.
6. No other market is as crowded as Lajpat Nagar.
7. Very few buildings are as high as ‘Antariksha’ in Connaught Place.
8. No other teacher is as strict as our English teacher.

(iv) Transformation of kinds of statements.

(a) Interrogative to Assertive—

Does man live by water alone?
Man does not live by water alone.
Who can deny the fact?
No one can deny the fact.

• An affirmative question becomes a negative statement.
• A negative question becomes a positive statement.

EXERCISE No. 16

Rewrite the following sentences by changing them into Assertive Sentences.

1. Shall I ever forget you?
2. Can anyone break the records of sachin?
3. Who would hate his country?
4. Why waste time in waiting here?
5. Who won’t die for his country?
6. Isn’t the earth a wonderful planet?
7. Who doesn’t like to be free?
8. Can the dumb speak?
(ii) **Affirmative to Negative (–)**

As soon as the students saw the teacher, they rushed to their class.

No sooner did the students see the teacher, than they rushed to their class.

He is a fast runner.

He is not a slow runner.

- Affirmative word is removed.
- Opposite of the key word is used.
- Change in key words—

<table>
<thead>
<tr>
<th>Affirmative</th>
<th>Negative</th>
</tr>
</thead>
<tbody>
<tr>
<td>A few</td>
<td>Not many</td>
</tr>
<tr>
<td>As soon as</td>
<td>No sooner – than</td>
</tr>
<tr>
<td>Always</td>
<td>never</td>
</tr>
<tr>
<td>All</td>
<td>none</td>
</tr>
<tr>
<td>Everybody</td>
<td>nobody</td>
</tr>
<tr>
<td>Everyone</td>
<td>none</td>
</tr>
</tbody>
</table>

**EXERCISE No. 17**

**Change the following sentences from Affirmative to Negative:**

1. Tulsidas wrote ‘Ram CharitManas’.
2. This is a common occurrence.
3. Obama visited the Taj Mahal.
4. As soon as he saw the falling child, he ran to save it.
5. Mohan’s brother is stronger than him.
6. There is always fire where there is smoke.
7. Only Delhities need apply for this post.
8. He is too weak to speak.
EXERCISE No. 18

Rewrite the following sentences after changing them into Affirmative from Negative.

1. No one but a fool could have thrown the book.
2. Are you not a liar?
3. There is no dark cloud without a silver lining.
4. It is no use crying over split milk.
5. No sooner did Mohan see the thief, than he ran away.
6. We do not entertain guests other than Indians.
7. No other person could have jumped to save the child.
8. No one hates his country.

(iii) Transformation of Statements to Exclamation.

- It is a very pleasant weather. (statement)
  - What a pleasant weather it is! (exclamatory)
- It is nice of you to help me. (statement)
  - How nice of you to help me! (exclamatory)

- Very is left out in exclamatory sentences.
- Full stop is replaced by mark of exclamation.
- What/how is placed in the beginning of sentence. (What is used with a Noun, where as ‘How’ is used with an Adjective.)
- The words of exclamation like ‘oh’, ‘Ah’, ‘Alas’, ‘hurry’, etc. are used to express the emotions.

EXERCISE No. 19

Rewrite the following statements by changing them into Assertive sentences.

1. What a piece of work is man!
2. O that I were a bird!
3. How wonderful is the Taj!
4. If only I could see the hero once!
5. A soldier and afraid of battlefield!
6. Alas! my favourite hero Rajesh Khanna is departed!
7. If only I could tell the truth!
8. How lovely the rose!

EXERCISE No. 20
Rewrite the following sentences by changing them into Exclamatory sentences.
1. The mangoes are very delicious.
2. I wish that I could go to heaven.
3. It was a pleasant day when I met you.
4. I wish that I could meet the president of India.
5. You should be ashamed of being so cruel.
6. It is a pity that the old people are ignored.
7. Your child is very sweet.
8. It is sad that the lost her mother.

Transformation from simple to complex:
(ii) By expanding a word or a phase into a noun clause—
    I heard the news of his arrival.
    I heard that he had arrived.
    The news of his death made everyone sad.
    The news that he had died made everyone sad.
(iii) By expanding a word or phrase into an Adjective clause.
    An honest man needs no evidence.
    A man who is honest needs no evidence.
    The lady in the red dress was very smart.
    The lady who was in the red dress was very smart.
PRACTICE QUESTIONS

Do as directed:

1. Rajan bought a car today. (Change voice)
2. Virtue has as own reward. (Interrogative)
3. Sachin has done well. (Exclamatory)
4. Rahul is as strong as Madan. (Change the degree)
5. Radha failed although she have put in so much hard work. (simple sentence)
6. The lions do not attack young babies. (change the voice)
7. Why quarrel with neighbours? (Assertive)
8. Antonio was one of the best speakers of the world. (change the degree)
9. Somebody blocked way. (Change the voice)
10. I love him more than his father. (Change the degree of comparison)
11. Very few flowers are as beautiful at rose (Change the degree of comparison)
12. I heard of his arrival (Change into complex sentences)
13. Old age is really curse. (Elaboratory)
14. As soon as he come in, all got up to slap him. (Negative)
15. The manager organised the workshop for teachers. (Change the voice)
16. Amit is the strongest boy in the class. (Change the degree of Adjective)
17. As soon as the reached the platform, the metro left. (Change into negative)
18. Aishwaraya Rai is one of the most beautiful person. (Change degree)
19. Mr. Sharma wanted to educate his son. He sent him to London.
   (Combine into simple sentence)
20. Neema was present at some of the cricket matches. (change into negative)
21. It was nearly four in the morning. (Rewrite using ‘by’)
22. Akshar Dham is the most beautiful building in Delhi. (Change the Degree)
23. Is there anything I can do for you? (Change into simple sentence)
24. He does not admit that he told a lie (Change into assertive)
25. He performed as his teacher advised him (Change into simple sentences)
26. Question paper was easy enough. (Change into negative sentence)
27. Seeing a bear the fled. (Change into a complex sentence)
28. Abhinav Bindra is the strongest player in India. (Change the degree)
29. Is this the way you should treat your brother? (Change into assertive)
30. There was no one prevent who did not dance. (Change into affirmative)
31. Kapil is wiser than his friends. (Change the degree)
32. Somebody has changed the channel on the TV. (Change the voice)
33. We can never forget those miserable days. (Change into interrogative sentence)
34. The Taj Mahal is wonderful monument. (Change into interrogative sentences)
35. Kamla purchased an expressive car. (Change the voice)
36. Rajan has got as much as he deserved (Change into a negative sentence)
37. They avoid dirty lanes. (Change into complex sentence)
38. Very few leaders are as strong at Rajeev Gandhi. (Change Degree)
39. Who can hate his motherland? (Change into Assertive sentences)
40. East or West, frame is the best. (Change degree)
41. Mahatma Gandhi was the greatest leader of India. (Change the degree)
42. The children need my support. (Change into Interrogative)
43. As soon as the chief state the purse, he left the shop. (Change into negative)
44. He is very mischievous boy. (Change into Exclamatory)
45. Please do not forget to pay the bill. (change into Affirmative)
46. So sooner did he see the fat man, than he started crying (Change into affirmative)
47. Please donate books for the poor children. (Change the voice)
48. How attractive the dress is! (Change into Assertive sentence)
49. Ritesh is the tallest boy of our class. (Change the degree)

Class Test - 1

1. Look at the words and phrases given below. Rearrange them to form meaningful sentences as given in the example.

Example: enthusiasm/celebrated/great/the/with/school/Sports Day/our/

Our school celebrated Sports Day with great enthusiasm.
2. The following passage has not been edited. There is an error in each line against which a blank has been given. Write the incorrect word and the correction against the correct blank number as given in the example. Remember to underline the word that you have supplied.

The civic agency is also looked for measures to e.g. Looked ......... looking
Bring down the load at the structure, the civic (a) .................................
Agency was undertaken a study to assess the strength (b) .........................
Of the structure., the supporting beams was taken to (c) .............................
Create additional space. 1 × 1 = 3

3. Do as directed
(a) The father was not at all pleased with Madan’s work. (Change the voice)
(b) He was a kind hearted king. (Change into a negative sentence)
(c) She heard the good news of her selection. She gave a party to her friends.

(make a simple sentence)

Class Test - 2

1. Look at the words and phrases given below. Rearrange them to form meaningful sentences as given in the example.

Example: Value/television/a/educative/in/to/addition/has/great/entertainment

In addition to entertainment television has a great educative value.

(a) Attentively / lessons / students / so / that / interesting / televised / the / are / the / watch

(b) Effective / lessons / the / taught / prove / through / television / very.

(c) Be / subject / on / dull / a / can / made / screen / interesting / 1 × 1 = 3
2. The following passage has not been edited. There is an error in each line against which a blank has been given. Write the incorrect word and the correction against the correct blank number as given in the example. Remember to underline the word that you have supplied.

e.g.
When things are at its worst, it's easy to look at the its ............ their
Past and analyse. By constantly looked in the past you (a) ....................
Are not focusing at the future .your goals (b) .........................
will be set within a time frame (c) .............................
Create additional space. 1 × 1 = 3

3. Do as directed
(a) Do you read Comics about the great heroes? (Change the voice)
(b) Asia is the largest continent in the world (Change into a negative sentence)
(c) A group of six men were playing cards in the coach. They alerted the sleeping passengers about the fire. (make a simple sentence)

(a) Ans. ....a. -are the comics about the great heroes read by you?
(b) No other continent in the world is larger than Asia.
   (i) Or
No other continent in the world is as large as Asia.
(c) a group of six men who were playing cards in the coach alerted the sleeping passengers about the fire.

Class Test - 3

1. Look at the words and phrases given below. Rearrange them to form meaningful sentences as given in the example.

   Example: of / army / the / bravery / and / Indian / symbol / is / selfless / service
   Indian army is the symbol of bravery and selfless service.
   (a) Terrorism / it / our / defends / and / borders / fights
2. The following passage has not been edited. There is an error in each line against which a blank has been given. Write the incorrect word and the correction against the correct blank number as given in the example. Remember to underline the word that you have supplied. 1 × 3 = 3
e.g.
Traditional Indian kites is diamond shaped and use paper and bamboo. is ..... are Europeans use parachute materials to made them inflatable. (a) ....................... This makes them costliest but also more reliable. (b) ....................... Kite flying is good at health and environment. (c) ....................... 

3. Do as directed
(a) quality education promotes the production of able leaders and aware citizens. (Change the voice)
(b) The Principal has formed a student committee .it was declared in January (Change into a negative sentence)
(c) The leader was brave to accept the challenge of the enemy,”

Class Test - 4

1. Look at the words and phrases given below. Rearrange them to form meaningful sentences as given in the example.
Example: hunting / one / boy / day / a / winter / went / morning.
One winter morning a boy went missing.
(a) As / managed / several / was / hunter / birds / he / a / he / good / shoot / to
(b) Snow / way / he / home / back / the / made / his / through.
(c) And / he / rested / rock / a / near / tired / huge / became.

Ans-1.
(a) He managed to shoot several birds as he was a good hunter.
(b) he made his way back home through the snow
(c) He became tired and rested near a huge rock.

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

   e.g.

   The travellers’ books and poems went all inside the world. Inside .......... over
   Some of them reached the king themselves. (a) ......................
   He sat in his golden throne reading and enjoying. (b) .........................
   He was delighted to read the glowing descriptions of (c) ........................
   Her palace and its gardens. 1 × 1 = 3

3. Do as directed
   (a) Who distributed story books to the children? (Change the voice)
   (b) The new building of the school is 100 ft. high. (Change into a negative sentence)
   (c) Mohan went to Delhi. He wanted to buy dresses for his marriage. (Use Infinitive)

   Ans-3.
   (a) By whom were the story books distributed to the children?
   (b) The height of the new building is 100 ft.
   (c) Mohan went to Delhi to buy dresses for marriage.

   ANSWERS TO GRAMMAR EXERCISES

   Exercise-1 (Determiners)
   1. none  2. any  3. some  4. His  5. his
   6. a few  7. this  8. Whose  9. many  10. many
   11. Some 12. this  13. your.  14. whose  15. many
   16. A ot of 17. a.  18. many  19. some  20. this
Exercise-2 (Determiners)
1. her  
2. None  
3. Her  
4. the  
5. All  
6. his  
7. Both  
8. a little  
9. his  
10. none  

Exercise-3 (Active and Passive Voice)
1. The plants were watered by the children in the park.  
2. The new laptop was purchased by my brother from the market.  
3. Your father should be helped by you in his work.  
4. My mobile has been stolen.  
5. The meeting was organised by the manager in the hall.  
6. The trip to the hill station was cancelled in the students.  
7. Hari was gifted a new bicycle on his Birthday by his father.  
8. An article for the newspaper will be written by Meena.  
9. My new car was damaged.  
10. The pictures are painted by artists beautifully.  
11. The Book Fair will be visited by the children tomorrow.  
12. Our country is protected by the army.  
13. The house was donated to the poor people by the old man.  
14. Spoken English will be taught to us by the new teacher tomorrow.  
15. Trees will be planted by the contractor after building the flats.  

Exercise-4 (Active and Passive Voice)
1. Are you liked by them?  
2. Was a poem written for the school magazine by you?  
3. Is the work completed by Raju on time?  
4. Why was the little boy slapped by you?  
5. Where is his new car parked by him?  
6. By whom was the new T.V. damaged?  
7. Why was the tiger killed by Sher Singh?  

8. Has a new car been purchased by you?
9. Will a song be sung in the party by her?
10. How can a train be driven by me?

**Exercise-5 (Active and Passive Voice)**

1. Mr. Kumar will teach French
2. The policeman arrested the thief.
3. Why did your mother scold you?
4. I water plants daily.
5. Murari painted the new house.
6. Who has cleaned the house?
7. The Chief Guest will release the magazine.
8. The gardener should water the plants daily.
9. A dog chases the beggar.
10. Did you direct the film?

**Exercise-6**

1. be released, 2. Was written, 3. Was invited, 4. Spoken
5. recite, 6. Is sold, 7. be started, 8. Checked
9. sang, 10. look

**Exercise-7 (Remove too)**

1. Sapna is so weak that she cannot pass.
2. My sister is so good that she cannot harm anyone.
3. My father is so busy that he cannot pick up the phone.
4. The old lady is so weak that she cannot go upstairs.
5. The car is so expensive that I cannot buy it.
6. Anamika is so lazy that she cannot get up early in the morning.
7. Rohan is so slow that he cannot win the race.
8. Shyam is so young that he cannot paint the home.
9. Mr. Kumar is so miser that he cannot help anyone.
10. The teacher is so strict that she cannot forgive the students.

**Exercise-8 (Add too)**
1. The man was too tired to climb the hill.
2. Hari is too simple to tell a lie.
3. This question is too difficult for the children to solve.
4. My mother is too simple to look after our business.
5. The gardener was too old to climb the tree.
6. The new teacher is too lenient to control the class.
7. The river is too deep for the child to cross it.
8. The chair was too heavy for Raju to lift it.

**Exercise-9. (remove enough)**
1. Kamla is so old that she can go to market.
2. This table is so strong that it can hold 100 kg weight.
3. My brother is so smart that he can impress the boss.
4. Sonu is so strong that he can climb the mountain.
5. Radhika is so foolish that she can believe the strangers.
6. Kalpana is so tall that she can clean the ceiling fan.
7. Meenu is so fast that she can catch the train.
8. Anamika is so rude that she can insult her seniors.

**Exercise 10 (from Positive degree to comparative degree)**
1. Radha is smarter than Krishna.
2. My school is more famous than yours.
3. Sohan is not stronger than Mohan.
4. My sister is not more brilliant than my brother.
5. Mr. Sharma is not less strict than Mr. Desai.
6. Kamla’s hair is no longer that of Shanta.
7. This book is not less interesting than that.
8. Your car is not less expensive than mine.

**Exercise 11 (from Comparative to positive degree)**
1. Mansi’s sister is not as bright as Mansi.
2. No other building is as beautiful as the Taj Mahal.
3. The parents are not as playful as their children.
4. Ajay’s brother is not as handsome as his brother.
5. Sunita is not as intelligent as Mamta.
6. No other metal is as precious as gold.
7. No other dramatist is as great as Shakespeare.
8. Nobody loves you more than me.

**Exercise 12 (use of Superlative degree)**
1. Kalidas is the greatest poet.
2. Mr. Joshi is the taller teacher.
3. She is the most beautiful girl.
4. Kavita is the most intelligent girl in the class.
5. English is the most widely used language.
6. Anita is the most afraid of robbers in the school.
7. Amit is the strongest boy in the class.
8. Vinita is the most hardworking student in the class.

**Ans 13.**
1. No other metal is harder than diamond.
2. No other student is better than Anita.
3. No other mountain in India is higher than Mount Everest.
4. No other chess player is better than Vishwnathan Anand.
5. No other building is taller than Burg Khalifa.
6. No other girls are better singers than Anamika.
7. No other religious place in Delhi is better than Akshardham.
8. No other boy in the class is lazier than Anubhav.

Class test-1

Ans-1

(a) Arrangement for the function were made many days in advance
(b) Our Sports club prepared many entertaining programmes.
(c) On this occasion a small exhibition was arranged.

Ans-2

(a) At.......................of
(b) Was.......................has
(c) Was.......................were

Ans-3

(a) Madan’s work did not please the father at all.
(b) He is not a cruel king.
(c) On hearing the good news of her selection, she gave her a party.

Class test-2

Ans-1

(a) The interesting lessons are televised so that the students watch attentively.
(b) The lessons taught through television prove very effective,
(c) A dull lesson can be made interesting on screen.

Ans-2

(a) Looked —looking
(b) At———towards
(c) Will________should
Ans-3
(a) Are the comics about the great heroes read by you?
(b) No other continent in the world is larger than Asia.
   i. Or
(b) No other continent in the world is as large as Asia.
(c) C. a group of six men who were playing cards in the coach alerted the sleeping passengers about the fire.

Class test-3
Ans-1
(a) It defends our border and fights terrorists.
(b) The army responds to the natural calamity in an exemplary man.
(c) The army is immensely proud of the contribution of soldiers.

Ans-2
(a) Made.......................make
(b) Costliest...................costlier
(c) At.......................for

Ans-3
(a) the production of able leaders and aware citizens is promoted by quality education.
(b) The Principal has formed a student committee which was declared in January
(c) The leader was not coward to accept the challenge of the enemy.

Class test-4
Ans-1
(a) He managed to shoot several birds as he was a good hunter.
(b) he made his way back home through the snow
(c) He became tired and rested near a huge rock.
 Ans-2

(a) themselves..........................himself
(b) in.......... on
(c) her........ his

Ans-3

(a) By whom were the story books distributed to the children?
(b) The height of the new building is 100 ft.
(c) Mohan went to Delhi to buy dresses for his marriage.
Teaching and Testing Objectives

Listening:
By the end of the course, students should be able to:
1. adopt different strategies according to the purpose of listening (eg. For pleasure, for general interest, for specific information).
2. use linguistic and non-linguistic features of the context as clues to understanding and interpreting what is heard (eg. cohesion devices, key words, intonation, gesture, background noises).
3. listen to a talk or conversation and understand the topic and main points.
4. listen for information required for a specific purpose, eg. in radio broadcasts, commentaries, airport announcements.
5. distinguish main points from supporting details, and relevant from irrelevant information.
6. understand and interpret messages conveyed in person or by telephone.
7. understand and respond appropriately to directive language, eg. Instructions, advice, requests and warnings.
8. understand and interpret spontaneous spoken discourse in familiar social situations.

Speaking:
By the end of the course, students should be able to:
1. speak intelligibly using appropriate word stress, sentence stress and intonation patterns.
2. adopt different strategies to convey ideas effectively according to purpose, topic and audience (including the appropriate use of polite expressions).
3. narrate incidents and events, real or imaginary, in a logical sequence.
4. present oral reports or summaries and make announcements clearly and confidently.
5. express and argue a point of view clearly and effectively.
6. take an active part in group discussions, showing an ability to express agreement or
disagreement, to summarize ideas, to elicit the views of others, and to present own
ideas.

7. express and respond to personal feelings, opinions and attitudes.

8. convey messages effectively in person or by telephone.

9. frame question so as to elicit the views of others, and respond appropriately to
questions.

10. participate in spontaneous spoken discourse in familiar social situations.

**ESTIMATED AVERAGE ENGLISH LANGUAGE PROFICIENCY LEVELS**

<table>
<thead>
<tr>
<th>CEFR levels</th>
<th>CEFR global descriptors (source: <a href="http://www.teemeurope.eu/documents/CEFR.DOC">www.teemeurope.eu/documents/CEFR.DOC</a>)</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>Not applicable because no English used.</td>
</tr>
<tr>
<td>Lower than A1</td>
<td>His/her language level does not meet the descriptor for A1 below.</td>
</tr>
<tr>
<td><strong>A1</strong></td>
<td>‘Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce himself/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.’</td>
</tr>
<tr>
<td><strong>A2</strong></td>
<td>‘Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.’</td>
</tr>
<tr>
<td>Level</td>
<td>Description</td>
</tr>
<tr>
<td>-------</td>
<td>-------------</td>
</tr>
<tr>
<td>B1</td>
<td>‘Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics which are familiar or of personal interest. Can describe experiences, events, dreams, hopes and ambitions and briefly give reasons/explanations for opinions and plans.’</td>
</tr>
<tr>
<td>B2</td>
<td>‘Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialisation. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.’</td>
</tr>
<tr>
<td>C1</td>
<td>‘Can understand a wide range of demanding, longer texts, and recognise implicit meaning. Can express him/herself fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic and professional purposes. Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organisational patterns, connectors and cohesive devices.’</td>
</tr>
</tbody>
</table>

**ASSESSMENT OF SPEAKING and LISTENING skills**

**The Listening Test**

The Listening test comprises of a variety of task. These tasks are graded according to the length of the task and the difficulty level. Schools may download the sample tasks and reorganize them in two parts transcripts and the marking scheme for the interlocutor or the assessor and the worksheets for the students on which student will write answers.

General Instructions for Students You are not allowed to ask questions or interrupt the Assessor at any point.
1. You are being tested on your Listening Skills.
2. You will hear a set of recordings of the Listening Input or listen to a reading of the Listening Input.
3. Each of the recording will be played twice. In case there is an oral rendering of the Listening Input, it shall take place twice;
4. You are required to answer a set of questions based on each of the Listening Inputs.
5. The test consists of 4/sections.
6. You are required to attempt all 4 sections of the test.
7. Familiarize yourself with the questions on the Worksheet. It will help you to answer them later on.
8. After you have listened to the input, you will be given specified minutes to answer the questions on your worksheet
9. You may answer the questions on your Worksheet while listening.
10. Do not interact/comment until you have moved out of the Examination Room

Assessment of Listening

The marking key is prepared before the test is administered. It will take about a period of 30-35 minutes to conduct a listening test. At the end of the test, the answer scripts should be collected and marked. It is objectives type of marking. Hence, it is suggested that scripts may be marked on the same day.

**SPEAKING:** Speaking skill has acquired a very important place in the communication skills. Like listening skills—a number of subskills of speaking need to be consciously developed amongst students.

Some of the sub-skills are given below which can be assessed.

1. speaking intelligibly using appropriate word stress, sentence stress and intonation patterns.
2. narrating incidents and events, real or imaginary in a logical sequence.
3. presenting oral reports or summaries; making announcements clearly and confidently.
4. expressing and arguing a point of view clearly and effectively.
5. taking active part in group discussions, showing ability to express agreement or disagreement, summarising ideas, eliciting the views of others, and presenting own ideas.

6. expressing and responding to personal feelings, opinions and attitudes.

7. participating in spontaneous spoken discourse in familiar social situations.

**General Instructions**

1. The total administration time for the speaking test is approximately 10-12 minutes.

2. The speaking test will be conducted for two students at a time.

3. The Speaking test is divided into three sections as given below:

   **I. General Introduction:** The Interlocutor converses with the two candidates. Simple warm up questions based on the candidates’ names, place of residence, leisure preferences etc are asked.

   **II. Mini Presentation:** In this section the Interlocutor gives each candidate the choice to pick up a Role Card or a Cue Card with a topic written on it. The candidates are given 1 minute to prepare. The assessor should be ready with sheets of paper and pencil. Candidates may organize their thoughts and ideas. Prior to the day of the speaking test, as an assistance to students to prepare for the presentations, a teacher can give a choice of 20 to 30 topics in class to students so that they can prepare the topics and organise their ideas on each topic. Similar topics can be given in the formal testing. Please note that candidates are not allowed to write full length answers. They may jot down points only in the sheets given by the Interlocutor. Therefore, pencil and paper should be provided on the table. Students are not allowed to carry pen, paper or mobile in the examination room. After one minute, each student will be given 2 minutes each to present his/her ideas. In case, a student is unable to speak during for the allotted time, the (Assessor) may ask some rounding off questions.

   **III. Pair Interaction:** The third section of the test is for 3 minutes. Both candidates are given a verbal or visual stimulus and asked to respond to it. Both the candidates are given a total of 3 minutes to interact. Both of them will talk together.
Closing

The closing is for 1 minute duration only. In case a student has not been able to speak or has been unable to speak owing to nervousness, the dominance of the second candidate or any other factor, then, the (interlocutor) may use the 1 minute to give a fresh opportunity to that student.

LISTENING ASSESSMENT

Speaker 1
Art plays a large part in making our lives rich. Imagine a world without art! You may think “So what?” but please consider the impact that lack of graphics would have on your favourite video game. Art stimulates different parts of our brains to make us laugh or cry, with a whole range of emotions in between. Art gives us a way to be creative and express ourselves. I would say that Art is something that makes us more thoughtful and well-rounded humans.

Speaker 2
The word ‘Art’ is most commonly associated with pieces of work in a gallery or museum. However, art is such a large part of our everyday lives that we may hardly even stop to think about it. Look at the desk where you are, right this minute. Someone designed that. It is art. Your coffee cup is art. All functional designs, well done, is art. So, you could say that Art is something that is both functional and aesthetically pleasing to our eyes. SET A

Time: 1 hour

Max Marks: 20

Task 1
You will hear 5 short extracts of people talking about what art means to them.
Read the statements below, then listen to the extracts and match each statement A to G to each speaker 1 to 5. There are two statements you do not need. You will hear the recording twice.

Speaker 1
Art plays a large part in making our lives rich. Imagine a world without art! You may think
“So what?” but please consider the impact that lack of graphics would have on your favourite video game. Art stimulates different parts of our brains to make us laugh or cry, with a whole range of emotions in between. Art gives us a way to be creative and express ourselves. I would say that Art is something that makes us more thoughtful and well-rounded humans.

**Speaker 2**

The word ‘Art’ is most commonly associated with pieces of work in a gallery or museum. However, art is such a large part of our everyday lives that we may hardly even stop to think about it. Look at the desk where you are, right this minute. Someone designed that. It is art. Your coffee cup is art. All functional designs, well done, is art. So, you could say that Art is something that is both functional and aesthetically pleasing to our eyes.

**Speaker 3**

Art is often considered the process or product of deliberately arranging elements in a way that appeals to the senses or emotions. It encompasses a diverse range of human activities, creations and ways of expression. Art is a component of culture, reflecting economic and social substrates in its design. It transmits ideas and values inherent in every culture across space and time. Its role changes through time, acquiring more of an aesthetic component here and a socio-educational function there.

**Speaker 4**

Most people who participate in art and cultural activities would agree that these activities enhance the quality of our lives, bring about personal enjoyment, intellectual stimulation and opportunities for public involvement. But the arts or expressive culture also have broader impacts beyond the individual level. They can fuel community and economic development. Because art is about crossing boundaries and seeing things in different ways, it can be a vehicle for public discussion, understanding social issues, and building social connections.

**Speaker 5**

Why art is so valuable! While art may not be vital to fulfill our basic needs, it does make life joyful. When you look at a painting or poster you’ve chosen to hang on your room...
wall, you feel happy. The sculpture or figurines on the kitchen windowsill create a sense of joy. These varieties of art forms that we are surrounded by all come together to create the atmosphere that we want to live in which is personal to us.

Task 2

You will hear an interview with Dr. Deepak Chopra, a famous career counsellor, on the things to keep in mind while choosing a career. Read the sentences below, then listen to the conversation and choose A, B or C for each sentence. You will hear the recording twice.

**Interviewer:** Good morning doctor! So what according to you is a good age to think about a career?

**Dr. Deepak:** Good Morning. Well I think there is no better time to begin thinking about careers than the early teen years. As teens enter high school, they will be faced with choices in which classes they take. The classes they take in high school affect the choices they have when applying for college, which affects which careers they can embark on.

**Interviewer:** Okay that’s news and how do we encourage them?

**Dr. Deepak:** I would suggest you ask these questions. First, asking “Who am I?” helps a teen explore likes and dislikes. Secondly, “How do I want to live my life?” helps them determine lifestyle issues. For example, helping others may be more of a priority than financial success. Being free to travel may be more important than being rooted in an office. Thirdly, asking “What do I have to give?” helps a teen examine their unique set of skills and interests.

**Interviewer:** They sound like good questions. But what about exploring interests and aptitudes, how can they do that?

**Dr. Deepak:** Comparing subjects a teen enjoys with those she doesn’t can be a good guide to exploring career paths. In fact students should delve deeper and study the various ingredients of subjects. For example, a teen may be bored by the dates or political aspects of history, but completely fascinated by the personalities behind those events, leading to careers from psychology to journalism.

**Interviewer:** What’s the importance of skills?

**Dr. Deepak:** It is very important while choosing a career to figure out what your skills are. There are a number of online tests you can take to take stock of your
skills. If you do not like children, for instance, teaching and child care are not good careers for you. If you are extremely good at mathematics, a career in the sciences or in finance could be an excellent choice.

Interviewer: Even after taking the skill tests, some people are not realistic in their choices.

Dr. Deepak: Coming to terms with what you want to do with what you’re prepared to do is a major factor in weeding out inappropriate career choices. Parents should be realistic too by considering their children’s interests and aptitudes before trying to push one career path over another. Some careers may seem attractive while in high school. But making a living as a painter or a writer is easier said than done for such difficult careers, having a back-up plan is good idea.

Interviewer: After finding out their interest and identifying their skill set, what should the teens do then?

Dr. Deepak: Once a teen begins to favour a career path, volunteering can give her a taste for that career while giving her valuable hands-on experience. Researching careers online and talking to people who work in that field can also help a young teen making the transition toward adulthood. School guidance teachers are also a valuable resource for exploring careers, as are career aptitude tests offered by high schools and colleges.

Task 3

You will hear an artist talking about the importance of practicing a craft. Read the question below, then listen to the extract and choose four of the options A-G which are correct. You will hear the recording twice.

Good morning, everyone! Today I will urge all of you to take up some craft in your life and start practicing. You would ask me what it is and why it is so important.

My own thought on craft is that it is more a honed skill, style or application than a tangible object. Craft is your technique. Your craft is the way in which you apply paint to a canvas, how you think about a new musical composition or how you structure your written sentences in a short story.

Theoretically, one’s craft can be applied to various mediums, such as writing, drawing, painting, but often there isn’t enough time in the day to apply it to more than one focus. So,
it is better that you choose one medium. It is through working on that which you love, that it can be matured over time. Constant practice is the key to improvement. Either you are learning Itam mistakes or making changes that are refining how you express yourself cnwsttvcl.

In fact, the more mistakes you make, the more you learn from them and know what to avoid in future. Making mistakes is one of the most important elements of developing craft. Craft is effectively the culmination of making many mistakes that have guided you along the way.

Staying with a craft for a long time will show, you care for what you do. Caring in this way generates trust in those that follow and take an interest in you, which is very valuable. You will develop more credibility as an artist. Over time, your exposure will also increase. Obviously, the amount of self-promotion and marketing your work receives will have an effect on this, and it is assumed that you allow your craft to be seen by others at least occasionally. With regular commitment to your craft, more and more people will talk about you, share your work for you, and get you referrals and projects.

However, the pinnacle of craft can never be fully reached. Being kept motivated through constant growth and improvement is the very essence of what craft is about.

Don’t forget, the journey is the reward.

**Task 4**

You will listen to two students, a boy and girl, discuss the topic ‘Importance of discipline in life’. Read the sentences below, then listen to the conversation and complete the sentences with one or two words only.

You will hear the recording twice.

*Deepak:* Hey where are you off to. You seem to be in a hurry.
*Nisha:* Yes it is my study time. So I am going to study.
*Deepak:* Do you do everything by the clock?
*Nisha:* I try to do everything according to my timetable. I have set time for every activity I do daily.
*Deepak:* I make timetables but I am never able to stick to them. I get distracted.
*Nisha:* You surely need discipline in life. It is extremely important.
Deepak: And what is that? You mean somebody needs to be at my head with a stick to make me follow rules. Is that the discipline which we need?

Nisha: No I was talking about self discipline. Discipline helps one stay focused towards his work. Discipline helps get things done faster and in time. Though some things happen late due to other factors, still one with discipline gets them done faster. So this leads to peace of mind and keeps one happier.

Deepak: Don’t worry! I am happy as 1 am.

Nisha: You may be happy but discipline will help you earn respect. In studies being disciplined helps you complete you exam preparation, homework in time and helps you gain highest score. This wins you respect from your classmates.

Deepak: You maybe right. So what can one do to be disciplined?

Nisha: Disciplined life includes regular habits like taking food, having bath, exercise, waking and sleeping at right time. Exercise and other regular habits will tune the body and mind so well that you will always remain healthy. Discipline is a way of positive outlook to life. There is an enthusiasm and self-confidence from within. So it keeps one active and not lazy instead.

Deepak: All that is fine but can it help me do better in studies.

Nisha: of course! Discipline in education is very important. Education is incomplete without learning discipline. Classroom discipline helps students to listen to teachers. Also while coming to school in time helps them awake early, have bathe and breakfast in time. Discipline in school helps students to stay healthy which is good for growth, of body and mind. In fact school teaches us the discipline which helps us in our entire life.

Deepak: Is that the reason why you seem to have more time.

Nisha: That’s true! A disciplined person has more time in a day than an undisciplined person, because you save time by doing everything on time. You don’t waste a single minute. So more time means there is more chance to do extra work. We can overcome procrastination and laziness by being disciplined. Disciplined life always helps us in achieving our aims.

Deepak: Ok you get going now. Thank you so much for your advice. It has really made me realize the importance of a disciplined life. I will try to be more disciplined. I will also try my best to stick to the timetable I make for myself.
Task 1
You will hear 5 short extracts of people talking about what art means to them.

Read the statements below, then listen to the extracts and match each statement A-G to each speaker 1-5. There are two statements you do not need. You will hear the recording twice.

A. Art can be found only in galleries.
B. Art stimulates our creativity.
C. You can find art in everyday objects.
D. Art is reflective of the culture it comes from.
E. Art helps in creating a personable atmosphere.
F. Role of art in a culture never changes.
G. Art impacts individuals as well as the society.

Speaker Statement
1
2
3
4
5

Task 2
You will hear an interview with Dr. Deepak Chopra, a famous career counsellor, on the things to keep in mind while choosing a career. Read the sentences below, then listen to the conversation and choose A, B or C for each sentence. You will hear the recording twice.

1. According to the speaker early teens is a good time to think about careers because
   A. It affects their choice of subjects in school
B. It affects their attitude towards work
C. It affects the important years of their life

2. Asking the right questions is important for teenagers because
A. Helps them find a good job
B. Helps them identify their skills
C. Helps them being free to travel

3. It is important to identify your core skills because it would help you
A. Match career with skill set
B. Make more money.
C. Be happier than others.

4. One can find out about one’s interests
A. By exploring aspects of a subject.
B. By comparing personalities you admire
C. By comparing careers you care for

5. What does the speaker mean by being realistic
A. eliminate inappropriate career choices
B. consider your abilities and interest.
C. Have a backup plan ready.

6. According to the speaker the best way to explore a career is
A. volunteer for an organization
B. research all the allied careers
C. observe people in the field

Task 3
You will hear an artist talking about the importance of practicing a craft. Read the question below, then listen to the extract and choose four of the options A-G which are correct. You will hear the recording twice.

Which FOUR of the following statements does the speaker believe to be true?
A. Practice can help you improve your craft.
B. Your craft is your technique of doing something.
C. You can reach the peak of your craft by practice.
D. It can make you popular.
E. It makes you more trustworthy.
F. Greater exposure can get you more projects.
G. There isn’t much scope for making mistakes.

Task 4
You will listen to two students, a boy and girl, discuss on the topic ‘importance of discipline in life’. Read the sentences below; then listen to the conversation and complete the sentences with one or two words only. You will hear the recording twice.

1. The boy thinks that discipline is about using a ............... to make one follow rules.
2. Discipline makes you complete work ............... and thus leads to happiness.
3. The girl thinks that you can earn ............... by being disciplined.
4. Discipline fills one’s life with ............... and confidence.
5. Discipline helps us overcome ............... and laziness.

Intonation
This sentence has six different meanings, depending on the stressed word. Listen carefully to the audio and practice each of the sentences.

1. ‘I didn’t say he stole the money, — someone else said it.
2. I ‘didn’t say he stole the money. — I didn’t say it.
3. I didn’t ‘say he stole the money. — I only implied it.
4. I didn’t say ‘be stole the money. — I said someone did, not necessarily him.
5. I didn’t say he ‘stole the money. — He only borrowed it.
6. I didn’t say he stole the ‘money. — He stole something else.
<table>
<thead>
<tr>
<th>INTERACTIVE COMPETENCE</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Task Management</strong></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Contributions are highly effective and fulfil the task. Can fulfil the communicative functions of the level with spontaneity.</td>
<td>Contributions are effective and fulfil the task. Can fulfil the communicative functions of the level.</td>
<td>Contributions are adequate and fulfil the task. Can fulfil the communicative functions of the level but may not do so consistently.</td>
<td>Contributions are limited and there is some attempt at the task which is not fulfilled and/or may be repetitive.</td>
<td>There is almost no contribution and/or contributions may not be related to the task.</td>
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<tr>
<td><strong>Initiation &amp; Turn-taking</strong></td>
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<tr>
<td>Is prompt to initiate discussions on the themes/functions at the given level appropriately. Contributes spontaneously to keep the interaction going; takes turns appropriately.</td>
<td>Is easily able to initiate discussions on the themes/functions at the given level appropriately. Contributes effectively to keep the interaction going and takes turns appropriately.</td>
<td>Is able to initiate discussions on the themes/functions at the given level. Makes an effort to keep the interaction going; takes turns.</td>
<td>Struggles to initiate discussions on the themes/functions at the given level. Makes little effort to keep the interaction going;</td>
<td>Does not initiate discussions. Makes no effort to keep the interaction going.</td>
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<tr>
<td>** Appropriacy &amp; Relevance**</td>
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<tr>
<td>Speaks with a clear sense of purpose and audience in both formal and informal situations. Contributions are always appropriate to the context/situation.</td>
<td>Speaks with a fair sense of purpose and audience in both formal and informal situations. May be less confident in formal situations.</td>
<td>Speaks with an awareness of purpose and audience may not adapt register effectively. Contributions are appropriate to the context/situation.</td>
<td>Has unclear sense of purpose and may be unable to adapt register. Contributions may be unconnected to the context/situation.</td>
<td>Has hardly any sense of purpose and cannot adapt to register.</td>
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</tr>
<tr>
<td>FLUENCY</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
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</table>

*XI – English*
<table>
<thead>
<tr>
<th>Cohesion &amp; Coherence Speed of Delivery</th>
<th>PRONUNCIATION</th>
<th>LANGUAGE</th>
<th>Accuracy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Presents information in a logical sequence of linked utterances with a clear connection between ideas, arguments and statements. Use a range of cohesive devices. Speak fluently with minimal hesitation. Intelligible speed delivery.</td>
<td>5</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>Presents information in a logical sequence of linked utterances with a clear connection between ideas, arguments and statements. Use with ease some cohesive devices. Sepaks fluently with some hesitation. Intelligible speed of delivery.</td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>Presents information generally in a logical order but overall progression may not always be clear. Uses a range of cohesive devices but some over/under use. Coherence may be affected by hesitancy or rephrasing. Intelligible speed of delivery.</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Presents information but without clear progression. Use limited cohesive devices repetitively. Severe hesitation may impede communication. Speed of delivery impedes understanding.</td>
<td>2</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Presents information with no progression and/or little control of organisational features. May use only isolated words and phrases.</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>

**PRONUNCIATION**
- Has clear, natural pronunciation that can be easily understood by the listener. Varies stress and intonation in keeping with the task, content & meaning.
- Has pronunciation that can be easily understood by the listener. Varies stress and intonation in keeping with the task, content & meaning.
- Is intelligible though there are examples of some mispronunciation. Tries to speak, varying stress and intonation according to task, content and meaning.
- Is not always intelligible and the listener may have to ask for repetition from time to time. Flat intonation and/or inappropriate stress for the task, content or meaning.
- Is not intelligible...

**LANGUAGE**
- Uses a range of grammatical patterns with accuracy, including some complex forms. Makes only negligible errors.
- Uses a range of grammatical patterns with accuracy, including few complex forms and makes only noticeable errors.
- There may be some mistakes which affect meaning but there is an attempt to correct most of these mistakes.
- There are mistakes which affect meaning but there is hardly an attempt to correct these mistakes.
- Communicates with fragments of words and structures but does not manage to bridge the gaps or correct his/her mistakes.
| Range | Uses an expressive and appropriate range of structures, words and phrases on topics appropriate to the level and to deliver an effective message. | Uses an expressive and appropriate range of words and phrases on topics appropriate to the level. These may be repetitive. | Can use the language of the level but is repetitive. May search for words with the risk of the message becoming weaker. | Uses basic, simple words and phrases for the level. There may be an effort to find suitable words, which may hamper the message. | Uses simple, isolated words for the level. There is little effort to find words. |
**CBSE Assessment of Speaking and Listening (ASL)**

**Specifications for Listening – Class XI**

<table>
<thead>
<tr>
<th>Listening Class XI</th>
<th>40-45 minutes</th>
<th>20 items/20 marks</th>
<th>1,700 words</th>
</tr>
</thead>
</table>

**CBSE curriculum objectives:** Understanding a range of genres and contexts of spoken English across the familiar & unfamiliar, concrete and abstract topics in the academic, personal and social domains.

**Topics:** Media and networking, Health, and fitness, Natural Resources, Business world, Ethics and values, The elderly, Urbanization, Adolescence, Inventors and inventions, Sports and sportsmanship, Careers, Art and aesthetics.

**Grammar & language functions:** as per classes IX & X but deeper understanding of different tense forms used or different kinds of narration in different genres.

<table>
<thead>
<tr>
<th>CBSE skills objectives</th>
<th>CEFR B2</th>
<th>Text type</th>
<th>Test tasks</th>
<th>Item specifications</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Task focus</strong></td>
<td></td>
<td></td>
<td></td>
<td>topic, text length, item focus, domain</td>
</tr>
<tr>
<td>To understand oral</td>
<td></td>
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<tr>
<td>presentations across a</td>
<td></td>
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<tr>
<td>topics</td>
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</tbody>
</table>

- Can identify speaker view points & attitudes as well as information.
- Can understand TV news, documentaries & live interviews.
- Extracts of opinion on a single topic.
- Short texts; monologues.
- Informal/semi-formal.
- Multiple matching 5 items out of 7 multiple matching.
- Focus on opinions or purpose of speaker e.g. vox pop on news, tv/radio discussion, etc (non taboo).
- Text: 80 words × 5 = 400 words.
<table>
<thead>
<tr>
<th>To draw inferences</th>
<th>Can understand propositions &amp; linguistic complexity in concrete &amp; abstract topics Can identify mood, tone, etc.</th>
<th>Conversation on serious topic Informal dialogue Long text</th>
<th>Multiple choice 6 marks</th>
<th>6 items: Multiple choice–three options Focus on inferences, attitudes, beliefs Text: 500 words Domain: school topics (serious), home, relationships, career counsellor</th>
</tr>
</thead>
<tbody>
<tr>
<td>To perceive the overall meaning and organisation of a text</td>
<td>Can follow the essentials of lectures, talks &amp; reports which are propositionally &amp; linguistically complex</td>
<td>Lecture, presentation or talk Formal Long text; monologue</td>
<td>multi-choice: choose 4 out of 7 options 4 marks</td>
<td>7 items: statements–4 true + 3 distractors 4 correct out of 7 multi-item Focus on ordering/cohesion Text: 300 words Domain: on a school subject area, world issues, culture &amp; values</td>
</tr>
<tr>
<td>Identify the main points &amp; supporting details</td>
<td>Can follow extended speech and complex lines of argument</td>
<td>Debate or seminar Formal/semi-formal Long text; dialogue</td>
<td>Sentence completion 5 marks</td>
<td>5 gapped sentences focusing on key points in text or supporting detail Text: 500 words Domain: school/class debate or seminar on subject: issues e.g. environment, arts, education vs science, vegetarianism, uniforms, mobile phones, etc.</td>
</tr>
</tbody>
</table>
SECTION C
PROBLEM-SOLVING TASKS AND FOLLOW-UP QUESTIONS

EXAMINER COPY

CLASS XI ASL PROBLEM-SOLVING TASKS (B2)  CODE XI-S

Task 1
Prompt

The food in your school canteen is unhygienic. Discuss with your partner:

- what problems this might cause.
- what can be done to improve the quality of food served.

Follow-up questions

(a) Would your principal agree if you suggested...?

(b) How would students react if...?

(c) Could you think of another way you could...?

(d) What role do you think the parents...?

(e) How would you react to...? What would you say to...?

(f) How can students help improve/support...?

(g) Is there a way...could be outsourced? How would... respond?

(h) How can you use the motto of ‘Self help is...?’

(i) Could you build awareness by...? Why/Why not?

(j) In what other ways could good health values be...?
Task 2

Prompt

Your friend wishes to study abroad. He is very good at his subject but weak in English. With your partner discuss:

- the problems he could face at the interview
- how he could improve his speaking skills

Follow-up questions

(a) How would your friend react if...?

(b) How could you and your classmates help...?

(c) What could you tell your friend’s parents...?

(d) What role do you think your English teacher...?

(e) What TV programmes could you...?

(f) What can you tell your friend to counter the view that...?

(g) How easy/difficult do you think it would be for you to suggest...? Why

(h) Can you think of a real life example...? How could you use the example...?

(i) Do you think it is unfair...?

(j) What do you think can be done...?
Task 3
Prompt

you are to work in pairs on a project that involves research on the Internet. Your project partner points out that many classmates are trying to download and use the same materials. Discuss the value of respecting copyright and what problems could arise from disregarding copyright rules.

Follow-up questions

(a) Would you agree with... or give up?
(b) How else can you... ?
(c) Would you involve your parents... ?
(d) Why not try to...?
(e) Why is it important to... ?
(f) Would you pay to... ?
(g) How would you counter... ?
(h) How easy/difficult do you think it would be for you...?
(i) Can you think of how you and your partner could...?
(j) What do you think about... ?
Task 4
Prompt

your classmate is an introvert who spends all his free time watching television serials. With your partner discuss how you will convince him/her to

- watch selected programmes that would be more suitable.
- use the time for developing outdoor-hobbies.

Follow-up questions

(a) Would you agree with ...? Why/Why not?
(b) How easy/difficult do you think it would be to...? Why?
(c) If you could involve...what would you suggest?
(d) What if your classmate refuses...?
(e) Would it be a good idea to...? Why/Why not?
(f) Why do you think television...?
(g) What role do...play in...?
(h) you think the school can...? Why?
(i) When can television be regarded as...?
(j) Would you suggest that people stop...? Why?
Task 5
Prompt

Your friend is very good at cricket. He has played at district and state level from school. Now he wants to join a professional club. His parents are reluctant to grant him permission.

With your partner discuss:

• why his parents are reluctant to permit him.
• what he should do to convince his parents.

Follow-up questions

(a) Would you be able to...?

(b) How could you and your classmates help...?

(c) What could you tell your friend’s parents to...?

(d) What role do you think the coach plays...?

(e) What could you tell your teachers...?

(f) What can you tell...to counter this view?

(g) How easy/difficult do you think it would be for you to suggest...? Why?

(h) Can you think of a real-life example...? How could you use the example to

(i) Do you think it is unfair that sports..?

(j) What do you think can be done to improve...?
The food in your school canteen is unhygienic. Discuss with your partner:

• what problems this might cause.
• what can be done to improve the quality of food served.
Prompt

Your friend wishes to study abroad. He is very good at his subject but weak in English.

With your partner discuss:

• the problems he could face at the interview.
• how he could improve his speaking skills.
Prompt

You are to work in pairs on a project that involves research on the Internet. Your project partner points out that many classmates are trying to download and use the same materials.

Discuss the value of respecting copyright and what problems could arise from disregarding copyright rules.
Prompt

Your classmate is an introvert who spends all his free time watching television serials.

With your partner discuss how you will convince him/her to

• watch selected programmes that would be more suitable.
• use the time for developing outdoor hobbies.
Prompt

Your friend is very good at cricket. He has played at district and state level from school. Now he wants to join a professional club. His parents are reluctant to grant him permission.

With your partner discuss:

• why his parents are reluctant to permit him.
• what he should do to convince his parents.
Prompt

Your friend drives a car to school and tuitions. Convince him not to do so till he gets a driving licence.

Discuss with your partner:

• what the risks involved are in teenage driving

• how you will convince him not to break the law.
Problem Solving Tasks — Standard XI — B2

1. At school, someone damaged the teacher’s chair, causing her to fall and injure herself. The head teacher says if the person does not own up, the whole class will be punished. Both of you know who it was. Discuss and decide what action you would take.

2. Your friend caused a minor accident while driving his/her father’s car. He/she is not yet 18 which is the official age for driving. Discuss the implications of this and how you can encourage your friend to act more responsibly.

3. One of your classmates has developed the habit of eating too much junk food. This is causing problems as she is becoming very overweight and unhealthy. Discuss how to help her break this habit.

4. You find that a friend of yours copies your assignments, activities and project ideas and submits them to the teacher as their own contribution, therefore getting better marks than you. With your partner, discuss this problem and what you should do in this situation.

5. A student of your school recently met with a bad accident while riding a motorbike. Many students of your school who are actually minors ride two wheelers without wearing a helmet. With your partner, discuss this problem and what you can do to encourage them to follow road safety rules.

6. Students of your class are persuading you to visit a coffee shop after school hours without your parents’ permission. You are unsure whether to defy your parents’ instructions of going straight home after school hours or else be ridiculed by your peers. Discuss what you could do in the situation.

7. Your school plans to organize a Spring Festival and wants senior students to put up stalls of home-cooked food items, craft material and other decorative pieces. No one appears to want to do this. You have been asked to address this issue with your classmates and persuade them for maximum participation. How will you solve this problem?

8. One of your classmates often uses unfair means during class tests. With your partner, discuss this problem and what can be done.
9. A good friend of yours has been taking out his father’s car without permission. He is only 16 and has just offered to take you for a joyride also. With your partner discuss how you can talk your friend out of this unsafe habit.

10. Your school is organising an outstation trip for the students of class XI. However the students have not been given any role or choice in the matter. With your partner discuss how you can talk to your teachers and convince them to give the students more autonomy in planning things.

11. Your friend has fallen into bad company. He is spending more and more time with these new friends and drifting away from studies. With your partner discuss the problem and decide how you could help your friend.

12. School uniforms are an essential part of school life. But some students feel that it should be their choice whether they want to wear this or not. Discuss with your partner how the students could try and persuade the school to allow them to exercise more choice in this matter.
**Stage 1: Introduction (1 min)**

<table>
<thead>
<tr>
<th>Section time</th>
<th>Section finishing time</th>
<th>Produce</th>
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</table>
| 10 secs      | 10 secs                | Examiner: Hello, please sit down.  
My name is xxxx. What’s your name? (to Candidate A)  
And what’s your name? (to Candidate B)  
So your names are (name and serial number A) and (name and serial number A) |
| 25 secs      | 35 secs                | (Candidate A), tell me somethings about what you prefer to do in your free time?  
Candidate A responds |
| 25 secs      | 1 min                  | (Candidate B), tell me somethings about the hobbies that you practice?  
Candidate B responds |

**Stage 2: Topic presentation (4 mins)**

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<thead>
<tr>
<th>Section time</th>
<th>Section finishing time</th>
<th>Produce</th>
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</table>
| 5 secs       | 1 min 05 secs          | Examiner: Now (Candidate A), you are going to tell us about your topic. When you have finished,ssss “(Candidate B) will ask you a question and then I will ask you  
Some more questions.  
Would you like to begin please?  
**List of Topics:**  
Fears fashion  
generation gap  
Environment relationshipsss  
social networking  
Culture supernatural  
career choice  
Gadgets peer pressure  
social issues |
<table>
<thead>
<tr>
<th>1 min</th>
<th>2 min 05 secs</th>
<th>Candidate A speaks</th>
</tr>
</thead>
</table>
| 15 secs | 2 min 20 secs | Examiner: Thank you.  
Now (Candidate B) can you ask (Candidate A) a question please?  
Candidate B asks question; Candidate A responds. |
| 40 secs | 3 mins | Examiner asks 2 or 3 questions as appropriate from the topic prompt list.  
- Do you wish you ........?  
- Don’t you think it must have been difficult to have been.........?  
- Don’t you think you/ we might regret it later?  
- How would you have felt?  
- How do you think ........... will change in the future?  
- How would you explain .........?  
- How would you feel if you.........?  
- How might x have been different if they had(n’t).........?  
- If you had........., what would you have done?  
- If you had...........how different would life have been?  
- Should we regret some things about.........?  
- What can/could/should be done to/by.........?  
- What do you hope with happen if.........?  
- What may/might be the reason/explanation for_?  
- What should be done to change.........?  
- Why is it a better option than.........? |
| 5 secs | 3 mins 05 secs | Examiner: Thank you. |
| | | Now {Candidate B}, you are going to tell us about your topic.  
When you have finished, {Candidate A} will ask you a question and then I will ask you some more questions.  
Would you like to begin please? |
<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
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<tbody>
<tr>
<td>1 mssin</td>
<td>4 mins 05 secs</td>
</tr>
<tr>
<td></td>
<td>Candidate B speaks</td>
</tr>
<tr>
<td>15 secs</td>
<td>4 mins 20 secs</td>
</tr>
<tr>
<td></td>
<td>Examiner: Thank you.</td>
</tr>
<tr>
<td></td>
<td>{Candidate A} can you ask {Candidate B} a question please</td>
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<tr>
<td></td>
<td>Candidate A asks question; Candidate B responds.</td>
</tr>
<tr>
<td>40 secs</td>
<td>5 mins</td>
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<td></td>
<td>Examiner asks 2 or 3 questions as appropriate from the topic prompt</td>
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</table>

**State 3: Problem solving (5 mins)**

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
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<tbody>
<tr>
<td>15 secs</td>
<td>5 mins</td>
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<td></td>
<td>Examisner: Thank yous. Now let’s go to the next task.</td>
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<td></td>
<td>I’m going to give you a card which has information about a problem.</td>
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<td>I’d like you to read the card information and then discuss together how you are going to solve the problem.</td>
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<td></td>
<td>You have two minutes to do this. OK? Here’s your problem.</td>
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<td>Candidates read scard (10 secs). Then ask them to start speaking.</td>
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<td>2 mins</td>
<td>7 mins</td>
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<td>Candidates discuss the problems and a solution.</td>
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<td>45 secs</td>
<td>8 mins</td>
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<td>Examiner: OK, can you stop now please.</td>
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<td></td>
<td>Option A (for candidate who have reached a solution).</td>
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<td></td>
<td>Thank you. (Move straight on to a question)</td>
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<td></td>
<td>Option B (for candidates who have not reached a solution).</td>
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<td></td>
<td>Can you agree on a solution? What is it?</td>
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<td></td>
<td>Candidates exsplain.s</td>
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<tr>
<td>2 mins</td>
<td>10 mins</td>
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<td></td>
<td>Examiner asks 3 or 4 appropriate questions from the problem solving prompt list.</td>
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<td></td>
<td>• Do you think your (solution) will be effective enough? Why?</td>
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<td></td>
<td>Why not?</td>
</tr>
<tr>
<td>Question</td>
<td>Answer</td>
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<td>-------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------</td>
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<tr>
<td>What role do you think .......... plays in this problem? Why?</td>
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<tr>
<td>.......... sounds interesting. Could you expand on this?</td>
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<tr>
<td>What would your approach be towards..........? Why?</td>
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<tr>
<td>Would you agree with what your partner has said about .....................? Why?/Why not?</td>
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<tr>
<td>Do you think your solution would be acceptable/appropriate for (give name or role of person)? Why (not)?</td>
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<tr>
<td>How easy/difficult do you think it would be to put your solution in place? What do you think the consequences/response would be? Why?</td>
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<tr>
<td>What do you think the problems would be if ...............? Why</td>
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<tr>
<td>Do you think you might have any regrets about making that decision?</td>
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<tr>
<td>What do you think might be some of the outcomes of this decision?</td>
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<tr>
<td>How easy do you think it will be easy to persuade ................. about this course of action?</td>
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<tr>
<td>What might ............. think/say about that solution?</td>
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<td>(NB focus on quiet candidates if necessary)</td>
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</table>

Please stop there* That’s the end of the test. Thank you and goodbye Bye!
CBSE ASSESSMENT OF SPEAKING AND LISTENING (ASL)
CLASS XI

Audio scripts and Answer key

Time: 45 min
Max Marks: 20

Task 1

You will hear five people talk about children in the media. Read the statements given in your worksheet, then listen to the extracts and match each statement A-G to each speaker 1-S. There are two statements you do not need.

Speaker 1

Children working in films, advertisements or television shows miss out on daily school life and they are bound to regret it. I mean, what’s childhood without schooling? School life develops a child’s character and personality. At school, children not only develop their cognitive skills, but through group interactions they learn how to adjust to one another, resolve conflicts and develop social and emotional maturity. That’s probably one of the reasons why we insist our children have a right to education, isn’t it?

Speaker 2

I’m sure you’ll agree with me when I say talent shows are very challenging... physically as well as mentally. And we actually put children through them regularly. It’s really too much: imagine the pressures of facing a camera... a live studio audience and endless elimination rounds... especially on days when you don’t feel up to it. Then there’s the pressure of dealing with a tough panel of judges made up of India’s Who’s Who... It’s so difficult on an adult, let alone a child!

Speaker 3

I don’t think children have a choice in the matter, you know. It’s all because of family pressure. I know of several instances where youngsters stand before the camera only due to ambitious parents. They heap their unrealised hopes and wishes on the child and dream
of success...of making it big. Today, that means becoming rich and famous. The spiral of unending greed makes parents ruthless and manipulative. And more often than not, they spend the money faster than it’s earned.

**Speaker 4**

I wish somebody would conduct a study on this. Do you know the number of hours children work in a day? Have you seen their work contracts? Their work terms and conditions are never clearly defined or communicated at the outset. So children get exploited when it comes to the hours of work they put in, the number of performances they must complete and the amount they are paid for it. Most importantly, does anyone care about the children’s personal safety?

**Speaker 5**

This is an ever-present danger and nobody really cares. I worry about actors handling success at a tender age. You know, being a celebrity is a complex experience. Children are too young to understand that their celebrity status can be momentary. They may not be able to cope with real life once the popularity, the money or the fuss decline. Such difficult emotional and psychological tests can scar them for life. Haven’t we seen it happen to countless child stars around the world?

**Task 2**

You will hear two students talk about children’s fashion. Read the sentences given in your worksheet, then listen to the conversation and choose ‘a’, ‘b’ or ‘c’ for each sentence.

You will hear the recording twice.

**Boy:** Hi, Paro! That’s a nice outfit you are wearing!

**Girl:** Thanks, Siddu! I designed it myself!

**Boy:** Really? Do you design clothes only for yourself?

**Girl:** Yes. At the moment! I hope to do a course in fashion designing in college and then open my own studio.

**Boy:** That’s nice! I was wondering, Paro... do you feel children today are getting very conscious of their looks and clothes?
Girl: Of course they are, Siddu! Thanks to all the ads and TV programmes, it’s all about new brands, new styles, the latest designs, and colours and cuts that matter.

Boy: Exactly! Why do you think this is happening?

Girl: I think it’s because youngsters today don’t want to be left behind. They want to fit in and be accepted, you know? They want to look as smart as their friends or their favourite media stars. Parents too, with rising incomes, only want the best for themselves as well as their children!

Boy: I agree. And what with these fancy new malls in every city, you know, the big stores located in bigger shopping complexes as well as the wonderful online shopping offers, buying’s never been made so easy before!

Girl: Yes. I agree. And it just shows children’s fashion has arrived to stay!

Boy: Yes...it’s become a huge industry in’itself, hasn’t it?

Girl: Absolutely! We already have so many international clothes lines in the country. And they all have their miniature versions targetting children.

Boy: What’s ‘miniature version’, Paro?

Girl: Well, haven’t you seen shop windows with mannequins of adults and a child? The father, mother and child wear identical designs and colours...the same clothes...just a smaller version!

Boy: Yes! I’ve seen that! But, what about our own designers? Do they create clothes for children too?

Girl: That’s an interesting question, Siddu. I read an article about it recently. Do you know children’s wear by Indian designers is really different?

Boy: How’s that?

Girl: Well...unlike their international counterparts, Indian designers are very particular about using organic fibres, because they believe that’s best for the climate and the skin. So the feel of the cloth, the texture, is most important to them. And we all know what a variety we have from each state of our country. It’s a real gold mine!

Boy: Yes. Of course!

Girl: Another thing that sets our designers apart is that their children’s outfits are clothes which children can live in. Not only are they comfortable, but they’re also easy to maintain, you know? They’re all about wash-and-wear.

Boy: I see your point......makes complete sense in a hot country like ours.
Girl: Yes. And another thing is our home-grown designers are coming up with ways in which dressing can be fun! They are taking ideas from characters in our fables and mythology. Today, many mother-turned-designer entrepreneurs have added so much creativity to the designing of children’s clothes.

Boy: Really! That’s interesting to know! But...tell me...how do our designers stand in the face of competition from international designers?

Girl: Well...they’re doing just fine! And that’s because they are closely in tune with their buyers. These people know how we think and have a finger on the Indian pulse, you know? They know all our festivals, celebrations and the way we like to dress up!

Boy: You’re right! Come to think of it, our festivals are so full of life and colour.....maybe that’s why our prints and clothes are so distinctive!

Task 3  4 marks

You will hear a speech on peer education. Read the statements given in your worksheet, then listen to the extract and choose four of the options A-G which are correct. Write the correct letters in the blank boxes.

You will hear the recording twice.

Which FOUR of the following statements does the speaker believe to be true?

Good morning, friends! It’s a pleasure to be with you, to share my thoughts on the benefits of peer education.

What is peer education? I would describe it as an effort by young people from a similar age group or social background to educate and inform each other on a wide variety of subjects. It is a form of role modelling values or behaviour that benefits a larger group.

Why do we need peer education? It’s rather obvious, isn’t it? Peers are friends who share the same life experiences. They are friends who can be trusted. Therefore, the information or advice they share is bound to be relevant and honest. Young people are more receptive to their peers and willing to absorb lessons from them.

Today, the benefits of peer teaching are being widely recognised and accepted because of their positive outcomes. For instance, when young people take charge of their learning, it allows qualities like commitment, loyalty and idealism to grow. Empathy and responsibility are two other valuable outcomes from dealing with peer group challenges and problems.

Letting students help themselves increases self-worth. Peer mentors are willing to go the
extra mile for their friends. They want to make things happen. They want their friends to win. The encouragement and faith helps low achievers become active and confident learners. The change happens from within and that’s really fantastic, isn’t it?

I have no about it. When equals talk to each other without being judgemental and decide on a course of action, it triggers deep-rooted behavioural change. Peer discussions are thus, a safe, yet dynamic way of learning and growing from shared experience.

I hope your peer education initiatives meet with the same outstanding success!

Good lock and thank you once again for the opportunity of sharing my views on this topic today!

**Task 4**

5 marks

You will listen to two students, a boy and a girl, debate about reading e-books and printed books. Read the sentences, then listen to the speakers and complete the sentences with one or two words only. You will hear the recording twice.

**Girl:** If you had to choose between an e-book and a printed book, what would it be, “Nitin?”

**Boy:** Well, I really love reading...nothing excites me more than settling down in my favourite comer with a new book! My idea of heaven would be a room lined with bookshelves... bursting with books to be read....printed books only! That’s the only thing I would wish for, Shoba!

**Girl:** But... who has that kind of space and time? Actually, I’m quite excited about these new books...the ones that can be read on screen. It’s amazing! A new kind of reading has arrived! What a boon for the book lover who can read efficiently without having to carry heavy volumes about...to me, the fact that books are easily portable with a reading device makes it a heaven-sent gift!

**Boy:** That may be, Shoba, but I don’t think your kind of books can replace real books...never! There’s something to be said about the texture of a book in your hands, isn’t there? Think of the charm of spending time just gazing at the cover of a book. Don’t tell me you didn’t do that as a child? Can you ever do the same thing with an e-book? I am sure not!

**Girl:** I don’t think you get it at all, Nitin. You see, e-books are a sign of changing times. They are the best friends of today’s reader... they are topping sales around the world. This IS the trend, you know...and studies show that it will continue to grow.
Today, you can browse thousands of books in the digital format...and select the ones you want...in just a flash! That’s another reason why they are so popular worldwide.

Boy: Well—trends change as fast as they are formed...Let me tell you from experience, children cannot be encouraged to read unless it holds their attention. As a child, I felt each book was a personal invitation extended only to me by the author... every detail of the book...the design, the illustrations, the story...all made a connection to me. I can’t see this ever happening with an e-book...They are so impersonal...they just don’t have a ‘voice’, let alone an appealing presence!

Girl: There’s nothing to say that e-books can’t be beautiful! After all, it’s still a growing medium with really creative and talented artists and designers involved in it. There’s no reason why the potential of books on screen can’t be further explored and developed. I firmly believe the only way forward is e-books. What a world of knowledge the reader has easy access to twenty-four seven...with just the simple click of a button!

Boy: Shoba, you’ve got to admit it. Virtual reading is a fleeting experience...it can never linger in your mind. A real book is something sacred and to be treasured. It has lasting value. I would say a real book appeals to the senses and satisfies the soul. Nothing can replace that experience.

Girl: Oh well! We have our preferences and nothing’s going to change that, huh? Each to his or her own!

<table>
<thead>
<tr>
<th>Task 1</th>
<th>Task 2</th>
<th>Task 3</th>
<th>Task 4</th>
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<tbody>
<tr>
<td>5 marks</td>
<td>6 marks</td>
<td>4 marks</td>
<td>5 marks</td>
</tr>
<tr>
<td>A - Speaker 4</td>
<td>1. b</td>
<td>A</td>
<td>1. portable</td>
</tr>
<tr>
<td>B -</td>
<td>2. c</td>
<td>C</td>
<td>2. texture</td>
</tr>
<tr>
<td>C - Speaker 5</td>
<td>3. b</td>
<td>E</td>
<td>3. browse</td>
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<tr>
<td>D - Speaker 1</td>
<td>4. c</td>
<td>G</td>
<td>4. connection</td>
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<tr>
<td>E - Speaker 3</td>
<td>5. a</td>
<td></td>
<td>5. lasting value</td>
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<tr>
<td>F -</td>
<td>6. b</td>
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<td>G - Speaker 2</td>
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LISTENING TEST

Time: 45 min  Max. Marks: 20

Task 1  5 marks

You will hear five people talk about children and life in the media. Read the statements below, then listen to the extracts and match each statement A-G to each speaker 1-5. There are two statements you do not need. You will hear the recordings twice.

<table>
<thead>
<tr>
<th>Statements</th>
<th>Speaker No.</th>
</tr>
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<tbody>
<tr>
<td>A. Nobody pays attention to the rights of child performers.</td>
<td></td>
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<tr>
<td>B. Children grow up too soon when they get into the media.</td>
<td></td>
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<tr>
<td>C. Short-lived fame and glory often unsettle child stars.</td>
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<td>D. Young actors cannot make up the loss of regular schooling.</td>
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<tr>
<td>E. It is parents who push their young ones into the media,</td>
<td></td>
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<tr>
<td>F. Too much money too soon can affect young artistes.</td>
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<td>G. Shows that test ability can be too stressful on young participants.</td>
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Task 2  6 marks

You will hear two students talking about children’s fashion. Read the sentences below, then listen to the conversation and choose ‘a’ or ‘b’ or V for each sentence. You will hear the recording twice.

1. The girl thinks that children’s fashion today is
   a. mainly patronised by rich parents.
   b. greatly advertised and popularised.
   c. influenced and designed by children themselves.
2. The girl feels children are so aware of fashion because
   a. of the presence of many stores and malls.
   b. of easy online shopping options.
   c. of the need to follow trends.

3. Many Indian designers like children to
   a. dress like their parents.
   b. be dressed in natural fabrics.
   c. wear fabrics from their respective states.

4. The girl says Indian designers are different because they
   a. create an awareness of the fabrics of India.
   b. experiment with new designs and colours.
   c. make comfortable and easy-to-maintain clothes.

5. New designers of children’s wear in India
   a. use their imagination to great effect.
   b. design similar clothes for parents and children.
   c. revive ancient Indian weaving techniques.

6. Indian designers of children’s clothes are successful because they
   a. work with local craftsmen and local fabrics.
   b. know and understand the mindset of the Indian buyer.
   c. have transformed dressing for important occasions.

Task 3

You will hear a speech on peer education. Read the statements below, then listen to the extract and choose four of the options A-G which are correct. Write the correct letters in the blank boxes. You will hear the recording twice.

Which FOUR of the following statements are true?

A. Peer lessons can cover academics, health, ethics and other teenage issue
B. Peer educators are young students who volunteer to counsel adults.
C. Counselling by peers succeeds due to its authenticity and sensitivity.
D. Peer discussions move from pairs to small groups to larger groups.
E. Young people are motivated by the expectations of their peer educators.
F. Peer training may be done voluntarily or on a subsidised remuneration.
G. Open-minded peer dialogues can alter conduct, beliefs and attitude to life

Task 4  5 marks
You will listen to two students, a boy and a girl, debate about reading e-books and printed books. Read the sentences, then listen to the speakers and complete the sentences with one or two words only. You will hear the recording twice.

1. The girl prefers to have a ................... library by reading on screen.
2. The boy likes the ....................... of the pages against his fingers.
3. One can easily ..................... and choose books when they are digitised.
4. The ................ made to the physical copy of a book, inspires the reading habit.
5. The ....................... ................. of a book is only in its printed form.
The poem, ‘A photograph’, contrasts the eternal state of nature and the transitory state of human beings. The poet describes a photograph that captures interesting moments of her mother’s childhood when she went for a sea holiday with her two girl cousins. The poet draws a contrast between the nature, changing at a snail’s pace and the fast changing human life.

The poet recollects how her mother laughed at the photograph and felt disappointed at the loss of her childhood joys. The sea holiday was her mother’s past at that time, while her mother’s laughter is the poet’s past now. With great difficulty and at different periods of time, both reconcile with their respective losses and the pain involved in recollecting the past. For the poet, the death of her mother brings great sadness and an acute sense of loss. The painful ‘silence’ of the situation leaves her with no words to express her grief. Thus, the ‘silence silences’ her.

The three stanzas of the poem depict three different stages of life i.e. early adolescence (girlhood), adulthood and death.

**Very Short Answer Questions**

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

1. The cardboard shows me how it was
   When the two girl cousins went paddling,
   Each one holding one of my mother’s hands,
   And she the big girl - some twelve years or so.
   a. What does the cardboard ‘show’ to the poet?
   b. Who is ‘she’ in the last line? Why did the two girl cousins hold one of her hands”? (Hint-affection, security etc.)
   c. What has happened to ‘she’ now?
2. All three stood still to smile through their hair
   At the uncle with the camera. 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. Who are ‘the three’ referred to in the line?
   b. Where are they standing and why?
   c. Why are their feet referred to ‘terribly transient’?
   d. When and why is the poet recollecting this moment?

3. 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. What do you think was the age of ‘that girl’ in the photograph?
   b. What does the word ‘circumstance’ mean in the poem?
   c. How has ‘this circumstance’ affected the speaker?
   d. What does ‘silence silences’ refer to here?

4. The sea holiday
   Was her past, mine is her laughter.
   Both wry With the laboured ease of loss.
   a. Which sea holiday is the poet talking about?
   b. What are the two losses the poet is talking about?
      [Hint: for poet it is mother’s death, for mother it is loss of girlhood]
   c. Explain: ‘laboured ease of loss’.
      [Hint: Both the mother and the poetess labour to bear the loss with ease]

**Short Answer Questions**

**Answer the following questions in not more than 30-40 words.**

1. What has the camera captured?
2. Why did mother laugh at the snapshot?
3. In what context has the phrase ‘terribly transient feet’ been used in the poem?
4. What does the poet tell us about the sea?
5. What does ‘this circumstance’ refer to?
6. Both the poet and her mother experience losses in their lives. What are those losses?
7. ‘Its silence silences’, says the poet. What has silenced the poet?
8. The three stanzas depict three different phases. What are they?
9. What impressions do you form of the poet’s mother after reading the poem, ‘A Photograph’?
10. Describe the three girls as they pose for the photograph.
11. The poet’s mother laughed at the snapshot. What did this laugh indicate?
12. What has not changed over the years? Why?
13. What are the feelings of the poetess when she sees her mother’s photograph?
14. What philosophy of life does the poem reflect?
15. Comment on the tone of the poem. [NOSTALGIC]

Poem-2

1. The Laburnum Top

[Ted Hughes]

The poet has drawn a beautiful picture of an autumn afternoon. The laburnum tree is silent and still. Its leaves have turned yellow and some seeds have fallen. The whole tree comes to life with the arrival of goldfinch. Poet has compared the alert, abrupt and sleek movement of goldfinch with a lizard (simile). After feeding her young ones goldfinch flies away towards the infinite sky and the laburnum tree once again becomes quiet and silent. The poet has compared the laburnum tree with a machine (metaphor) which was started by its engine (metaphor) goldfinch.

2. THE LABURNUM TOP - By Ted Rages

1. Which is the dominant colour in the poem (The Laburnum Top”)? What does it signify?
2. What comparison has been drawn by the poet between goldfinch and a lizard?
3. How does the Laburnum tree transform after goldfinch’s arrival? I
2. The Laburnum Top

1. The Laburnum top is silent, quite still. In the afternoon yellow September sunlight, a few leaves yellowing, all its seeds fallen.

(a) The laburnum top is silent because

(i) all the leaves have become yellow.

(ii) there is no beautiful flower on its branches.

(iii) no bird is found on its branches.

(iv) no wild animals are found there.

(b) Trace the word from the extract which means ‘not moving’?

(i) silent

(ii) quiet

(iii) still

(iv) fallen

(c) In the month of September, all the leaves and seeds have/have been ........ .

(i) fallen

(ii) grown

(iii) collected

(iv) scattered

(d) The title of the poem “The Laburnum Top” belongs to ........... .

(i) a short tree with hanging branches.

(ii) a tree like on oak

(iii) a plant with thorns

(iv) a vine with beautiful flowers.

2. Till the goldfines comes, with a twitching chirrup. A suddenness, a startlement, at a branch end. Then sleek as a lizard, and alert, and abrupt, She enters the thickness, and a machine starts up of chittering, and a tremor of wings, and trillings–
(a) The goldfinch comes to the Laboumum top ...........
   (i) in a sad mood
   (ii) chirruping way
   (iii) for showing her covered face
   (iv) none of these

(b) The movement of the goldfinch is compared to a ........... .
   (i) Snake
   (ii) lizard
   (iii) Crocodile
   (iv) monkey

(c) The musical notes are produced by the ............ .
   (i) Laburnum (ii) goldfinch
   (iii) machine (iv) lizard

Poem-3

The Voice of the Rain

By Walt Whitman

The Voice of the Rain’ celebrates rain and the accompanying water cycle that supports life and benefits the Earth. The poet recounts a ‘conversation’ he had with the falling raindrops. He asks the rain, ‘And who art thou?’ and strangely, the rain answers, calling itself ‘the Poem of Earth’. The rain says that it is born in the form of intangible vapours that rise eternally from the earth’s land and deep water bodies. It then reaches upwards towards heaven in the form of clouds, impalpable, vaguely formed and altogether changed. Yet, at its core, it remains the same as it was at birth. It, then, returns to its origin, the Earth, as rain drops to wash away the dust and rejuvenate the drought-ridden and dry land.

The poet compares the rain to a poem/song. A song is born in the heart of a human and after giving pleasure and joy to one and all comes back to the creator in the form of appreciation. Similarly, rain originates from the Earth and the bottomless sea; soars up to heaven taking the form of clouds and comes down to give joy to its birthplace (Earth) and makes it clean, pure and beautiful.
Very Short Answer Questions

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

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. Name the poem and the poet.
   b. Why does the rain call itself ‘the Poem of Earth’? (Hint-Originates from earth and later beautifies it.)
   c. What gives eternity to rain?

2. Upward to heaven, whence, vaguely form’d, altogether changed, and yet the same, I descend to lave the draughts, atomies, dust-layers of the globe, And all that in them without me were seeds only, latent, unborn;
   a. Who does ‘I’ refer to? In what way does T altogether change?
   b. How is T useful to the world?
   c. Explain: ‘latent, unborn’.

3. I am the Poem of Earth, said the voice of the rain,
   Eternal I rise impalpable out of the land-and the bottomless sea.
   Upward to heaven, whence, vaguely form’d, altogether changed, and yet the same.
   a. In the first line, who does ‘I’ refer to?
   b. Name the figure of speech used in the phrase ‘Poem of Earth’.
      [Hint:Metaphor]
   c. In what way is the rain altogether changed?

4. 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.)
   a. Where and in what form does the ‘song’ return to its origin?[Hint:- Composer in the form of fame/criticism] (1)
   b. What is the ‘birth place’ of the ‘song’? (1)
   c. ‘I give back life to my own origin’. How does the ‘rain’ do so?
Short Answer Questions

Answer the following questions in not more than 30-40 words.

1. How does the rain define itself?
2. Why does the rain call itself ‘impalpable’ in the poem?
3. What happens to the ‘Poem of Earth’ when it goes upward to heaven?
4. What happens when the rain descends in the form of rain showers?
5. What message does the poem give to its readers?
6. What surprises the poet in the beginning of the poem?
7. There are two voices in the poem. Whom do they belong to?
8. What is the parallel drawn between rain and music in the poem ‘The Voice of Rain’?
9. Name the two origins of the rain.
10. How is the cyclic movement of rain brought out in the poem?
11. Why are the last two lines put within brackets?
12. The rain is the harbinger of life. Do you agree? Why or why not?

Poem-4

Childhood

By Markus Natten

In the poem ‘Childhood’, Markus Natten depicts the reality of childhood innocence gradually transforming into adult rationality, hypocrisy and individuality. The poem begins with the poet wondering when did his childhood go - was it the day he ceased to be eleven; was it the day when he could distinguish between fantasy and reality by realizing that heaven and hell don’t exist since they are not found in geography books; was it the day when he could understand the hypocrisy of adults by realizing that people were not all that they pretended to be; or was it the day when he became conscious of his own growing individuality by realizing that he had a mind of his own and that he was capable of producing thoughts and opinions that were different from other people.

In the final lines, the poet concludes the speculations in his mind regarding his lost childhood. He now tries to understand where his childhood has gone. Though he is not aware of the
day he lost his childhood, he knows that it has gone to some forgotten place, that is, on the face of an infant. The poet believes that though his childhood has become a memory for him, it has become a reality for some other child. Childhood is a cyclic process, where it leaves one person and goes to another.

Very Short Answer Questions

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

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 poem and the poet.
   b. What does the poet realise about adults?
   c. What is the poet’s mood in the given stanza? [Hint:- disillusion]

2. When did my childhood go?
   Was it when I found my mind was really mine.
   To use whichever way I choose,
   Producing thoughts that were not those of other people
   But my own and mine alone Was that the day!
   a. How does the poet realise he has grown up?
   b. The words T, ’my’ and ‘mine’ have been used seven times in the given stanza. What does this indicate?
   [Hint:- realisation of individuality]
   c. ‘...my own and mine alone’. What is the poet refering to here?

3. 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,
Was that the day!

a. According to the poem when did his childhood go?
b. What does Hell and Heaven stand for?
c. Find words from the stanza which mean the following: i) ended ii) understand

Short Answer Questions

Answer the following questions in not more than 30-40 words.

1. How does the poet realise he has grown up?
2. What do the phrase ‘my mind was really mine’ mean?
3. The first three stanzas of the poem end in exclamation marks. Why do you think the poet does so?
4. What is the poet’s attitude towards childhood in the poem of the same name?
5. Adulthood is a stage that follows childhood. Explain.
6. What is the theme of the poem?
7. What different questions does the poet ask in the poem?
8. Why does the poet take 11 years as the age of demarcation?
9. What is the poet’s conclusion about Hell and Heaven?
10. What does the poet observe about the behaviour of adults? How is the observation significant?
11. What does the poet discover about his mind? How is the discovery important?
12. What are the changes involved in the process of growing up?
13. Where can the poet find his lost childhood? Is it lost irrevocably?
14. What notion of childhood emerges out of the poem?
Poem -5
Father to Son
- By Elizabeth Jennings

‘Father to Son’ describes the troubled relationship between a father and his son. The poem talks about generation-gap between the father and the son and voices the father’s pain and helplessness in failing to understand his child. The father wants the same kind of bond with his son as he had when the son was a little child. But now, silence is what surrounds their relationship and there is a complete lack of communication between them. Though they have lived in the same house for years, they behave as strangers. The father sees his son as the ‘the prodigal son’ who would soon return to his father’s house which was once his very own. The father is unable to understand why in his grief he becomes angry with his son. As there is still love between both of them, they try to find out a way to resolve their differences but that seems futile. Elizabeth Jennings says that fathers and sons all over the world should learn to live on the same globe and same land. The poem talks about the universal problem - lack of communication and understanding.

Very Short Answer Questions
Read the extracts given below and answer the questions that follow:

1. I do not understand this child
   Though we have lived together now
   In the same house for years. I know
   Nothing of him, so try to build
   Up a relationship from how
   He was when small

   Questions:
   a. Name the poem and the poet
   b. Explain ‘I know nothing of him’.
   c. How does the father ‘try to build a relationship’?

2. 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 stand for?
b. What do the words ‘seed’ and ‘land’ stand for?
c. Why do they speak like strangers?

3. Silence surrounds us.
I would have Him prodigal, returning to
His father’s house, the home he knew,
Rather than see him make and move
His world. I would forgive him too,
Shaping from sorrow a new love.
a. Explain ‘silence surrounds us’.
b. What is meant by, ‘I would have him prodigal’?
c. How would the father shape a new love from sorrow?

Short Answer Questions
Answer the following questions in not more than 30-40 words.
1. What kind of relationship exists between father and his son?
2. What does father mean when he says ‘We speak like strangers’?
3. Why does the father say ‘Silence surrounds us’?
4. Explain ‘This child is built to my design, yet what he loves I cannot share’.
5. Why does the father think that he has killed the seed that he spent?
6. How is the father’s helplessness brought out in the poem?
7. Give reasons for the failure of the father-son relationship.
8. The father wishes to rebuild a cordial relationship with the son. Why doesn’t he succeed in doing so? (Hint- Does not walk his talk)
9. Who do you think is responsible for the deterioration in the relationship - the father or the son? Give reasons for your answer.
10. The poem is a commentary on generation gap. Do you agree with the statement? Support your answer.
11. How does the father feel about his separation from the son?
12. Bring out the pathos in the last stanza of the poem.
Chapter-1

The Portrait of a Lady
By Khushwant Singh

The Portrait of a Lady’ is written in first person and is in the biographical mode. In this story, the writer gives a detailed account of his Grandmother with whom he had a long association. Khushwant Singh recalls his Grandmother as short, fat and slightly bent. Her silver hair was scattered untidily on her wrinkled face. She hobbled around the house in white clothes with one hand resting on her waist and the other telling the beads of her rosary. Khushwant Singh remembers her as not very pretty but always beautiful. He compares her serene face to that of a winter landscape,

During their long stay in the village, Grandmother woke him up in the morning, plastered his wooden slate, prepared his breakfast, and escorted him to school. While he studied alphabets, she read the scriptures in the temple attached to the school. On their way back home she fed stale chapattis to stray dogs.

The turning point in their relationship came when they went to live in the city. Now, the author went to a city school in a motor bus and studied English, law of gravity, Archimedes’ principle and many more things which she could not understand at all. Grandmother could no longer accompany him to school nor help him in his studies. She was upset that there was no teaching of God and scriptures at city school. Instead he was given music lesson which, according to her, was not meant for gentlefolk. But she said nothing.

When Khushwant Singh went to a university, he was given a separate room. The common link of their friendship was snapped. Grandmother rarely talked to anyone now. She spent most of her time sitting beside her spinning wheel, reciting prayers, and feeding the sparrows in the afternoon. When the author left for abroad, Grandmother did not get disturbed. Rather, she saw him off at the railway station. Seeing her old age, the narrator thought that it was his last meeting with her. But, contrary to his thinking, when he returned after a span of five years, Grandmother was there to receive him. She celebrated the occasion by singing songs of the home coming of warriors on an old dilapidated drum, along with the ladies of the neighbourhood.

Next morning she got ill. Although the doctor said it was a mild fever and would go away soon, she could foresee that her end was near. She did not want to waste time talking to anyone. She lay peacefully in bed praying and telling the beads till her lips stopped moving.
and the rosary fell from her lifeless fingers. To mourn her death thousands of sparrows flew in and sat scattered around her body. There was no chirruping and when Khushwant Singh’s mother threw breadcrumbs to the sparrows, they took no notice of the bread. They flew away quietly when the dead body of Grandmother was carried away for last rites.

**Short Answer Questions**

Answer the following questions in not more than 30-40 words.

1. Why does the narrator call his grandmother a ‘winter landscape’?
2. How did Khushwant Singh portray his Grandfather in the lesson?
3. Which stories of Grandmother did the author treat as ‘Fables of the Prophets’? Why?
4. The author and his Grandmother were good friends in the village. Support your answer with suitable examples from the text.
5. Describe the happiest half-hour of the day for Grandmother.
6. ‘We protested. But she ignored our protests’. Who protested and why? What was the result?
7. How did the sparrows react at the death of the author’s Grandmother?
8. Mention instances from the lesson to prove that Grandmother was considerate towards animals.
9. Why was it hard for the author to believe that his Grandmother had once been young and pretty?
10. Grandmother had a divine beauty. How does the author bring this out?
11. Why did Grandmother always accompany the author to school in village?
12. Compare and contrast the routine of Grandmother in the village with that of it in the city.
13. Why did Grandmother disapprove of the ‘things they taught’ at the English school?
14. How did the move to the city prove to be the turning point in the grandmother-grandson relationship?
15. What change did Khushwant Singh’s return from abroad bring in grandmother’s routine?
16. What does the sparrow’s behaviour highlight?
17. Mention some of the incidents from the lesson to show that Grandmother was very fond of her grandson.

**Long Answer Questions**

Answer the following in about 120 words.

1. Describe the changing relationship between the author and his Grandmother?
2. “Animals do recognize and value a relationship established with human beings”. Write an article on “Animals and Human Beings” on the basis of the above statement.
3. The grandmother is a silent voice in the story. However, her actions reveal her personality. Draw a character sketch of Grandmother citing examples from the text.
4. What light does the lesson throw on Indian family values?
5. ‘When people are pious, kind hearted and God fearing, even nature mourns their death’. Justify this statement with reference to The Portrait of a Lady’.

**Chapter -1**

**The Portrait of a Lady by Khuswant singh**

**Short answer Type**

Q.1. How did the grandmother spend her whole day?

**Ans.** The grand mother spend her whole day by getting her grandson ready for the school, making chapattis for him and dropping him to school. Besides, she always remained busy in reciting prayers and telling the beads of her rosary.

Q.2. Why was the grandmother so disturbed when the narrator started gong to the city school?

**Ans.** The grandmother was a religious lady who loved to read scriptures and tell the beads of the rosary. When her grandson told her about the subjects being taught at school. She felt offended and reacted strangely. According to her music was a monopoly of harlots and beggars.

Q.3. How did the sparrows express their sorrow when the author's grandmother died?

**Ans.** Author's grandmother was very fond of feeding sparrows with beads crumbs. When
the grandmother died, the sparrows did not take notice of bread crumbs and flew away without eating them. In this way, they expressed their sorrow at her death.

Q.4. How did the author's grandmother behave just before her death?
Ans. The author's grandmother had got a fair enough idea about her upcoming death. Therefore, she decided not to waste even a single second while talking to her relatives but reciting the prayers and telling the beads of her rosary. She gave a clear signal to her family that she was no longer interested in talking to them.

Q.5. Why did the grandmother hate music?
Ans. Grandmother considered that music was indecent and was meant only for harlots and beggars. It was not meant for gentle folk or school children from respectable families.

Long Answers Type Questions

Q.6. Why was it hard to believe that the author's grandmother was young and pretty?
Ans. It was hard to believe that the author's grandmother was young and pretty because the author, as a young boy, had always seen her as an old lady. She was short statured and wrinkled all over. She had a quiet personality whom everybody respected. So, to imagine her as a young and a pretty girl was a revolting thought for the author.

Q.7. Why was the grandmother dissatisfied with the city's education?
Ans. The grandmother was dissatisfied with the city's education because they never taught about the scriptures and God. The teachers taught science, the law of gravity etc. which was not of much importance to her.

Q.8. What was the turning point in the author's and the grandmother's relationship?
Ans. The author had to be sent to a big city for education. This was the turning point in his and the grandmother's relationship. The author began to receive education in an English medium school. The grandmother could not assist him with his assignment and therefore, became withdrawn. She began to feel lonely and fed sparrows in her past time.
Chapter-2

We’re Not afraid to Die—If We Can All Be Together
by Gordon Cook and Alan East

The story, ‘We’re Not afraid to Die—if We Can All Be Together’ is a story of extreme courage and skill exhibited by Gordon Cook, his family and crewmen in a war with water and waves for survival. In July 1976, the narrator, his wife Mary, son Jonathan and daughter Suzanne set sail from Plymouth, England to duplicate the round-the-world voyage made 200 years earlier by Captain James Cook. They took the voyage in their professionally built ship, the Wavewalker, accompanied by two experienced sailors - Larry Vigil, an American and Herb Seigler, a Swiss, to tackle one of the world’s roughest seas - the Southern Indian Ocean.

The first part of the journey, that is, about 105,000 kilometres up to Cape Town passed off very, pleasantly. On second day out of Cape Town, they began to encounter strong gales. Gales did not worry the narrator. But the size of the waves was alarming - up to 15 metres, as high as the main mast. On 25th December, the writer’s ship was in the southern Indian Ocean, 3500 kilometres to the east of Cape Town. The family celebrated their new year on board the ship.

At dawn on January 2, the waves were gigantic. Unfriendly weather and gigantic waves compelled the sailors to slow their speed, drop storm jib and take other precautions. The danger was so obvious that the sailors completed life-raft drill, attached life lines and life jackets.

Suddenly at 6 pm, a tremendous explosion shook the Wavewalker and the author was thrown overboard. The ship was about to capsize when another gigantic wave hit it tossing it upright once again. The author was thrown back onto the deck, his head and ribs smashing against the walls. In spite of his injuries, the narrator took charge of the situation. Somehow he found the wheel, lined up the stern for the next wave and hung on till Mary appeared and took charge of the wheel. Larry and Herb started pumping out water like madmen. The whole starboard side bulged inwards. The narrator managed to cover canvas across the gaps to prevent water from entering the ship. Then came more problems. Their hand pumps stopped working and electric pumps short-circuited. Fortunately, the narrator found a spare electric pump under the chartroom that worked. The entire night was spent in pumping, steering, repairing and sending radio signals. The narrator checked charts and calculated that He Amsterdem, a French scientific base was their only hope.
Sue and Jon were injured but they said that they were not afraid to die if they could all be together. Sue’s head was swollen and she had a deep injury. The narrator became more determined seeing his 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 for them 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. The bravery of the strong-willed children is noteworthy in the story.

**Short Answer Questions**

Answer the following questions in not more than 30-40 words.

1. What preparations were made by the narrator before their round the world voyage?
2. Comment on the mood of the sea on 2nd January 2010? What plans did the crewmen - the narrator, Larry Vigil & Herb have to face it?
3. List the steps taken by the Captain
   a) to protect the boat when rough weather set in.
   b) to check the flooding of Wavewalker.
4. How did the children’s presence and behavior during the crisis influence the narrator?
5. What are Mayday calls? Why was the boat getting no replies to its Mayday calls?
6. Why were the electric pumps not working?
7. Describe Larry Vigil and Herb Seigler’s role in facing the disaster.
8. Why was Ile Amsterdam, the most beautiful island for the crew of Wavewalker?
9. What do we learn from the story, ‘We’re not afraid to Die....?’
10. What drove the parents of the children to undertake such a voyage full of dangers?
11. What damage did the gigantic wave cause to the Wavewalker?
12. How did the waves injure the Captain?
13. How badly was Sue injured? Why did she not report the full extent of her injuries to her father?
14. Which words, uttered by Jonathan, left the narrator speechless and why?
15. Describe the efforts made by the captain to protect the ship from sinking.
16. Why was it felt that the Mayday calls would go unanswered?
Long Answer Questions

Answer the following in about 120 words.

1. Highlight the tremendous courage and stoicism shown by the two children during the struggle.

2. Describe the shifts in the narration of the events as indicated in the three sections of the text. {Hint:- Preparation of the journey, enjoying the sail, facing the fury of the nature and averting the disaster.}

3. How does the story suggest that optimism helps to endure ‘the direst stress’?

Chapter -2

We are not afraid to die

Q.1. What preparations were made by the narrator before their round the world Voyage?

Ans. The writer wanted to go around the world voyage as captain James Cook had done about 200 years earlier. For about 16 years, both he and his wife used to spend all their free time in improving their sailing skills on the British sea. They made a 23 m long boat wave walker, with great skill. They tested it in the roughest weather. Finally, the started their Voyage in July 1976.

Q.2. How did the first leg of the journey pass? What happened to them immediately after they left?

Ans. The first leg of the journey was from Plymouth (England) to Cape Town (Southern-most trip of Africa). It was a journey of 1,05,000 kilometres. It passed quite pleasantly. But after leaving Cape Town, they had to face strong galer.

Q.3. How does the author describe Wave walker?

Ans. Wave walker was the name given to the narrator's boat. It was professionally built. It was a 23-metre long, wooden-hulled 30-ton boat. The narrator spent months fitting it out and testing it in the roughest weather.

Q.4. What did the travellers find at dawn on 2 January and what preparation did they make?

Ans. On this dawn, the waves were gigantic. The ship rose to the top of each wave that came their way. There was fear of shipwreck. So they made all possible preparations to save the ship and themselves as follows:
1. They dropped the storm jib to slow down ship.
2. They secured everything rightly.
3. The attached lifelines to the life-rafts.
4. They put on their oilskins and life-jackets.

Q.5. "We are not afraid to die." Who speaks the words and when?
Ans. The narrator's Son Janathan, 6 years old, made this remark when his father went in to comfort the children. "But Daddy," he went on, "We are n't afraid of dying if we can all be together- you and mummy, She and I".

Q.6. How did she make her father laugh when the situation was almost hopeless?
Ans. The situation was hopeless and the parents were still tense. She made a card and drew their caricatures, laugh. The card also thanked them and gave a message of hope.

**Long Answer Type Question**

Q.7. What did you notice about the difference between the way in which the adults and the children reacted when faced with danger?
Ans. Both the adults and the children stand together when faced with danger. There is not much difference in the way they react. The only difference is that children can't fight the sea like adults. But they don't panic at all. They don't add difficulties of the elders. They show rare courage, as Jon Says to his father, "We are not afraid of dying if we can all be together". It adds to the father's determination to fight the sea. Mary, Larry and Herb — all play their role heroically.

Q.8. How does story suggest that optimism helps to 'endure the direct stress'?
Ans. One who is optimistic has no fear of failures. Nothing is too difficult or impossible for him. He goes on and on with the hope that he will succeed Gordon Cook's story conveys the same idea. It was only his courage and optimism that did n't let him give up. He kept fighting the storm with courage he never gave up hope of success. Any other person would have given up in despair and died on the sea. Thus the story proves that optimism helps to endure the direst stress.
‘Discovering Tut: the Saga Continues’ gives an insight into the mystery surrounding the life and death of Tutankhamun, the last teenage ruler of the powerful Pharaoh dynasty that had ruled Egypt for centuries. He was the last of his family’s line, and his funeral brought an end to this powerful dynasty. Not much is known about his family. Tut’s father or grandfather, Amenhotep III was a powerful pharaoh who ruled for about four decades during the dynasty’s golden age. His son, Amenhotep IV shocked the country by attacking Amun, a major God, smashing his images and closing all his temples. He changed his name to Akhenaten and promoted the worship of Aten or the sun disk. After his death, a mysterious ruler, Smenkhkare appeared briefly and exited with hardly a trace. When Tut took over, he changed his name from Tutankhaten to Tutankhamun and restored the old ways. However, Tut ruled for nine years and then died mysteriously and unexpectedly.

In order to unravel the mystery of his death, King Tut’s mummy was scanned after a thousand years, thus opening new perceptions regarding the cause of his death. In 1922, his tomb was discovered by Howard Carter who used all kinds of means to remove Tut’s mummy from the coffin. The ritual resins had hardened, thereby cementing Tut to the bottom of his solid gold coffin. Carter finally had to chisel the mummy away having no other option. Every major joint was severed. In 1968 an anatomy professor X-rayed the mummy and revealed that Tut’s breast bone and front ribs were missing. Such a revelation would not have been possible without technological precision. This fact gives us a clue that Tut, in all likelihood did not die a natural death. Tut’s mummy was scanned in 2005 under the supervision of Zahi Hawass, Secretary General of Egypt’s Supreme Council of Antiquities. The Computed Tomography Scan couldn’t solve the mysterious death of Tut but gave us clues for sure.

The lesson also provides a comprehensive awareness about ancient Egyptian culture. The ancient Egyptians believed that there was life after death. That is why the Pharaohs were buried with tremendous amount of wealth including things of daily use so that they could use them in their life after death. It was also believed that gold would guarantee their resurrection.
Chapter -3
Discovering Tut

Q.1. Who was Tutankhamun?
Ans. Tutankhamun was a pharaoh of ancient Egypt. He was the last heir of royal family that had ruled Egypt for centuries.

Q.2. How did Carter Separate Tut's mummy from Coffin?
Ans. The solidified resins had comented Tut's mummy to the bottom of his coffin. Carter tried to loosen the resins in sun's heat, but could n't succeed. At last, he used a chiesel to separate Tut's mummy from coffin.

Q.3. Why was Tut's body buried along with gilded treasures?
Ans. In Tut's time, the royals thought that they could take their riches to the after life. So Tut's body was also buried along with a lot of gold and things of everyday need.

Q.4. Why did the boy king change his name from Tutankhaten To Tutankamun?
Ans. Amun was a major God in ancient Egypt. But the previous king had made his people worship the sun God Aten. He smashed all images of Amun & closed his temples when young Tut took the throne, he restored the old ways He changed his own name from Tutankhaten to Tutankhamun which means living image of Amun'.

Q.5. What startling fact was revealed about Tut in 1968?
Ans. In 1968, Tut's mummy was X-rayed. It revealed a startling fact that the breast bone and the front ribs were found missing in the chest. ?It suggested that Tut night not have died a natural death. He could have been murdered.

Q.6. What did Amenhotep IV do when he became pharaoh?
Ans. Amenhotep made his people worship the sun god Aten. He smashed all the images of Amun and closed his temples. He even changed his religious capital from the bes to New City of Akhataten.

Long Answers Type Question

Q.1. Explain the statement, "King Tut is one of the first mummies to be scanned in life as in death?"
Ans. Tut became a king when he was only a boy of nine years. He ruled for eight years and died at the age of eighteen. How he became a king and how he died has been
a mystery. When his mummy was found in 1922; it was scanned to known the facts related to life as well as death. It was one of first mummies that was used for such a probe.

**Short Answer Questions**

‘Answer the following questions in not more than 30-40 words.

1. What are the two biggest questions still lingering about Tutankhamen?
2. What was the Pharaoh’s curse?
3. What were the funerary treasures found in the pharaoh’s tomb?
4. What does the presence of funerary treasures in Tut’s tomb tell us about the beliefs of ancient Egyptians?
5. Why did Ray Johnson describe Akhenaten as ‘wacky’?
6. What were the findings of the CT scan of Tut’s mummy?
7. Who was Tut? Why was his demise a big event?
8. How do you know that King Tut was buried in March/April?
9. What superstition do Egyptians associate with mummies?
10. King Tut’s body has been subjected to repeated scrutiny. Why?
11. Why were the Pharaohs buried with tremendous amount of wealth?
12. Why did the boy king change his name from ‘Tutankhaten’ to ‘Tutankhamun’?
13. Carter had to chisel away Tut’s mummy. How did he justify it?
14. Why was Carter’s investigation resented?
15. What were the results of the CT scan?
16. Mention any two aspects of ancient Egyptian life as portrayed in the lesson?

**Long Answer Questions**

Answer the following in about 120 words.

1. Do you think Carter was justified in removing the hardened resin deposits on Tut’s mummy? Why? Why not?
2. What is the Egyptian Mummy Project? How successful has it been?
3. Describe the Egyptian rulers that you find mentioned in the lesson.

4. Explain the statement - ‘King Tut is one of the first mummies to be scanned -in death, as in life moving regally ahead of his countrymen’.

5. What picture of Egyptian life and beliefs does the lesson portray?

6. Knowledge about past adds to our knowledge of the world we live in. Do you agree? Why? Why not?

4. Landscape of the Soul

- Nathalie Trouveroy

Wu Daozi was a famous painter of Eighth Century. He made famous inting for the palace of Tang emperor Xuanzong. After showing the painting to the King, Doazi along with painting got vanished. Quinten Metsys painted a fly on a master’s masterpiece painting with such delicacy and precision that the master agreed to his daughters marriage with Q. Metsys. Paintings of Europe present an illusionistic view where as Asian or Chinese painting create essence, inner life and spirit. The western painting reproduces an actual view and we can view the landscape as the painter views it. On the other land a Chinese painter does not have a single viewpoint. His landscape is not a real one and we need to enter it from mind. Chinese landscape is spiritual and conceptual. Shanshui is mountain water. ‘Yang’ is mountain which is vertical stable, warm and dry.*Yin* is water which is horizontal and resting on the earth in form of fluid, moist and cool.

The interaction of ‘Yin’ (feminine) and ‘yang’ (Masculine) is the fundamental aspect of Chinese painting. This interaction takes place in the ‘Middle’ void - empty space between Yin and Yang. White, unpainted space in Chinese painting represents the middle void. ‘Arbrut’ is the wi-c art of those who were talented but did not have any formal training. Their works are stimulating and thought provoking. Nek Chand, untutored genius created famous Rock Garden using discarded (thrown away) things, stones and recycled material. For this show of talenti and creativity, Nek Chand became a renowned figure all over the world.

1. What is the significance of the story of a Chinese painter Wu Daozi”?

2. Who was Quinten Metsys? How was he able to marry painter’s -j daughter?

3. Describe Chinese view of art with example? «?

4. What is ‘outsider art’ or ‘raw art’? Describe Nekchand’s contribution L to it?
5. What is the role of a man according to Shanshui concept of Chinese painting?

6. What is the difference between Chinese art and European art?

7. Illustrate with example the difference between Chinese style of painting and European style of painting.

8. What is Daoist view of the Universe? Describe all the three elements of Daoism.

9. Who is Nekchand? What is his achievement? Why does media call him “ans susntutored geniuss”?

**Short Answers Type Questions**

**Q.1. What wonderful tale is told about the Chinese painter Wu Daozi?**

**Ans.** The Chinese painter Wu Daozi was engaged by the Emperor to decorate his palace walls with landscape paintings. It was painter's last painting. He hid his work behind a screen which only the emperor could see and admire it. But the painter got into a cave. The gate closed before the king could enter it. All the painting also disappeared along with their maker.

**Q.2. What does Chinese story about Emperor and Wu Daozi illustrate?**

**Ans.** The story deals with the magic of art and skill of the artist. He created wonderful landscapes on the palace walls. The emperor admired only the outer looks of the work. It also conveys that the emperor could only rule over his territory, and not understand the spirit of art. Only the artist known the way within. He alone can enter the spirit of the universe.

**Q.3. Explain the terms 'illusionistic likeness', 'figurative painting' and 'delicate realism'.**

**Ans.** The word illusionistic means creating a sort of false expression. European art tries to create illusion of actual view. 'Figurative' also has something to do with figure or actual shape of a thing. The word 'delicate' means fine. Art reproduces not exact view of reality, but only a resemblance of it.

**Q.4. What is the unique feature of horizontal scroll? How can it be appreciated?**

**Ans.** The unique feature of Chinese horizontal scroll is that it does not give us an integrated view of scene. There is gap between one picture and another. It leaves scope for the viewer to use his mind and imagination. The landscape is not realistic but an inner one.
Q.5. Which story from Flanders, Europe, is most representative of Western painting?

Ans. The story is about a famous painter who would not draw the eyes of a dragon he had painted. He had a fear that with eyes, the dragon would fly out of painting.

Q.6. What is Shanshui? How does it express the concept of word 'landscape'?

Ans. Shanshui is a concept about the mystery and origin of the universe. The landscape literally means 'mountain water'. There two elements are like two poles, the source of energy. The mountain is vertical and male, the water is horizontal and female. There are also called yan and yin. They are complementary. Their interaction keeps the world going.

Q.7. What is the third element, represented by the 'Middle Void' in Chinese landscape?

Ans. The masculine energy of Yang and female energy of Yin are in complete without each other. But their interaction takes place in the 'Middle Void', or blank space left in a Chinese landscape nothing can happen without the combination of both aspects of energy.

Long Answers Type Questions

Q.1. How does the author contrast the Chinese View of Art with the Western concept of painting? Which one do you find easy to understand and admire.

Ans. A Chinese landscape does n't stick to reality. It leaves enough scope for the viewer to use imagination. The painting can be looked from any angle and any view point. The scroll on which the artist paints has white, blank spaces left over. It gives freedom to the viewer to travel up and down. It captures the essence of inner life. A European or Western painting, on the other hand, is realistic. The painter wants us to look at it as he had seen it. From a particular angle it creates an illusion of delicate realism. The story of quinten, in 15th century, illustrates the point clearly. He entered a painter's studio and painted a fly on artist's blank convenes. The artist mistook it for a real fly and tried to drive it away. That story is representative of Western painting.

Q.2. What is Nek Chand's unique achievement and gift to the world? How did he get international recognition?
The India born and altogether untrained artist Nek Chand developed concept of ‘outsider art’. He created a Paradise using waste material at Chandigarh. He cut the rocky place and created his dream. This drew attention of the world. His art is of an untrained visionary. Because such artists have received no formal training, but sometimes such artists show remarkable talent and insight. Nek Chand's creation is known as the 'Rock Garden'.

The Swiss Commission organized a European exhibition in 2005 on Nek Chand's works of art. It was shown in various other European countries. Thus, he got international recognition.

5. The Ailing Planet: the Green Movement’s Role

By Nani Palkhivala

The lesson, ‘The Ailing Planet: the Green Movement’s Role’ focuses on the deteriorating health of the Earth because of human being’s growing lust to exploit all its natural resources. A Zoo in Lusaka, Zambia calls man as the most dangerous animal in this world. Fortunately, the Green movement launched in 1972 has been responsible for a new awareness that has dawned upon the human race. There has been an irrevocable shift from a mechanistic view to a holistic and ecological view of the world. There is a growing worldwide consciousness that the earth itself is a living organism -an enormous being of which we are parts. It has its own metabolic needs that must be respected and preserved. But, today, its vital signs reveal a patient in declining health. In 1987, the World Commission on Environment and Development popularized the concept of sustainable development -development that meets the needs of the present without compromising the ability of the future generations to meet their needs.

According to Mr. Lester R. Brown, there are four biological systems, namely fisheries, forests, grasslands and croplands. They form the basis of the global economic system. They supply food to us and raw materials for our industries. But in large areas of the world, these systems are reaching unsustainable levels. Their productivity is being damaged.

For the first time in human history we are concerned about the Survival of not just the people but of the planet. In this era of responsibility, industry can play a crucial role. Today, many industrialists and politicians have realized their responsibility in preserving the natural resources for the future generation.
The growth of world population is another factor distorting the future of our children. Development is not possible if population increases. The writer says that fertility falls as incomes rise, education spreads, and health improves. Thus, development is the best contraceptive.

**Short Answer Questions**

Answer the following questions in not more than 30-40 words.

**Q.1. What is meant by sustainable development? When did this concept become popular?**

**Ans.** Sustainable development means development that meets the needs of the present but doesn't affect the ability of future generations to meet their needs. This concept became popular in 1987.

**Q.2. The writer says, "What goes under the pot now costs more than what goes inside it." What is meant by this?**

**Ans.** In poor countries, people cut down trees for firewood. As a result, there is shortage of firewood. It has become very expensive. That is why the author says "What goes under the pot costs more than what goes inside it".

**Q.3. What are the facts that support the title, "The Ailing Planet ......".**

**Ans.** The planet on which we live is, indeed, ailing. Its grasslands, croplands, forests and fisheries have been destroyed. Many of its species have been almost become extinct. The land, rivers and seas have been polluted. The fertility of soil has gone down. All natural resources have depleted badly. Hence, it is, indeed, an ailing planet.

**Q.4. What does the notice "The world's most dangerous animal' at a cage in the zoo at Lusaka, Zambia Signify?**

**Ans.** There is no animal in the cage but a mirror where one can see oneself. It makes one realise that the world's most dangerous animal is none but man himself which is very true. Man has destroyed forests, fisheries, grasslands and croplands. He has made many species almost extinct. Thus the mirror in the cage signifies man's cruelty and thoughtlessness.

1. What do the earth's vital signs reveal?
2. What remarkable shift in our attitude towards the earth has been brought on by the Green Movement?
3. What do you mean by ‘Sustainable development’?
4. What does the expression, ‘holistic and ecological view of the world’ suggest?
5. What does the notice in the zoo at Lusaka read? What does it signify?
6. What role can the Industry play in this era of responsibility?
7. Why are tropical forests referred to as ‘the Powerhouse of Evolution’?
8. When did the Green Movement start? How has it affected humanity?
9. What were the important issues raised in the First Brandt Commission on ecology and environment?
10. What is man’s ethical obligation towards the planet ‘Earth’?
11. What does the writer mean by — “the earth itself is a living organism-an enormous being of which we are parts”?
12. What has the most dangerous animal on the earth learnt in recent times?
13. What was the question raised by the First Brandt Commission? What does it suggest? What is the significance of this question?
14. What did Lester Brown mean when he said “We have not inherited this earth from our forefathers, we have borrowed it from our children”?
15. How is the depletion of tropical forests affecting our Planet Earth?
16. How are the Earth’s biological systems the foundation of the global economic system?
17. “What goes under the pot now costs more than what goes inside it”. What does this statement imply?
18. Justify the title ‘The Ailing Planet...’
19. Design a poster to highlight the importance of ‘Green Movement’.

**Long Answers Type Questions**

**Q.5. "We have not inherited the earth from our forefathers : We borrowed it from our children" Discuss.**

**Ans.** This earth supplies all our needs. But we don't have a freehold on it. We are not its masters. We have not inherited it from our forefathers. Rather, we have borrowed it from our children we have to give it back to them in good form. We should take from it as much as we can give back to it.
Q.6. Why is development called the best contraceptive?
Ans. When there is development, income rises, education spreads, and health improves. It means enlightened population which understands the value of small families. Thus, development is called the best contraceptive.

Q.7. Do you think element at Coercion is essential for family planning?
Ans. Human beings should not be treated like cattle. They should not be sterilized compulsorily like cattle they should be encouraged to adopt family planning voluntarily. There should be no element to coercion.

Answer the following in about 120 words.

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 they are over exploited by man?
2. How has the growth of world population become the strongest factor in distorting the future of human beings? What does the author suggest in this regard?
3. What has made the Earth sick? What remedial measures would you like to suggest about improving its health?
4. ‘Forests precede mankind; deserts follow’. Explain with suitable examples from the text.
5. ‘Development is the best contraceptive’. Elaborate this statement in the context of the Chapter, ‘The Ailing Planet...”
6. ‘Laws are neither respected nor enforced in India’ Justify citing examples from day to day life.

6. The Browning Version
By Terence Rattigan

The Browning Version’ presents a conversation between a lower fifth grade student, Taplow and Mr. Frank, a teacher from the school where Taplow studies. From their conversation, we come to know that Taplow is there to do extra work extra duty as punishment for his teacher, Mr. Crocker-Harris. Although we do not see Crocker-Harris in the play, we get to know a lot about him through Taplow’s conversation with Mr. Frank. According to Taplow, Mr. Crocker-Harris is a different kind of a teacher. He is too strict and ‘hardly
human’. Unlike other teachers, he does not tell his students their results before the last day of the term. Taplow had asked Mr. Crocker-Harris about his remove and in response the teacher told him that he has given Taplow exactly what he deserves - “No less; and certainly no more”.

Frank admits envying Mr. Crocker-Harris for the effect he has on his students. He asks Taplow if Mr. Crocker-Harris beat his students. However, Taplow tells Frank that unlike one or two other teachers, Mr. Crocker-Harris is not a ‘sadist’. He is not the sort of a person who would beat students and vent out his frustration on students. He is hard like a nut all shriveled up. He is heartless. He possesses no feelings at all. Taplow admits that in spite of all this, he likes Mr. Crocker-Harris.

At this point, Millie, the wife of Mr. Crocker-Harris arrives there and sends Taplow to a chemist’s shop with a prescription.

**Short Answer Questions**

**Answer the following questions in not more than 30-40 words.**

**Q.1. Why did Gocker-Harris not disclose the results like the other teachers?**

**Ans.** It was a rule that results would be announced by the headmaster alone. The other teachers didn't care for this rule. But Gocker-Harris was a man of principles. He never disclosed the results like the other teachers.

**Q.2. Who was Millie? What did she tell Taplow?**

**Ans.** Millie was Mr., Crocker’s wife. She told Taplow that her husband was at the Bursar’s. It could take him a lot of time. Thus she told him indirectly that he could go and play.

**Q.3. Why doesn't Taplow agree with Frank in calling Cracker a "Sadist"?**

**Ans.** Frank calls cracker a sadist because he gets after his students. But Taplow says after he understands the meaning of the word 'sadist' that cracker was much more than that. He was a feelingness person who was like a shrivelled-up nut. He hated to be liked and behaved in a strange manner with his students.

**Q.4. Where did Taplow meet Frank?**

**Ans.** Taplow had been asked to do some extra work by Mr. Cracker Harris. He was waiting for the teacher in the school. Frank also came there and met Taplow.
Q.5. What is Taplow's attitude towards Mr. Crocker Harris?
Ans. Taplow is respectful towards Mr. Crocker Harris and likes him even though he is afraid of him, and dare not cut the extra work even on the last day of the term.

Q.6. What do you gather about Mr. Frank from the play?
Ans. Mr. Frank is a young science teacher. He doesn't like the subject he teaches. He also admits that he tells the results to the students before it is officially announced by the head master. He feels envious of cracker Harris because Taplow likes him.

Q.7. What subjects does Taplow want to opt for? Why?
Ans. Taplow feels if his grades are good, he would opt for science. He feels science is more interesting than the study of classics.

Q.8. How does Taplow react to Millie's arrival?
Ans. Taplow is nervous. He is unable to control his emotions and whispers to Frank if he thinks she has heard their conversation. Taplow feels that if she tells Mr. Crocker Harris, he would lost his form.

1. Why was Taplow given an extra work on the last day of the session?
2. Why did Mr. 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 Mr. Crocker-Harris’s joke?
5. How is Mr. Crocker-Harris different from other masters? Give two points of difference.
6. What does Millie Crocker-Harris ask Taplow to do?
7. Why did Taplow prefer science to literature?
8. Who is Millie? Why does she send Taplow to the chemist?
9. Why did Taplow keep on waiting, even after knowing that Mr. Crocker-Harris was, ten minutes late?
10. Why does Taplow sound bitter?
11. Does Mr. Frank seem to encourage Taplow’s comments on Mr. Crocker-Harris?
12. ‘We get all the slackers!’ Why is Frank not very enthusiastic on hearing that Toplow wishes to join Science?
13. Why does Taplow call Mr. Crocker-Harris a man of principles?

14. What does Taplow consider ‘muck?’ Why?

15. Why was Taplow horrified to find Mrs. Crocker Harris standing by the door screen, watching Taplow and Mr. Frank?

16. Mention two character traits of Taplow.

7. The Adventure

- Jayant Narlikar

This fictional narrative by Jayant Narlikar belongs to the genre of science fiction and deals with the much intriguing aspect of time. Time travel has been a much used theme with never ending possibilities. The protagonist of this story, Professor Gaitonde, a historian is preparing for his thousandth presidential address in which he would speak on the topic “What course history would have taken if the result of the Battle of Panipat had gone the other way?”

While on an evening stroll he is hit by a truck. In his state of unconsciousness his mind travels back into time where he experiences a different perspective of history from the prevalent one. After he gains consciousness he is able to recall all these probabilities and possibilities very clearly. Rajendra Deshpande his scientist friend offers a scientific explanation of his strange experience. He says that professor Gaitonde was living in the present but was experiencing different worlds. This shift from present world to another was based on catastrophe theory. According to this theory small changes in circumstances lead to a sudden shift in behaviour.

Short Answer Questions

1. Why was professor Gaitonde going to Bombay?

2. What was the plan of action in professor Gaitonde’s mind as his train approached Bombay?

3. What important discovery was made by Gangadharpant on reading history books?

4. Professor Gaitonde could not complete his thousandth address at Azad Maidan. why?

5. What explanation was given by Rajendra Deshpande for professor Gaitonde’s transition from one world to another?
6. What is reality according to Rajendra Deshpande?
7. How did Gangadhar Pant behave at Azad Maidan? What was the reaction of the audience?
8. Why did professor Gaitonde consult history books? What did he discover in the ‘Bhausahebanchi Bakhar’? Why was he shocked?
9. How did Rajendra Deshpande try to rationalise Gangadhar Pant’s experience at Azad Maidan scientifically?

Q.1. Who was Professor Gaitonde? What was his plan in Bombay?

Ans. Professor Gaitonde was a historian. He had written five volumes on History. He was on his way to Bombay. He planned to go to a library and consult the history books there to find out how present state of affairs was reached.

Q.2. What for did professor Gaitonde enter the Forbes building? What was his experience there?

Ans. The professor went to Forbes building to meet Vinaya Gaitonde his own son. The receptionist reach through the directory of employees. But there was no person bearing that name. It was a big blow. He felt that so far everything had been shocking so the below of non-existence of his son was not totally unexpected.

Q.3. What did the professor do in the Town Hall Library?

Ans. The professor consulted the history books that he himself had written. There was no change in the events upto death of Aurangezeb. The change had occurred in last volume. He read the description of the battle of Panipat. Aadali was defeated by Maratha army led by Sadashivrao Bhau and his nephew. Vishwasrao. It established the supremacy of the marathas. They set up their science research centres. They accepted the help of English experts.

Q.4. What did the professor wish to find out in history books?

Ans. He wished to find the answer to his question how Marathas won the Battle of Panipat. He found a clue in the book titled Bakhars. Vishwasrao had a narrow escape from being killed by the bullet that brushed past his ear. This boosted the morale of Maratha army and they won the battle.

Q.5. 'But why did I make the transition? What explanation did Rajendra give to the professor?
Ans. Rajendra guessed that the transition must have been caused by some interaction. Perhaps the professor had been thinking at the time of collision about Catastrophic theory and its role in wars. The professor admitted that he had been wondering at that time what course history would have taken if the Marathas have won the Battle of Panipat.

Long Answers Type Questions

Q.1. How did Rajendra Deshpande apply his theory of Catastrophic experience regarding the Battle of Panipat?

Ans. Gangadherpant narrated to Rajendra his experience at the Azad Maidan meeting. For two days he was in coma. He had met with an accident. He asked Rajendra Prasad to explain where he had spent those days.

He admitted that he had been thinking of the catastrophic theory before the collision and how it could charge the history course. He produced a page from the Bakhar to prove that his mind was working normally. The page described that Vishwasrao had not escaped the bullet, rather he had been killed. If was just contrary to what his own history book said. And he wanted to known the facts.

Q.2. How did Rajendera explain the concept of reality with the example of movement of an electron?

Ans. Rajandra Deshpande tried to rationalise the professor's experience on the basis of two scientific theories. Gangedharpant had passed through a strange catastrophic experience. The juncture at which Vishwasrao was killed in the Battle proved to be turning point. The Marathas lost heir morale and lost the battle.

Rajendra then moved to his second explanation. Reality is not exactly what we experience directly with our senses. It can have other manifestations also e.g., the electron does n't follow the laws of science. It is called lack of determinism in quantum theory. It can be found in different places & each is real. It happens by transition. Professor also experienced two world one that was present, in other that might have been.
8. Silk Road

- Nick Middleton

The lesson ‘Silk Road” is an extract from the author’s travelogue. Here the author describes only a small part of his journey from Ravu, a small mountain mountain village to Darchen which is at the foot of Mt. Kailash. The journey describes the scenic beauty of the mounting, the nomads in splendid isolation and the Tibetan mastiffs which were popular in China as hunting dogs. The author’s experience at Lake Mansarovar was in stark contrast to the experience of other travellers. For him the place was depressing, dispersing and uninspiring. The sanctity and spirituality of Lake Mansarovar fails to make an impact on the author. The authors stay in Darchen is marked by his nocturnal fear of death, his visit to Darchen Medical College and undergoing a five-day course of Tibetan Medicine. The second thoughts author had been developing about the Kora were dispelled after his meeting with Norbu, a Tibetan, working in Beijing at the Chinese Academy of Social Sciences, neither was he a practising Buddhist nor was he well-equipped for the pilgrimage.

Short Answers Type Questions
1. Why were Tibetan mastiffs popular in China’s imperial courts?.
2. Why had Hor been described as a miserable place by the narrator?
3. Who was Norbu? How did Narrator feel on meeting him?
4. How did cold and altitude effect the narrator?
5. Why was the narrator’s experience at Darchen disappointing?
6. Justify the title of the Lesson “Silk Road”?
7. What was the purpose of author’s journey to Mount Kailash? How did Tsetan help him during the journey?
8. Compare the narrator’s experience at Hor to the earlier accounts of the place given by travellers?
9. Describe the difficulties faced by the narrator during his journey to Mount Kailash?

Q.1. Who was Lhamo? What farewell gift did she give to author?

Ans. Lhamo was a Tibetan women who had set up a tent for pilgrims near Raru. She was honest and helpful. She offered a long sleeved sheep skin coat as a farewell gift.
Q.2. **Who did the party come across after leaving Raru?**

**Ans.** From the gently rolling hills of Raru, the author's car came to vast open plains. They saw a few antelopes grazing and further on, they saw a heard of wild ass raising a pall of dust. As the car approached them, they galloped away.

Q.3. **What does the author tell you about Tibetan mastiffs?**

**Ans.** The Tibetan mastiffs were huge block dogs with rough hair. They were very ferocious. They barked furiously and appeared fearlessly in front of the vehicle for there very qualities they became popular in China's imperial courts as hunting dogs.

Q.4. **What impression did the two towns Hor and Darchen leave on the author's mind?**

**Ans.** Hor was a small town, close to Mansarovar lake. It was a miserable place, with no greenery. The author found the place in contrast to the accounts he had read about lake Mahasrovar. He drank some herbal tea in the cafe there.

The author's next half was at Darchen. It was also a dusty place with heaps of rubble and litter lying here and there. His cold had become worse and he could not breathe. He stayed awake all right. The town had a couple of general stores which sold Chinese goods.

Q.5. **Who was Norbu? How did the other strike friendship with Norbu?**

**Ans.** Norbu was a Tibetan scholar who used to write articles about holy lake. He was working at an academy in Beijing. It was his first to the place. He knew a bit of English. This brought him closer to author. He was n't practising Buddhist. He suggested that they should hire some yaks to carry their luggage and start their journey. He turned out to be an ideal companion.

**Long Answers Type Questions**

Q.1. **What difficulties did the author encounter and overcome when he set out to reach Mount Kailash?**

**Ans.** The author set out from Ravu to complete the Kora. to the destination "Mount Kailash, "beyond Mansarovar lake he had to face many difficulties. Rocks, snow and height problems made the journey risky.

On the way, the came across gazelles grazing drokbas minding their sheep. He saw
normals tents with huge Tibetan dogs guarding them. The author had his first physical problem when he felt the pressure mounting up in his ears. The Tsetan saw snow lying across the tracks. Tsetan spray dirt on the frozen surface to make it rough and safe.

By afternoon they reached the small town of Hor. It was dusty, dry and rocky. At Darchen he had an cold attack. He took some medicine from Tibetan doctor. The next day he met Norbu, who could speak English. Both decided to continue their "Kora" together.

**SNAPSHOT —(Supplementary Reader)**

1. The Summer of the Beautiful White Horse

   —William Saroyan

   The story illustrates how the family plays an important role in the upbringing of the children. The children always remember the lessons taught in the family. They look for role models in the elders of the family. The family in the story belongs to a tribe known for its values of trust and honesty. Aram and Mourad take possession of Mr. Byro’s horse to fulfill their yearning/desire of riding a horse but later return it to owner to preserve the honour of their families.

   **A. Short Answer Type Questions (30 to 40 words)**

   **Q.1. Why was Aram surprised when he saw Maraud in the Morning?**

   **Ans.** Aram was surprised to see Maraud because he had come so early in the morning that too with a beautiful white horse. He could not believe that a boy of his tribe could buy or steal a horse.

   **Q.2. Who was uncle Khosrove? Why was he considered the craziest member of his tribe?**

   **Ans.** Uncle Khosrone was a relative of Aram who was an enormous man. He was short tempered and impatient by nature. His standard response to all the problems was". It is no harm : pay no attention to it.
Q.3. Why was John Byro Sad?
Ans. John Byro was sad because his horse was stolen and now he had to go on foot for long distance as his surrey was useless without a horse.

Q.4. Why did Mourad return the horse?
Ans. Mourad belonged to a tribe which was known for its honesty. He could not tolerate John Byro's expressions when he seemed to have recognised the horse. It was no more charming and challenging task for him to keep the horse after this incident.

Q.5. Why did John Byro not accuse Mourad of stealing the horse, though he recognise his horse?
Ans. Though John Byro could recognise the horse, he did not blame Mourad of stealing because he knew his parent well. He knew that Mourad's family and tribe was famous for honesty.

1. Why do you think Mourad came so early in the morning?
2. What information do you gather about the Garoghlanian tribe?
3. Aram could not believe his eyes when he looked out of the window. Comment
4. How did Aram and Mourad feel during the ride on the beautiful white horse?
5. Briefly sum up Mourad's character in your own words.
6. How did the boys justify their act of stealing?
7. Which place was used by the boys for hiding the horse? Why?
8. Who was John Byro? What was his reaction on seeing the two boys with the white horse?
9. Why did the narrator and his cousin return the horse?
10. How did Aram conclude that Mourad had stolen the horse?
11. Do you agree with the statement ‘Mourad has a special fondness for animals’? Give reasons.
12. Comment on the observation ‘Uncle Khosrove was a crazy person.’
13. What consideration(s) did the boys have in making a choice of the place to hide the stolen horse?
14. What happened during the narrator’s solo ride?
15. Were the boys able to prove the hallmarks of their tribe? Why/Why not?
B. Long Answer Type Questions (120 words)

1. Fear or / and Conscience - what worked behind the boys’ decision of returning the stolen horse?

2. Mourad was considered the natural descendant of Uncle Khosrove. What traits had he inherited from his uncle?

3. Describe in detail the first ride Aram and Mourad enjoyed together on the summer morning.

4. Trust and honesty were the hallmarks of the tribe the two boys belonged to. Illustrate with examples from the text.

5. Do you think the boys were right in returning the horse? Give reasons.

6. Why do people have to tell lies sometimes? Do you think telling lies sometimes can be justified? Why? Why not?

2. The Address
-Marga Minco

The story depicts how in war situation relations get adversely affected. The trauma of war causes death, fear and even vitiates human relationships. Death and destruction are caused by war for both the sides, There is no victory without loss. The girl in the story loses her family in the war but learns that her life must go on. She wanted her mother’s belongings to comfort her and goes looking for them. However, she resolves to forget the distressing memories and lead a new life, giving up her past.

A Short Answer Type Questions (30 to 40 words)

Q.1. Why did the narrator go to Mrs. Dorling's house?
Ans. The narrator went to Mrs. Dorling's house to collect her valuable belongings which her mother had given to her during war time. She wanted to renew her past memories.

Q.2. Why was the narrator confident that she had reached the correct address?
Ans. The narrator remembered the house No. 46. She recognised her sweater with its buttons. On seeing her cardigan with Mrs. Dorling, she was confident that she had reached the correct address.
Q.3. **How did Mrs. Dorling's daughter treat the narrator?**

**Ans.** Unlike Mrs. Dorling, the daughter invited the narrator inside her house. She offered her a cup of tea.

Q.4. **Why did the narrator decide not to collect her belongings?**

**Ans.** The narrator was disappointed after recognising her belongings in a stance and dirty environment. She didn't feel comfortable on seeing all those valuable articles in Mrs. Dorling's house.

Q.5. **Why did the narrator's mother ask her to remember the address by heart?**

**Ans.** The narrator's mother asked her to remember the address by heart because she gave a number of household valuable articles to Mrs. Dorling during the war time. She thought that her daughter would collect all that after the war was over.

1. Why was Mrs. Dorling surprised to recognise the author?
2. What helped the author to recognise Mrs. Dorling during her first visit?
3. Why did the author feel upset on her first visit to Mrs. Dorling’s house?
4. How did the author feel towards the ‘stored stuff at Mrs. Dorling’s house? Why did she feel so?
5. What type of a girl was the author? How did you form this opinion? [Hint:- Possessive.]
6. Describe the author’s meeting with Mrs. Dorling’s daughter?
7. What type of traumas do wars cause?
8. What was the girl thinking when she was travelling home by train?
9. Why did she resolve to forget the address?
10. ‘I resolved to forget the address. Of all the things I had to forget, that would be the easiest.’ Comment.
11. Which address had the narrator remembered for years? Why?
12. Why did the narrator desire to see the ‘stored stuff” after so long?
13. What do you gather about the character of Mrs. Dorling in the story?
14. Describe the incident of Mrs. Dorling’s daughter opening the box of cutlery.
15. Why did the author not wait to meet Mrs. Dorling?
16. ‘The address was correct. But I didn’t want to remember it anymore.’ Why did the narrator say so?

17. What important lessons of life do we learn from the story ‘The Address’?

**B. Long Answer Type Questions (120 words)**

1. Do you think the title of the story ‘The Address’ is appropriate?

2. Comment on the statement ‘The Address is a story of post-war human predicament.’

3. After reading the story, what opinion do you form about the narrator’s character?

4. It is not easy to let off past memories and possessions. Do you agree? Why/Why not?

5. Past whether good or bad is gone. We must never worry about it. All we need to make the best of our present. Explain with reference to the story ‘The Address’.

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**3 Ranga’s Marriage**

*Masti Venkatesha Iyengar*

The main character of the story Ranga had an opportunity of getting English education. However, he does not lose his ground and continues to observe all his customs and traditions. Besides, he understands that even the use of English language in his village could prove to be a barrier in communication. Also the lesson implies that marriage is a social institution and needs to be worked out by individuals, whether arranged or based on love.

1. Why was Hosahalli famous?

Ans. The village Hosahalli was famous for mango which were extremely sour and huge leaves of a creeper to serve meals.

2. Who was Ranga? Why was he sent to Bangalore?

Ans. Ranga was the son of the village accountant Rama Rao. He sent Ranga to Bangalore to study.

3. Why were the villagers disappointed on seeing Rangappa?

Ans. The villagers had anticipated that he would be a changed from after going to Bangalore. But they were disappointed when they saw that he was not changed. Even his Janewara was intact. He was the same person with the same features.
4. Who was Ratna? why did Ranga decide to marry her?
   Ans. Ratna was Rama Rao’s niece, who come to stay with him after the death of her parents. Ranga was so impressed by her melodious voice that he decided to marry her.

1. Describe the raw mango episode?
2. How has English influenced the author’s village in the recent years?
3. Why is the village accountant called courageous by the author?
4. What made people rush to the accountant’s house?
5. ‘Everyone was surprised to see that Ranga was the same as he had been six months ago.’ Why?
6. Why did the old lady run her hand over Ranga’s chest?
7. Why was the narrator upset on knowing about the Ranga’s decision to remain a bachelor?
8. Describe the meeting when the narrator took Ranga to Shastri.
9. How does the author justify his use of the title ‘Ranga’s Marriage’ for the story?
10. What is narrator’s opinion about mingling of English words with mother tongue?
11. Why was Ranga’s homecoming a great event?
12. Why is the Black Hole of Calcutta referred to in the story?
13. ‘The crowd melted away like a lump of sugar in a child’s mouth.’ Why did the crowd melt away?
14. How did Ranga greet the author when he noticed his presence?
15. What were Ranga’s views on marriage?
16. Briefly describe Ranga and Ratna’s first meeting.
17. Ranga was grateful towards the author for his marriage with Ratna. How did he express his gratitude?

B. Long Answer Type Questions (120 words)
1. Astrologers may manipulate facts to arrange a marriage in modern times. Discuss with reference to the lesson.
2. Comment on the narrative style of the narrator in story “Ranga’s Marriage”.

3. How did the narrator play an important role in arranging Ranga’s marriage?

4. What personal and social values do you think are important to the narrator? Do you think they are relevant in contemporary world? Why? Why not?

4. Albert Einstein at School

- Patrick Pringle

Education, in its true sense, must aim at the all round development of the learners. Each individual has innate qualities and competencies which must be given due recognition. Learning at school must be applied in everyday life to improve it. Besides, the youth should realize their responsibility. They should not waste their energy in futile pursuits. They must have a vision, aspire for it and achieve it making their life a success story and help their country to progress.

A. Short Answer Type Questions (30 to 40 words)

Q.1. Why did Mr. Braun scold young Einstein?
Ans. Mr. Braun, the history teacher scolded young Einstein because he did not remember the dates of events in history. Further, the annoyed him by giving statements against education. He told the teacher that learning the dates of historical events was meaningless.

Q.2. Why was Albert tense about this neighborhood?
Ans. Albert did not like the environment of his neighbourhood as the land lord often heat him wife. The wife also beat children. There was a lot of violence in the neighbourhood. The landlady did not let him play violin.

Q.3. What was the opinion of Mrs. Koch about Albert?
Ans. Mr. Koch appreciated Albert for his intelligence. He was impressed by his knowledge of maths. He felt that Albert knew more than him in Maths. He gave him a glowing certificate in Maths.
A. **Short Answer Type Questions (30 to 40 words)**

1. What, according to Albert, would interest him in learning History?
2. Why did Albert feel miserable “that day” when he left the school?
3. Why did Albert’s landlady ask him to stop playing the music?
4. What did Elsa think about the examination system?
5. Albert told Yuri his desire to leave the school. What reasons did he give for this?
6. What did the Maths teacher think about Albert?
7. Why did the head teacher decide to expel Albert from the school?
8. ‘Albert felt the medical certificate almost burning a hole in his pocket.’ Explain.
9. What opinion do you form of Einstein’s nature from his conversation with the head teacher?
10. Why did Albert see no point in learning dates and facts from History books?
11. Was Albert impolite while talking to the history teacher? Give reasons.
12. What according to Albert was the purpose of education?
13. ‘Ugh! These are the students!’ Why did Albert say so?
14. Why was Albert not interested in going back to his quarters?
15. How was Albert feeling when he met the doctor?
16. Why did Mr. Koch give Albert a ‘glowing reference’?
17. ‘He could not think of anyone he wanted to say good bye to.’ Comment.
18. Where did Albert find refuge in his moments of stress? [Hint:-playing violin]

B. **Long Answer Type Questions (120 words)**

1. Would you term Albert’s school days as happy or unhappy? Why?
2. The school system often curbs individual talents. Discuss in the light of the lesson.
3. Write a note on the education system as it existed during Albert’s time.
4. Yuri played an important role in solving Albert’s problem. Discuss with respect to the lesson.
'Mother’ is the pivot of her family. It is her effort to keep all the family members happy and for this she looks after each of them. In turn, the others also must pay due consideration to her needs and regard her for all that she does. She deserves to be respected and appreciated. Others should own up responsibility and contribute in the household work. Thus, the family will have a higher level of understanding, love and mutual respect. How a friend helps the other also must be noticed and is worth emulating.

A. Short Answer Type Questions (30 to 40 words)

Q.1. How was Mrs. Pearson different from Mrs. Fitzgerald?
Ans. Mrs. Pearson was a pleasant but worried looking women in her forties. Mrs. Fitzgerald was older, heavier and a strong and sinister personality. Mrs. Pearson was soft spoken with a touch of suburban while Mrs. Fitzgerald had a deep voice with Irish accent.

Q.2. How does Mrs. Fitzgerald planned to deal with the family of Mrs. Pearson.
Ans. Mrs. Fitzgerald changed their bodies through magic spell. Now Mrs. Fitzgerald look like Mrs. Pearson, while Mrs. Pearson looked like Mrs. Fitzgerald. Mrs. Fitzgerald in the body of Mrs. Pearson dealt with the family very sternly.

Q.3. How the members of the club use to treat George pearson.
Ans. The members of the club use to call George pearson, pompy-ompy pearson because they use to think that he was slow and pompous.

1. What help did Mrs. Fitzgerald offer to Mrs. Pearson?
2. How was George treated by the other members of the club?
3. In what ways Mrs. Pearson and Mrs. Fitzgerald differ from each other?
4. What remarks did Mrs. Pearson make about Charlie Spence?
5. Why did Doris say - ‘Did you fall or hit yourself with something’?
6. Why does Cyril call his mother ‘barmy’ when he returns home?
7. What changes do you observe in the Pearson family by the end of the play?
8. What problems did Mrs. Pearson face with her family?
9. What is the first impression you gather about Mrs. Fitzgerald?
10. ‘Mrs. Fitzgerald acts a savior to Mrs. Pearson’. Comment.
11. How did the two ladies exchange their personalities?
12. What made Doris cry?
13. How do Doris and Cyril react to their mother’s changed behaviour?
14. Why did Mrs. Pearson talk of forty two hours a week job?
15. What social message does the play, ‘Mother’s Day’ convey? How relevant is it in the present day context?
16. Does the ending of the play provide a feasible solution? Discuss.

B. Long Answer Type Questions (120 words)

1. Do you think that the issues raised in the play have any contemporary relevance? Give reasons.
2. The play is an ironical portrayal of the status of the mother in a family. Do you agree? Give reasons.
3. What personal and family values are dear to Mrs. Pearson? How do they create problems for her?
4. Do you think the title of the play ‘Mother’s Day’ is appropriate? Give reasons for your answer.
5. A mother’s work is never done. Do you agree? Explain on the basis of the play and day to day life.

6 The Ghat of the only World

-Amitav Ghosh

Poet Shahid Ali and the writer Amitav Ghosh were friends. Shahid was suffering from Caucer, some fourteen months and the beginning of the story. He was from Srinagar, Kashmir. He studied in Delhi. He was an academician, a creatine writer and a very popular and learned teacher of English Literature. He settled in America. Once staying in Broccoli, in Shahid’s neighborhood, Active soon discovered that they have a great dial i Common. Shahid asked Amitav to write about him after his death. To fulfill his wish Amitav Ghosh use to keep a record of his Conversations. On phone and which they meet each other. The Ghat of the only world was written to internal him to breathe life into their unbroken friendship. Amitav keept his promise.
Q.1. Who was Shahid?

Ans. Shahid was from Sringar, Kashmir. He studied in Delhi. He was an academician, a creative writer and a very popular and leaned teacher of English literature. He settled in America. He was a gregarious being. There was never an evening when there wasn’t a party in his living room. He suffered from brain tumour.

Q.2. Wht promise did the writer make with Shahid? How did he fulfil it?

Ans. Writer promised Shahid to fulfil his wish to write something about live after his death. To fulfill his wish the writer, Amitav, use to keep a record of all the conversations and meetings he had with Shahid. This record helped him to fulfil his promise.

1. When did Shahid talk about his approaching death for the first time? What had happened to him?
2. How did Shahid want to be remembered after his death?
3. What promise did the writer make with Shahid? How did he fulfill it?
4. What was common between Shahid and the author?
5. Why did Shahid have a special passion for Kashmiri food in Pandit style?
6. Give two instances from the text to show that Shahid was gregarious by nature?
7. How did Shahid’s upbringing help him in developing a secular outlook?
8. How did author feel after Shahid’s death?
9. What different aspects of Shahid’s character do you gather from the Lesson “he Ghat of the only World”?
10. What is mean by ‘diaspora’? What do you learn about Indian diaspora from the lesson ‘The ghat of the only world’?
11. Justify the title of the Lesson ‘The Ghat of the only World’?
7 Birth
-A.J. Cronin

The doctor in the story is an exemplary figure. Brushing aside his personal issues and disturbed state of mind, he performs his role with utmost dedication and sincerity. He makes all the possible efforts to save the life of Mrs. Morgan and the still born baby. His presence of mind and action yield remarkable results. One must not lose hope and depend upon one’s learning and use it in real life. Satisfaction and contentment of people around give one happiness and a sense of achievement.

A. Short Answer Type Questions (30 to 40 words)

Q.1. Who was Joe Morgan? Why was he waiting for Dr. Andrew Manson?
Ans. Joe Morgan was a driller in Blaenelly, a mining town. He and his wife Susan, were married for nearly twenty years and now they were expecting their first child. He was waiting for the doctor to help Susan in the delivery of the child.

Q.2. Why did a shiver of horror pass over Andrew?
Ans. Dr. Andrew Struggled for more than an hour is help the mother Susan Morgan for the safe delivery of the baby. But when the child was born he was lifeless. As Andrew gazed at the still born baby, a shiver of horror passed over him.

1. ‘Eh Doctor, I’m glad to see you.’ Why did Joe Morgan say this to Dr. Andrew Manson?
2. What thoughts (related to marriage) were running in Andrew’s mind?
3. How do you conclude that the meeting between Andrew and Christine was an unpleasant one?
4. How was Joe’s house maintained?
5. Why did Susan not want to be injected chloroform?
6. ‘As he gazed at the still born a shiver of horror passed over Andrew.’ Explain
7. How was Susan brought back to consciousness?
8. The old lady offered Andrew a cup of tea. Why did he smile at her offer?
9. What decision did Andrew make as he drank the tea?
10. Why were Andrew’s thoughts on marriage confused and resentful?
11. ‘She’s awful set upon the child. Ay, we all are, I fancy’ Why did the old lady say so?
12. What dilemma was faced by Andrew when he saw the still born child?
13. Why was the midwife frightened on being asked for the stillborn child?
14. How did Andrew revive the stillborn child?
15. What made Andrew say, ‘I’ve done something real at last’?

B. Long Answer Type Questions (120 words)
1. Describe at length how Andrew revived the stillborn child.
2. What made Andrew exclaim, ‘I have done something; Oh God!’?
4. What does the story highlight about the essence of true happiness and fulfillment through Dr. Andrew’s experience? Discuss with reference to the story.
5. The greatest lesson, we can learn from Dr. Andrew’s life is, ‘Never give up’. Do you agree? Give reasons in support of your answer.

8. The Tale of Melon City

-Vikram Seth

An aware and participatory citizenry is the key to a successful governance. A disinterested public does not ensure a welfare state. Peace, freedom and liberty exist for a public if a king is just and placid. A reasonable and a rational king serves best the interests of the public. Also, the presence of opportunist ministers harms the public interest.

A. Short Answer Type Questions (30 to 40 words)
Q.1. What kind of king was the one who ruled over the state? What did he proclaim?
Ans. The kind of the state was just and placid. For the welfare of the workers he proclaimed that an arch should be built up which would extend across the major thoroughfare.
Q.2. Why did the king ride down the thoroughfare and what was the result?
Ans. The king rode down the thoroughfare to edify the spectators there. Since the arch was built too low, the lost his crown under it. He felt himself disgraced.
Q.3. **How was the new ruler of the state selected?**

**Ans.** After the king the ministers sent the messengers to proclaim that the next man to pass the city gate would choose the ruler of their state. An idiot happened to pass the gate. His standard answer to all the questions was 'A Melon'. So when he was asked to decide about who will be the king, he replied 'A Melon' Ministers declared that a melon would be their new ruler.

1. What proclamation did the king make? Why?
2. How did the chief builder, workmen and masons pass the blame onto each other?
3. How did the king react to the explanation given by the architect?
4. What was the criterion for the choice of “the wisest man.” What was his verdict?
5. Who was ultimately hanged? Why?
6. Do you think the king was really ‘just and placid’? Why/Why not?
7. What message does the poet give through the use of irony and humour in the poem?
8. Describe the custom of the city to choose the king.
9. The poem portrays the principles of ‘laissez faire’. Discuss.
10. Why was the wisest man called by the king?
11. How did the choice of the person ‘to be hanged’ become ironical for the king?
12. Why was the melon crowned as the next king?

**B. Long Answer Type Questions (120 words)**

1. Why was the arch blamed at the first instance? Who was ultimately punished?
2. The poem is full of humour and irony. Cite examples.

   How has the poet made fun of the system of governance by using the phrase ‘just and placid’ for the king?
Q1. Read the passage below and answer the questions that follow:

1. In life we sometimes have disagreements with people. It could be with your partner, with your boss, with your parents, or with a friend. When this happens, the important thing is to try not to let a calm discussion turn into a heated argument. But of course this is easier said than done.

2. The first thing I would say is that the way you begin the conversation is very important. Imagine you are a student and you share a flat with another student who you think isn't doing her share of the housework. If you say, 'Look, you never do your share of the housework. What are we going to do about it?', the discussion will very soon turn into an argument. It's much more constructive to say something like, 'I think we'd better have another look about how we divide up the housework. Maybe there's a better way of doing it.'

3. My second piece of advice is simple. If you're the person who is in the wrong, just admit it! This is the easiest and best way to avoid an argument. Just apologize to your flatmate, your parents, or your husband, and move on. The other person will have more respect for you in the future if you do that.

4. The next tip is don't exaggerate. Try not to say things like 'You always come home late when my mother comes to dinner' when perhaps this has only happened twice, or 'You never remember to buy the toothpaste.' This will just make the other person think you're being unreasonable, and will probably make him or her stop listening to your arguments.

5. Sometimes we just can't avoid a discussion turning into an argument. But if you do start arguing with someone, it is important to keep things under control and there are ways to do this.

6. The most important thing is don't raise your voice. Raising your voice will just make the other person lose their temper too. If you find yourself raising your voice, stop for a moment and take a deep breath. Say 'I'm sorry I shouted, but this is very important to me', and continue calmly. If you can talk calmly and quietly, you'll find your partner will be more ready to think about what you are saying.
7. It is also very important to stick to the point. Try to keep to the topic you are talking about. Don't bring up old arguments, or try to bring in other issues. Just concentrate on solving the one problem you are having, and leave the other things for another time. So, for example, if you're arguing about the housework, don't start talking about mobile phone bills as well.

8. And my final tip is that if necessary call 'Time out', like in a sports match. If you think that an argument is getting out of control, then you can say to the other person, 'Listen, I'd rather talk about this tomorrow when we've both calmed down'. You can then continue the discussion the next day when perhaps both of you are feeling less tense and angry. That way there is much more chance that you will be able to reach an agreement. You'll also probably find that the problem is much easier to solve when you've both had a good night's sleep. Well, those are my tips.

10. But I want to say one last important thing. Some people think that arguing is always bad. This is not true. Conflict is a normal part of life, and dealing with conflict is an important part of any relationship, whether it's three people sharing a flat, a married couple, or just two good friends. If you don't learn to argue properly, then when a real problem comes along, you won't be prepared to face it together. Think of the smaller arguments as training sessions. Learn how to argue cleanly and fairly. It will help your relationship become stronger and last longer.

On the basis of your understanding of the above passage answer each of the following questions by selecting the most appropriate option from the given ones

12

(a) ___________ is easy to suggest but quite difficult to do.
   (i) To have disagreements with people.
   (ii) Not to let a peaceful discussion change into a heated argument.
   (iii) “Never raise you voice”
   (iv) To have heated argument witl friends.

(b) In case we are wrong we should ___________ to avoid argument.
   (i) flatmate (ii) exaggerate (iii) respect (iv) apologise

(c) The second paragraph suggests when we ___________ others, it leads to argument.
   (i) share the work with (ii) accuse (iii) divide the work anew with (iv) only (i) & (ii)

(d) ___________ can help strengthen relationships.
(i) Learning to argue clearly, (ii) Learning to avoid arguments, (iii) Learning to argue fairly, (iv) Only (i) and (iii)

Answer the following questions briefly:

(e) What happens if a complaint is exaggerated?

(f) Name two activities that to help to keep arguments under control.

(g) Raising our voice in an argument is not good. Why?

(h) What happens if we don’t learn to argue properly?

(i) How does ‘Time Out’ help in argument?

(j) When is your partner in an argument more ready to think about your point of view?

(k) Find words/phrases from the passage which mean the OPPOSITE as each of the following

(i) Surely (Para-4)  (ii) Initial (Para 8)

Q.2 Read the following passage and answer the questions that follow:

(8 Marks)

1. The tests of life are its plus factors. Overcoming illness and suffering is a plus factor for it moulds character. Steel is iron plus fire, soil is rock plus heat. So lets include the plus factor in our lives.

2. Sometimes the plus factor is more readily seen by the simple hearted. Myers tells the story of a mother who brought into her home - as a companion to her own son- a little boy who happened to have a hunch back. She had warned her son to be careful, not to refer to his disability. The boys were playing and after a few minutes she overheard her son say to his companion "Do you know what you have got on your back?" The little boy was embarrassed, but before he could reply, his playmate continued "It is the box in which your wings are, and some day God is going to cut it open and then you will fly away and be an angel."

3. Often it takes a third eye or a change in focus, to see the plus factor. Walking along the corridors of a hospital recently where patients were struggling with fear of pain and tests, I was perturbed. What gave me a fresh perspective were the sayings put up everywhere, intended to uplift. One saying made me conscious of the beauty of the universe in the midst of pain, suffering and struggle. The other saying assured me that God was with me when I was in deep water and that no troubles would overwhelm me.
4. The import of those sayings also made me aware of the nectar springs that flow into people’s lives when they touch rock bottom or are lonely or guilt ridden. The nectar springs make recovery possible, and they bring peace and patience in the midst of negative forces.

5. The forces of death and destruction are not so much physical as they are psychic and psychological. When malice, hatred and hard heartedness prevail, they get channeled as forces of destruction. Where openness, peace and good heartedness prevail, the forces of life gush forth to regenerate hope and joy. The life force is triumphant when love overcomes fear. Both fear and love are deep mysteries, but the effect of love is to build, whereas fear tends to destroy. Love is generally the plus factor that helps build character. It creates bonds and its reach is infinite.

6. It is true there is no shortage of destructive elements - forces and people who seek to destroy others and in the process destroy themselves -- but at the same time there are signs of love and life everywhere that are constantly enabling us to overcome setbacks. So let’s not look at gloom and doom - let us seek positivity and happiness. For it is when you seek that you will find what is waiting to be discovered

(a) On the basis of your reading of the above passage, make notes on it in points only, using abbreviations, wherever necessary. Also suggest a suitable title. (5 Marks)

(b) Write a summary of the passage in not more than 80 words, using the notes you have made. (3 Marks)

Q3. You are going abroad. You want to sell your house, built three years ago. Draft an advertisement in not more than 50 words giving all the necessary details of the house and its locality. Contact no. xxxxxxxxxx (4)

Or

Your school is going to organise a Diwali Mela. Design a poster to inform the students about it. (50 words)

4. You are Deepak/Deepika 14, Mall Road Kochi. You saw an advertisement put up by Excellent coaching centre which provides coaching for Medical Entrance Exam. As you are interested in enrolling yourself, write a letter in 120-150 words to the Director; Excellent coaching centre, Chennai requesting him to inform you about the necessary details. (6)
Last month you purchased a TV set from Ram Electronics, Pushp Vihar, Ambala. It is not working properly (imagine a few defects). Write a letter of complaint in 120-150 words to the Manager asking for repair or replacement. You are Amar/Amrita, M 114, Model Town, Ambala.

5. Mobile phones have influenced children in a big way. Write an article in 150-200 words on how they have affected the younger generation. You are Ekta/Eklavya.

6. The following passage has not been edited. There is one error in each line. Underline the error and write the correct word in your answer sheet: 

   (½ x 8 = 4)

<table>
<thead>
<tr>
<th>Incorrect</th>
<th>Correct</th>
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<tbody>
<tr>
<td>The next day during an break</td>
<td>(a)</td>
</tr>
<tr>
<td>When all the teacher and students</td>
<td>(b)</td>
</tr>
<tr>
<td>Was eating their snacks, the mother</td>
<td>(c)</td>
</tr>
<tr>
<td>Left the school building hurrily</td>
<td>(d)</td>
</tr>
<tr>
<td>The boy saw him walking</td>
<td>(e)</td>
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<tr>
<td>quickly from of the school gate</td>
<td>(f)</td>
</tr>
<tr>
<td>When he was drank water after</td>
<td>(g)</td>
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<tr>
<td>His meal and wonder where his</td>
<td>(h)</td>
</tr>
<tr>
<td>Mother was going.</td>
<td></td>
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</tbody>
</table>

7. Complete the following sentences by filling in the correct form of the verb.
In the last hundred years, travelling (a) ________ (become) much easier and very comfortable. In the 19th century, it (b) ________ (take) two or three days to cross North America by a covered wagon. The trip (c) ________ (be) very rough and often dangerous. Things (d) ________ (change) a great
deal in the last hundred and fifty years. Now you can fly from New York to Los Angeles in a matter of hours. (1 × 4 = 4)

8. Rearrange the following words or phrases to make meaningful sentences:

(a) the / on / forests / the / industry / oil / depends

(b) do / get / the / forests / from / what / we products / ?

(1 × 2 = 2)

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

(a) Which sea holiday is referred to here?

(b) What was poetess past?

(c) Why is the poetess nostalgic about her mother’s laughter?

Or

Father and son, we both must live
On the same globe and the same land,
He speaks: I cannot understand
Myself, why anger grow from grief.
We each put out an empty hand,
Longing for something to forgive.

(a) Why must father and son live on the same globe and the same land?

(b) Explain: I can not understand myself.

(c) What does ‘empty hand’ signify?

10. Answer any three of the following questions in 30 to 40 words.

(a) What did the child feel when he discovered that he could use his mind according to his own chinking?

(b) “Eternal, I rise impalpable”. What gives eternity to rain?
(c) What effect did Tut’s demise have on his dynasty?
(d) How was the common link of friendship between the grandmother and the grandson snapped?
(e) How did Einstein’s medical certificate prove useless?

11. What social message does the play ‘Mother’s Day’ Convery? How relevant is it in the present day context? (6)

12. Hardships often bring out the best in people. Do you agree? why/why not?


Or

“The school system often curbs individual talents”. Discuss the statement with reference to the lesson ‘Albert Einstein at School’.
Answers

Q.1. (a) (ii) Not to let a peaceful discussion change into a heated argument.
   (b) (iv) apologise
   (c) (ii) Accuse
   (d) (ii) Learning to avoid disagreements.
   (e) Makes other person think you are unreasonable / may stop listening to your argument.
   (f) Learning to argue clearly and fairly. Time out.
   (g) Makes other person lose temper.
   (h) We fail to deal with conflicts which are part and parcel of life.
   (i) One feels less tense and angry and it helps reach an agreement.
   (j) If you keep to the topic.
   (k) (i) Perhaps (ii) Final

Q.2. Title: The tests of Life the Plus factors.
   Note Making and Summary Writing.

1. The Importance of the Tests of Life
   (a) Illness & Suffering build Character.
   (b) Simple hearted - View disability + very eg: boy with hunch-backed companion.

2. Change of focus required
   (a) Sayings in hospital - awaken one to beauty of universe amidst pain; presence of God
   (i) Give strength to overcome obstacles
   (ii) Realisation - underlying hum, strength in troubles
   (iii) Bring Peace & Patience

3. Forces of Destruction
   (a) Psychic & Psychological
(b) Consist of malice, hatred & hard headedness
(c) Fear destroys

4. Forces of Life
(a) Openness, peace & good heartedness
(b) Love overcomes fear. Love builds char. & bonds
(c) Discover signs of love, defeat destructive elements.

<table>
<thead>
<tr>
<th>Key-Abbreviations</th>
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<tbody>
<tr>
<td>1. Char.- Character</td>
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<tr>
<td>2. +vely-Positively</td>
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<tr>
<td>3. Hum.-Human</td>
</tr>
<tr>
<td>4. Psychlgcal-Psychological</td>
</tr>
<tr>
<td>5. Destrctve-Destructive</td>
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<tr>
<td>6. Elmnts- Elements</td>
</tr>
</tbody>
</table>

Summary
The tests of life like illness, suffering, pain and disability build character. The simple hearted have the ability to view them as signs of hope and the presence of God. Even in the midst of suffering there is God. The belief that amongst pain and suffering the universe is still beautiful and God present gives strength to overcome obstacles. One must realize there is an underlying human strength that emerges during troubles. This brings peace and patience. The forces of destruction can be overcome by the power of love.

Section B: Writing Skills and Grammar

Advertisement
Format - Heading – 01 Mark
Content – 02 Marks
Expression – 01 Mark

Suggested Value points:
House for Sale
— Location
— Type
— Size / area
— Facilities (electricity, water, parking, ark, market)
— Cost / minimum prices expected
— Contact details
— Any other relevant details

(Due credit should be given to given to economy of words)

*Or*

**POSTER**

Layout — Eye catching and visually attractive — 1 Mark
Content — Highlights of the event — 2 Marks
Expression — Grammatical accuracy, spellings — Mark

**Letter Writing**

*Note:* No marks are to be awarded if only the format is given. Credit should be given for the candidate’s creativity in presentation of ideas.

Format — 01 Mark
1. Sender’s address
2. Data
3. Receiver’s address
4. Subject / heading
5. Salutations

Content — 03 Marks
Expression — 02 Marks

**Letter to Direction, Excellent Coaching Centre**

— duration
— timings
— batches
— facilities (stay/travel)
— charges / fees
— mode of payment
Letter of Complaint about ‘Defective T.V’
— Details of purchase with bill number ‘E’ warranty
— Description of problem
— Inconvenience caused
— Request to repair or replace

Article Writing
Format (heading & Writer’s name) — 1 Mark
Content — 4 Marks
Expression — Marks

Mobile Phones
— Multipurpose—Phone, FM, camera, social sites, TV channels etc.
— Hazards—accidents.
— Exposure to radiation
— Judicious use.

Or

Report Writing
Format (Heading & Writer’s name) — 1 marks
Content — 4 Marks
Expression — 5 Marks

Adult Literacy Camp
— Reported by
— Who – Sunshine Public School
— Where – Neighbourhood
— What – Adult literacy camp
— When – data
— No. of volunteers
Strategies developed
Awareness spread
People motivated
Timings

**Editing**

<table>
<thead>
<tr>
<th>Incorrect</th>
<th>Correct</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a) an</td>
<td>the</td>
</tr>
<tr>
<td>(b) teacher</td>
<td>teachers</td>
</tr>
<tr>
<td>(c) was</td>
<td>were</td>
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<td>(d) hurry</td>
<td>hurriedly</td>
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<tr>
<td>(e) him</td>
<td>her</td>
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<td>(f) from</td>
<td>out</td>
</tr>
<tr>
<td>(g) drank</td>
<td>drinking</td>
</tr>
<tr>
<td>(h) wonder</td>
<td>wondered</td>
</tr>
</tbody>
</table>

7. (a) has become
(b) used to take
(c) was
(d) have changed

8. (a) The oil industry depends on the forests.
(b) What products do we get from the forests?

9. (a) When poet’s mother enjoyed sea holiday with her two cousins.
(b) Her mother’s laughter
(c) She is recollecting her past memories and missing them.

Or
(a) Father and son must live on the same land to rebuild their relationship.
(b) Father’s inability to understand his son and himself.
(c) ‘Empty hand’ tells the failure to understand each other. (father & son)
10. (a) The child discovered that he had grown up mentally and was able to take his own decisions.
(b) Rain water cycle makes it eternal as it rises out of the land and deep sea. It gathers in the sky, changes its form and then comes down to the earth.
(c) King Tutankhamun was the last pharaoh of his dynasty that ruled Egypt for decade. The dynasty rattled down after the demise of king Tut.
(d) When author’s family settled down in the city, the grandmother couldn’t accompany him to the school as he would go by motor bus. She was not able to help the grandson in his studies also so the common link between their friendship snapped.
(e) Einstein got medical certificate with Yuri’s help but he was expelled from the school by the head teacher since he was turning rebellious. So the medical certificate was proved useless.

11. The play ‘Mother’s Day’ raises a serious issue. The treatment is of course, comic to show the presence and importance of housewife. She plays a lot of roles and performs all the duties with patience and all her might. The mother’s excessive love, care and concern should be respected and acknowledged by the family members. She should not be taken for granted since she is the backbone of the family. Even in the twenty first century women face the same problems despite the talk of women empowerment. They face physical torment and mental anguish in modern society. This play conveys the message to resolve the issues to harmonise the society.

12. Life is not the bed of roses always. We face hazardous situations many times. But we should react to these situations with patience and fortitude. Adversity is the true test of character. dangers bring out the best in us. Fear is the negative feeling that leads to inactivity and surrender to circumstances. Such people lose against the odds in life. The persons with self confidence, courage resourcefulness and presence of mind face all the dangers boldly and overcome all disasters. Their caring and sharing attitude sets examples for others to tackle the adverse situation courageouslly and to overcome them.

13. This earth supplier all our needs. But we don’t have a freehold on it. We are not its masters. We have not inherited it from our forefathers. Rather we have borrowed it from our children. And we have to give it back to them in good form. We should take from it as much as we give back to it. If we cut down forests for our use, we should plant new trees to replace them To meet our needs, we should not make an
overuse of our natural resources. We should always keep in mind the needs of the future generations also. We have to see that this earth remains livable for our children also.

If we are not consciously aware of preserving forests and natural resources to meet the needs of our future generations then we shall be leaving for them advancing deserts, impoverished landscapes and an ailing environment. Thus, conservation of resources along with sustainable development is the strongest needs of the hour.

Or

In Einstein’s Germany, students were not encouraged to understand things by reasoning. The teachers were not ready to listen to the reasonable arguments of the students. The parents also wanted that their wards should study in such a system and get a diploma. Without caring for child psychology and individual potential, the same type of education was given to all. The emphasis was laid on the bookish knowledge. Einstein used to read the books of science on his own. The school teachers never cared to judge the hidden talent of the students. Those who did not learn lessons were expelled from the school.

Even Einstein himself was expelled from the school by the headmaster on the pretext of history teacher Mr. Braun’s observation that Albert would often disturb and distract the normal course of teaching in class. These is an urgent need to adopt a more pragmatic curriculum in schools in India even today so that the uniqueness of every child can brought out and nurtured.
SECTION A: READING SKILLS

1. Read the passage given below and answer the questions that follow:
   It is common knowledge that school children are under great pressure to perform well in all fields, study ten subjects, play games and develop an impressive image. How do they manage? The skills, techniques and principles which they pick up while still young help them cope.

2. Two of twentieth century’s finest minds have lamented that schools are not teaching the basics of personal excellence or the science of success. Edward De Bono : “Almost all of what a child learns at school after the age often is totally irrelevant to his need in later life. Most schools do not teach thinking at all.” The serious thesis of this article is that management must be taught as a school subject. The weightiest argument is that children are managers.

3. Many of children are called upon to play directly three of the interpersonal roles: “Figurehead”, “Leader” and “Liaison Officer”. They do this while assisting teachers as monitors or class representatives or group leaders during educational tours and field work; while captaining teams on playgrounds; and while leading teams in quiz, debating and other competitions. Many more play these roles as surrogates.

4. The decision role of “Entrepreneur” and “Resource Allocator” may only occasionally be assigned to children. However, it is worth noting that, according to a recent survey in Delhi, a monthly allocation of up to Rs. 1000 is available as pocket money to school children. Therefore, school children too need to have control over money and to develop a sense of budget. If we add to these financial resources, the resources of time, information and intellect available to children, the first two decision roles are not irrelevant to them.

5. Children play the other two decision roles: “Disturbance Handler” and “Negotiator” more often. True, the international roles of “monitor”, “disseminator” and “spokesman” are not so frequently and formally engaged in by children as by CEOs, MDs, Vice Presidents and other adult managers.

6. If you cannot see children as managers, they are managers in the making: Many of the management habits (e.g., using a to-do list), management skills (e.g. Sensitive
listening), management attitudes and values are formed early in life. Personality theorists believe that it is extremely difficult to change personality traits, styles of thinking and habits of behavior once they are formed.

7. As in language learning, where basic aspects of language like pronunciation and rhythm are extremely resistant to learning after puberty, good management habits, attitudes and values are difficult to acquire in adulthood. In the fifties, even in the educationally advanced countries such as the U.S, Algebra was thought to be too abstract to be taught even in senior schools. Now it is taught from upper primary classes onwards in both educationally progressive and developing countries. Computer skills, lateral thinking and swimming, often felt to be forbidden by adults are easily learnt by children. In fact, both research evidence and specialists’ beliefs strongly support the view that children’s ability to learn skills like swimming and creative thinking is much more developed than adults. Equally important, complex organisms (a) learn what is necessary or pleasurable and (b) adapt themselves in ways that will serve their needs and interests with amazing enthusiasm, ease and effectiveness.

Q.1. On the basis of your reading of the above passage, answer the following questions by choosing the correct option given below: (6 × 1 = 6)

1.1 The reason of pressure on children is:
   (a) Common knowledge
   (b) Absence of skills
   (c) Choice between studies and games
   (d) Performance demand in all fields

1.2 What according to few educationists, is lacking in school teaching?
   (e) Basics of personal excellence
   (f) Science of success
   (g) Thinking
   (h) All of the above

1.3 The sense of budget among children is an indication towards their capability of performing:

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 XI – English  235
(i) Interpersonal role 
(j) Decision role 
(k) Leading role 
(l) Informational role

1.4 The article advocates teaching __________ as a subject in school.

(m) Management
(n) Creative Thinking (o) Computer skills (p) Swimming

1.5 Which word in Para 7 is opposite in meaning of “concrete”?

(q) Algebra (r) Acquire (s) Resistant (t) Abstract

1.6 The terms used for a detailed critical inspection/study in Para 4 is:

(u) Intellect (v) Resource Allocator (w) Survey (x) Budget

2. Answer the following questions briefly:

2.1. How the interpersonal roles are performed by students? (Any One)

2.2. What are the attributes of good management?

2.3. Why is it difficult to acquire good management habits in adulthood?

2.4. Which roles according to the author are occasionally performed by the students?

1.5 Which word in the above passage means the same as-Regretted’ (Para 2)

1.6 Which word in the above passage means the same as-‘officially’ (Para 5)

2. Read the following passage carefully

In life, you’ll always come across situations where there will be someone else who’s better than you, especially there is no one quality or standard that people can be judged on. There will always be someone who looks better, has more money or is more intelligent than you. How you choose to approach these situations, of course, depends on the perspective you take. People in themselves aren’t intimidating, it’s the opinions you form about them that make you feel so. Rather than judging people on a single attribute and getting intimidated, be comfortable with who you are and approach other people as complete individuals rather than a bundle of good or bad attributes.
The key to not letting others intimidate you is to know your own worth. Don’t let your sense of ‘if’ be defined by what others think of you or how you compare yourself to them. Know what you are, and be comfortable in your skin. Instead of feeling threatened and letting your ego in the way, you could benefit a great deal by being around people who might be better than you in some ways. Respect others for what they are and use these opportunities to learn from the strengths and virtues of others.

Don’t get bogged down by what you don’t have or can’t do. We all have limitations. Learn to accept them and focus on your strengths. A lot of times, we come under pressure from what people we believe to be more popular and influential than us, in a bid to fit in with them. However, at times like these, it’s important for you to stay true to yourself and say ‘no’ when you’re expected to do something that makes you uncomfortable.

Your first response to an intimidating person or situation would probably be to avoid them altogether. However, avoidance only goes on to increase your anxiety. Confront these situations head on, with more and more practice, you’ll start finding these situations easier to deal with. Always keep in mind that everybody has flaws and everyone has his/her own share of struggles, even if you aren’t able to spot them. Our self-esteem gets lowered when we focus too much on our weaknesses and neglect what we get right. Change this pattern and start giving yourself credit for your strengths and success.

(A) On the basis of your reading of the passage make notes on it, using headings and sub-headings. Use recognizable abbreviations (wherever necessary—minimum 4) and a format you consider suitable. Also supply an appropriate title to it.

(B) Write a summary of the above passage in about 80 words.

Section — B : WRITING

3. You are Raman/Ramnya the head boy girl of R.P.V.V. Lajpat Nagar. Your school has decided to celebrate the coming Wednesday as Green Day. It will be a no garbage generation day and junk food will not be allowed in the tiffin box. To promote the awareness a painting competition will be organised in the school auditorium. Write a notice informing the students about it.
OR

Ajay Arora wishes to let out a portion of his newly built house. Draft an advertisement for publication in ”To Let” column of HT, giving all the necessary details.

4. The government has banned the use of loud speakers, but this nuisance continues and disturbs you in your studies. Make a complaint to the SHO of local police station?

OR

Terrorism is no more a local issue. It has spread globally and is a universal concern now. Write a letter to the Editor of a leading national newspaper voicing your concern and the need to combat terrorism globally and suggesting remedial measures also

5. As the student reporter of your school magazine, write a report in about 150-200 words on the Institution Day Celebrations that took place in your school recently?

OR

Your School is organising ‘Senior Citizen Day’ to make people aware about the importance and contribution of the elderly people to society and Nation. Write a speech to be delivered in your morning assembly showing your concern on the issue of Care of our Elders’.

GRAMMAR

6. Rearrange the following jumbled words to make meaningful sentences.  
(1 × 4 = 4)

(a) Below/not/must/age/of/eighteen/years/drive/the/children.
(b) Their/room/boys/the/are/revising/lesson/in
(c) USA/tomorrow/along/leave/musicians/director/the/with/their/the/for
(d) The/complaint/from/principal/one/school/a/received/of/our/parents/today/the/of

7. Fill in the blanks using the correct form of the verb given in the bracket.  
(1/2 × 4 = 2)

An elephant (i)-(excel) other animals in intelligence.
Whenever is (ii)-(face) with difficulty, it (iii) (find) a way out. Thus ____ (be) one of the most difficult animals in the world to tame.

8. The following passage has not been edited. There is one mistake in each line. Underline the mistake and write the correction in the opposite blank.

(1/2 × 8 = 4)

(a) Most of the Indian craftsmen which ____________  
(b) exquisite crafts has helped India ____________  
(c) earn an high status, are unfortunately, ____________  
(d) among those who are living with basic ____________  
(e) facilities they leave below the poverty ____________  
(f) line they are forceful to take loan at ____________  
(g) high rate of interest or get trapped in ____________  
(h) eternal debut. ____________

Section: C (Literature)

Text Books and Long Reading Texts

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

(1 × 3 = 3)

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

(a) ‘I’ stands for........?  
(b) What does ‘origin’ refer to ?  
(c) What do you mean by ‘beautify it’?

OR

Silence surrounds us. I would have Him prodigal, returning to his father’s house,

(a) ‘us’ refers to ........?  
(b) What does the word ‘prodigal’ mean here ?  
(c) Where has the son gone?
10. Answer any three of the following questions in about 30 to 40 words:

   \( (3 \times 3 = 9) \)

   (a) Explain ‘Terribly transient fiet.’
   (b) How did Sue try to lighten the gloomy atmosphere?
   (c) Why did Egyptians resent Carter’s investigations?
   (d) How did melon become the ruler?
   (e) Why did the narrator want to forget the Address finally?

11. Every one on board did contribute to save Wavewalker. Justify. (6)

12. Crocker Harris does not appear in the scene, yet we know much of him. Explain.

13. Khuhwant Singh’s Grandmother was a religious and kind hearted woman. Write instance to prove her qualities. If the your have been her grandson hat kind of core you would have taken of her to show your love to her.

   OR

   I have done something, “oh, God! Have done something real atleast”, why does Andrew say this? What does it mean?
SECTION A: READING SKILLS

1.1 d- Performance demand in all fields 1.2 d-All of the above 1.3 b- Decision role 1.4 a- Management 1.5 d-Abstract 1.6 c-Survey

2.1 The interpersonal roles performed by students can be (any two of the options) as a figurehead, a leader and a liaison officer. Also by being the monitor, a class representative and a group leader.

2.2. The attributes of good management are management habits, skills, attitudes and values

2.3. It is difficult to acquire good management habits in adulthood once they are formed because it is difficult to change personality traits, styles of thinking and behaviour habits.

2.4. The roles occasionally performed by the students are informational roles of monitor, disseminator and spokesperson.

2.5. Lamented

2.6. Formally

NOTE-MAKING

Title-Avoid getting intimidated
1. Right approach
   1.1 sit.n-someone better
   1.2 no set quality or std.
   1.3 more money/intelligence
   1.4 prospective matters
   1.5 complete indiv. — no intimidation

2. Understand
   2.1 own worth
   2.2 sense of self
   2.3 others views
   2.4 futility of comparison
   2.5 your comfort
3. Learn to
   3.1 fearless
       1.1 keep ego away
   3.3 benefit/credit self
   1.2 respect ppl.
   3.4 Avail opportunities
   3.1 (a) strengths
   3.1 (b) virtues

2. Accept
   2.1 determination
   2.2 limitations
   4.1 own strength
   4.2 struggle

Summary

One should not get intimidated by smarter people. The people who are better than us in some way or other are not themselves intimidating but its just because of our approach. Let us know our worth and be comfortable in our own skin. Company of such people gives us an opportunity to learn from their strengths and virtues. We need to accept our limitations and focus on our strengths. Learning to say no is important for something that makes us uncomfortable. We must start giving our self the credit for our strength and success.

Ans.3

R.P.V.V Lajpat Nagar

NOTICE

25 May 2018

Green Wednesday

This is to inform all the students that the school will celebrate Wednesday, 8 August as Green Day. It will be a ‘no garbage generation’ day and students will not generate any Garbage on this day. Students are instructed not to bring junk food in their tiffins. An on the spot painting competition will be organized in the school auditorium at 10 a.m. Interested students will bring their own sheets and colours. For further information, contact the undersigned.

Ramya
(Cultural Secretary)
Available on rent, a newly constructed first floor, 3BHK flat in Amar Colony, Alaknanda. Excellent location, spacious rooms, attached bathrooms, individual parking, round the clock security and power back up. In the vicinity of Shopping complex, reputed schools, metro station, central parks etc. Expected rent 40,000/- per month. Desirous may contact: Ajay Arora (Mob. 999998765).

Ans.4
House No. 122 Shastri Park New Delhi

17th May 2017
The Station House Officer
Sadar Police Station
Shastri Park Delhi

Sir,

Subject: Nuisance of Loud Speakers

I wish to draw your attention to the problem of noise pollution being caused by unrestricted use of loudspeakers in the area despite prohibitory ban between 10: pm to 6: am. As a result the residents of the area do not get peaceful sleep and students cannot concentrate on their studies.

The repeated requests to organisers have fallen flat on deaf years. I, therefore request you on behalf of all the residents of the area, to strictly implement the orders of restricted use of loud speakers in the area and book all those who flout the rules and cause public nuisance. The entire community of this locality will be grateful to you.

Thank you
Yours Sincerely
Shanti Sirohi
President
RWA—Shastri Park, Delhi
OR
77 Vandan Apartments
Kashmiri Gate
New Delhi

17th May 20XX

The Editor
Times of India
I.T.O.
New Delhi-110001

Sir,
Subject: Combat Terrorism

Through the columns of your esteemed paper. I wish to draw the attention of all towards the ever increasing menace of terrorism.

The world today is in the grip of terror more than ever before. No Continent except Antarctica can boast of being free from terrorist violence. Terrorism, whatever its brand and ideology, leaves a trail of death and destruction behind. The life and peace of people all over the world is disturbed and threatened.

Terrorism, today is not a local phenomenon. It is a global concern and therefore, needs global action. All the countries irrespective of their blocs and alignments, must join hands to eradicate the tyranny of terror groups constructively. All countries should focus on the root causes and take effective and lasting measures to combat this fast spreading menace which has posed a serious threat to mankind.

Thankyou
Yours truly
Chris Harris
Ans. 5.

Institution Day Celebration

By: XYZ

July 18, 20xx was a great day in the annals of the R.P.V.V Nand Nagri, Delhi. It was a matter of pride and joy for all because it was the Golden Jubilee Celebration of school’s establishment.

To express the deep sentiments and true gratitude, students zealously celebrated the Institution Day. The school was colourfully decorated with flowers, exhibits and traditional rangoli. Variety of programmes and competitions marked the day.

Dr. Vaishali Singh, an eminent surgeon and alumnus of the school was the Chief Guest. She was extended a warm welcome by the school. In her address, Dr. Vaishali recalled her association with the school and its everlasting impact on her career and personality.

On this occasion achiever students were felicitated with certificates and momentos. The students of class VI presented a skit which highlighted a few key issues and their effective resolution. The chief guest and other dignitaries appreciated the creativity of these budding artists. The celebration got over with vote of thanks followed by a get-together.

The day was filled with lots of fun, action and celebration.

OR

Good Morning!

Respected Principal, teachers and my dear friends. I, Ankit Tomar, stand here to share my opinion with you about the importance of taking care of our elders.

With the rise of nuclear families and working mothers, the issue of taking care of elders is becoming, more and more pertinent. Every day on some platform or the other we are debating whether it is ethically right to send the elderly to old age homes. But let me ask you a question, “who are these elderly, we are referring to”? I think that most of the times we forget that these are our mothers, fathers, grandparents, and friends. They are revered members of our families and keepers of our values, customs and traditions, We should care for them and look after their basic needs at such a time when they are old, weak, lonely and sick.
Can we leave our past behind? Can we ever hope to progress without respecting our legacy? We should respect the wisdom and gifts of our elders and help them age wisely and well.

I personally believe that it is insane to debate whether the elderly should be allowed to stay at homes surrounded by their grandchildren. Our elders are our pride. As a society we need to be more thoughtful and careful of their needs and choices if we want to progress. Otherwise the day is not far when we will be suffering, staying alone or in old age homes. Let us join hands and address this complex social issue with liberal and ethical attitude.

Thank you.

**GRAMMAR**

6. (a) The children of age below eighteen years must not drive.
   (b) The boys are revising the lesson in their room.
   (c) The musicians along with their director will leave tomorrow for the USA.
   (d) Today the Principal of our school received a complaint from one of the parents.

7. Ans—excels, faced, finds, loved

8. Ans
   (a) Which whose
   (b) Has have
   (c) An a
   (d) With without
   (e) Leave live
   (f) Forceful forced
   (g) Or and
   (g) Debut debt
Section —C Literature & Long Reading Texts

9. a. ‘It’ stands for rain.
b. Origin refers to various water bodies and land on earth.
c. Rain washes all dirt and impurities of earth and replenishes water bodies with fresh water.

OR

a. Father and his son.
b. extravagant, unplanned or wasteful.
c. Nowhere, but there is no interaction/communication at all.

10. a. The sea has not changed much or the change is too slow to be visible. The narrator uses it as a sharp contrast with short, transient and temporary life and existence of human beings.
b. When Wavewalker was hit by gigantic wave, everything got hit hard. Suzanne got injury on her forehead. Yet she was not scared and rather prepared a funny card showing caricatures of her loving and hard working parents. She just wanted to enliven the gloomy atmosphere.
c. Egyptians took utmost pride in well being of their Pharaohs and always tried to preserve the Royal mummies intact and undisturbed. They believed that Howard Carter was just meddling with the peace and tranquility of their popular child king and thus causing harm and insult to its sanctity.
d. The city had a typical and ridiculous custom of choosing new ruler. After hanging of the just and placid ruler, as per the custom the guards at city entrance asked the first passerby that who would be the next king. The passerby happened to be an idiot who loved water melon and his standard answer to all questions was water melon. Accordingly water melon became the city king.
e. The narrator was keen to retrieve her mother’s belongings and did make a couple of efforts but at last decided to forget the same and move ahead as she found Mrs Dorling and her daughter using these very things as their own. These things had also lost the earlier shine and lusture in a different background with different users. Therefore, she decided to leave the bitter past and begin afresh.
11. It is a well understood fact that any challenging assignment can be performed provided every member of the team contributes his or her best for common cause. Similar happened with Gordon Cook’s Wavewalker which was struck hard with a mammoth wave in notorious Southern Indian Ocean. The narrator who was thrown out by giant wave managed to get back to Wavewalker and started rescue work. While he was trying to block water from pouring in, Marry took over to wheel and steered the ship cautiously and bravely without getting panicked about safety of her children. Larry Vigil and Herbert Seigler worked like machines and continued pumping out water till all leaking gaps were plugged, repaired or covered. Little Jonathan and Suzanne who were on upper deck also got injured but they did not create any cry or panic and bore isolation and injury pain positively so that their parents and other two sailors could continue rescue efforts for safety of all. Therefore, it was the joint, focussed and best efforts of all on board that saved the Wavewalker. But, this all was due to smart, strategic and fearless leadership of Gordon Cook that the Wavewalker along with all on board survived and reached lie Amsterdam.

12. Crocker Harris is the central character of the play ‘Browning Version’, though he does not make a physical entry throughout the play. The author has used the method of indirect presentation so perfectly that we get a crystal clear picture of Crocker Harris. A young teacher Frank and Taplow get into an interaction in which Frank wilfully tries to elicit all details about Crocker Harris. Taplow, on the other hand gives an accurate details of Crocker Harris and states that his teacher is a class by himself and completely different from the other teachers. To the surprise of Frank, Taplow says that Crocker Harris is a man of principles and sticks to rules without getting emotional, angry and prejudiced. He further clarifies that Crocker Harris is not sadist and does not punish students physically, yet students are respectfully afraid of him. Through this technique of reported presentation we come to know that Crocker Harris is a middle aged teacher who is cool, calm, conscious and morally high placed person.

With this presentation, the characteristic traits of Frank and Millie are also flashed.

Ans. 13

Khushwant Singh’s grandmother was a kindhearted and God fearing woman. Following are the instances which show her qualities in the lesson. As a religious women: She was always busy in telling the beads of her rosary, her lips always moved in inaudible prayer. At the village temple, she read the religious books. She would say her prayer in sing-song manner so that the author would learn them by heart. She kept on praying and telling the beads of her rosary till her last breath.
As a kind hearted woman; she always treated her grandson with love and care. She always saved stale chapattis for street dogs. She took delight in feeding the sparrow when she moved to the city. They would perch on her shoulder, legs and head but she never shoed them away, she was a lady of tender heart and noble nature.

I should have taken every care to look after my grandmother if had been her grandson. I would provide her all the comfort required by her.

Or

Andrew was successful in putting the mother on the path of recovery. Then he turned to the child. Taking it as a still child the nurse had dumped it beneath the bed. He then, pulled the child out. It was a perfectly formed boy. Its limp warm body was white and soft. Its limbs seemed boneless. He at once knew that it was a case of asphyxia, pallid. He ordered for hot water and cold water and basins. He laid the child upon the blanket and began the special method of respiration. When the nurse brought the basin, he splashed cold water in one basin and lukewarm in the other. He hurried the child between the two. Fifteen minutes passed but no breath came from the body of the child. In sheer desperation he rubbed the child with a towel, crushed and relaxed the little chest with hands. Then a miracle happened. The little chest gave a short, conclusive heave and then another. Andrew redoubled his effort. The child was now gasping from deeper and still deeper. Then came the child’s cry. Andrew heaved a sigh of relief. He handed the child to the nurse and climbed down the stairs. As he walked down the street, he kept thinking. I have done something “0 God I’ve done something real at last”. It was perhaps his thanksgiving to God to enable him to do the impossible.
Q.1. Read the passage given below and answer the questions that follows :

12 marks

(1) Kullu “the valley of gods” in Himachal Pradesh is a beautiful place. A week-long festival celebrated in majestic style in northern India, kullu dusshera is one of the most popular events of Himachal pradesh signifying the victory of good over evil. It is a beautiful amalgam of history, culture and customs.

(2) It draws the travellers from distance parts of the globe. As the dusshera celebrations concludes across the country, the week-long international kullu dusshera commenced at kullu. It is held in the Dhalpur maidan at kullu in himachal pradesh state. Kullu is known for its beautiful gorges wondrous waterfalls, chatty mountain stream and ancient temples which are certainly going to enthral you especially during the kullu dusshera festival.

(3) The dhalpur grounds are full of vendors during dusshera, who come from different parts of the country to sell their goods. Various government organisations and private agencies also set up various exhibitions concerning their line of work. At night, the thousands of people witness the international cultural festival in kala kendra (an open-air theatre.)

(4) Dating back to the 17th century, Kullu Dussehra starts on Vijaya Dashmi and lasts for seven days in the month of October. It is a lovely blend of rich culture, history and ritual. This festivals is only held to celebrate the success of good over evil. While music and color create a peaceful ambience, thousands of people gather on the first days of celebration to pay respect to Lord Raghunathji. The first days is started with huge celebration and on this days the statue of Lord Raghunathji is installed on a beautifully designed chariot, which is graced with the presence of village gods and goddess, is pulled by ropes by the locals from its place to different sites across the Maidan.

(5) The following days are celebrated with great devotion, and many an individual takes participate in singing and dancing (Miring the festival. The fair is fulfilled with the burning of the Lanka. On the last day of The festival, The chariot is brought by the banks of Beas River where a mass of wood grass is burnt, signifying the burning of Lanka.

(6) The birth of Dussehra in Kullu lay in royal fads and is nourished on religious, social and economic factors and ultimately came to be well established, because of the inborn love of the hill-men for fun, frolic, displayed in community
singing and dancing.

1. On the basis of your reading of the passage select the most appropriate option from the given options: 6×1

1.1 “the valley of Gods” is the name given to:
(a) Himachal Pradesh
(b) Kashmir
(c) Northern India
(d) Kullu

1.2 Kullu Dussehra signify:
(a) the victory of good over evil
(b) the victory of evil over good
(c) historical event
(d) just a festival

1.3 At night in Kala Kendra (an open air theatre)
(a) International Cultural Festival organized
(b) Vendors set up stalls
(c) Goods are sold
(d) Exhibition is organized

1.4 Kullu Dussehra starts
(a) On Vijaya Dashmi
(b) In first week of September
(c) A day after Diwali
(d) On first October

1.5 Main center of Kullu Dussehra is
(a) Distant part of globe
(b) Northern India
(c) Kala Kendra
1.6 On the last day of the festival, the chariot is brought by the
(a) Dhalpur ground
(b) Kala Kendra
(c) banks of Beas River
(d) banks of Satluj River

2. Answer the following questions briefly: 4 × 1
2.1 How can we say that Kullu Dussehra is an international festival?
2.2 What is the scene at Dhalpur ground during the Dussehra festival?
2.3 How does Kullu Dussehra celebrations start on the first day?
2.4 What traits of hill men seem to be inborn, as shown in Kullu Dussehra celebrations?

3. Find the word in the passage which means the same as 2×1
3.1 Sellers (para 3)
3.2 Atmosphere at a place (para 4)

Q.2. Read the passage and answer the questions that follows:

1) We all want to succeed. Whether it’s in losing weight learning the guitar, speed reading, or starting our own business. For those of us who have tried and failed, success seems elusive. Why is it one person succeeds where another personal fails? First and foremost, I believe it is in their mindset. But secondly, I believe that successful people have developed certain habits, either naturally or through research that the rest of us haven’t stumbled upon yet.

2) What is important to you? Finding your core values may seem a bit off-topic when it comes to success, but creating goals that are in line with your values is key to creating intrinsic motivation. Sit and reflect on what you value most. Pick a handful of things and actually write them down. Remind yourself of your values every day, and reflect on whether you are honoring those values through your work.

3) Choose one goal to start. Something large enough that will give you a sense of accomplishment, while aligning well with your core values. Focus is key here. The more focused you are on one goal, the higher chance you have of success. Set a date for success. Identify when your hope to achieve your goal. Keep it realistic, while not giving yourself too much time. By setting a time limit, you are making the process more real. Believe fully in your ability to achieve your
Visualize yourself having completed your goal in the exact time-frame you have chosen, although finishing early is also acceptable. You don’t need to consider the failures that will happen along the way. Success is inevitable. Others may think you will fail, don’t let yourself be one of them!

(4) Set up negative consequences for missing the deadline. Necessity is the mother of all invention. If you can manage to keep yourself intrinsically motivated, that’s great. If not, this will help kick you into gear and keep your eye on the prize. Prioritize the tasks you have in front of you. Don’t always do the most urgent thing first. Pick the task that’s the most important. Sometimes these overlap, which is nice. By always accomplishing what’s most important, you are making clear progress toward your goal.

(5) Push yourself. Go out of your comfort zone. This is the best way to learn, and the best way to make progress quickly. If you’re looking for new ideas, being risk averse will not help. This takes a lot of self-awareness. Try and be conscious of when you are holding yourself back out of fear. Push yourself to be courageous, and take that next step. Failure is inevitable when you take risks, which is what you’ll be doing if you want to succeed. By its very definition, the desire to succeed at something means you are risking failure. Many people tend to give up far too early. Use failure. Treat it as a good thing, and march on!

(6) Take time every day to sit quietly and reflect on your values, goals, and progress made so far. Where have you excelled, and where can you do better. Is everything you are doing still lining up with your core values? Always look for ways to improve. Never stop learning. Know what everyone else is doing, and what everyone else has done, and how they did it. Search wide for knowledge that might help you, and any inspiration that may do the same. Never think you have nothing to learn from others.

(a) On the basis of your reading of the above passage, make notes on its using recognizable abbreviations (Min. 4) wherever necessary. Use a format you consider appropriate. Supply a suitable title. (5 Mark)

(b) Write a summary of the passage. (3 Marks)

SECTION B Writing and Grammar

Q.3. Design a poster to spread awareness about the Summer Camp to be organised in your school during summer vacations. 4 Marks

Or

You are Asmit/Asmita, Head Boy/Head Girl of SKV Narela. Write a Notice
for your School notice Board informing students about the Spoken English classes to be started from 01 June in your school. Invent the necessary details.

Q.4. You are Sweety/Sunny. Apply for the job advertised below. Your address is 21-C, Phase III, M.I.G. flats, Ashok Vihar, Delhi-42. 6 Marks

A well-known public limited company requires a web designer immediately. The applicant should be graduate with 2-3 years of experience in conceptualizing, visualizing, designing and animation for websites. Apply immediately to ABC consultants, Box 45731, Hindustan Times, Delhi.

Or

You are Ankit/Ankita of 20 Harsh Vihar. Recently you bought an AC from Mittal electronics Model Town, but you found that it is not working properly. Write a letter of complaint to the owner of the shop to replace/repair the same.

Q.5. The 29th Road Safety Week 2018 was observed in the month of April 2018 (23 April to 30 April 2018). The theme for this year was “Sadak Suraksha, Jeevan Raksha”. Write a report in about 150-200 words on how the week was celebrated in your school. You are Ashish/Atishi. 10 marks

Or

Beat Plastic Pollution”, the theme for World Environment Day 2018, is a call to action for all of us to come together to combat one of the great environmental challenges of our time. Chosen by this year’s host, India, the theme of World Environment Day 2018 invites us all to consider how we can make changes in our everyday lives to reduce the heavy burden of plastic pollution on our natural places, our wildlife – and our own health. Write a speech to be delivered in the morning assembly in your school on World Environment Day. You are Amita/Abhishek.

Q.6. The following passage has not been edited. There is a word missing in each line. Find the missing word that comes before and after it.

(1 Mark × 4 = 4 marks)

Before Missing After
An Inter House Debate Competition will held (a) _____/ _____/ ____ next Sunday.
All the House In-charges requested to enlist (b) _____/ _____/ ____ teams from their houses by tomorrow.
The topic and the time limit have already put up (c) _____/ _____/ ____
On the notice board. The students advised to note (d) _____ / _____ / ____
down the topic from the notice board.

Q.7. Do as directed 4 Marks
(1) The boy asked a difficult question. (change into passive voice)
(2) I cannot cook food. My brother cannot cook food. (Join using
‘Neither...nor’)
(3) Take an umbrella. It ____ rain later. (Supply a suitable modal)
(4) Every morning she ____ (wake) up early in the morning. (Supply correct
form of verb given in the bracket).

Q.8. Rearrange the following words into meaningful sentences 2 Marks
(1) Ink/ in the bottle/ much/ how/ there/ is
(2) Report/ tomorrow/ shall/ he/ for/ duty.

Section C - Text Books

Q.9. Read the extracts given below and answer the questions that follow 3
Marks
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) Name the poem and the poet
(b) Who does ‘I’ refer to in the above lines
(c) Identify the figure of speech in above lines.

or

Silence surrounds us. I would have
Him prodigal, returning to
His father’s house, the home he knew,
Rather then see him make and move
His world. I would forgive him too,
Shaping from sorrow a new love.
(1) Why does the speaker say ‘silence surrounds us’?
(2) Explain the reference to the ‘prodigal’,
(3) How would the father shape a new love from sorrow?

Q.10. Answer any 3 out of 4 short answer question in about 20-30 words

(a) Tibetan mastiffs were popular in China’s imperial courts. Why?
(b) To what is bird’s movement compared? What is the basis of comparison?
(c) What traits of Garohlanian tribe are highlighted in the story?
(d) How was the king that ruled over state in the lesson “The Tale Of Melon
   City”?

Q.11. Why do you think professor Gaitonde decided never to preside over meetings
   again? 6 Marks
   Or
   Why was the author’s experience at Hori in stark contrast to earlier accounts
   of the place?

Q.12. How do Shahid and the writer react to the knowledge the Shahid is going to
die? 3 Marks
   Or
   ‘The Address’ is a story of human predicament that follows war. Comment.

Q.13. We have not inherited this earth from our forefathers, we have borrowed it
from our children. Explain with reference to the lesson ‘The Ailing Planet’. 6 Marks
   Or
   Write the character sketch of author’s grandmother in the lesson ‘The Portrait
Of A Lady.'