

DIRECTORATE OF EDUCATION
Govt. of NCT, Delhi

SUPPORT MATERIAL
(2021-2022)

ENGLISH CORE
Class : XI

Under the Guidance of

Sh. H. Rajesh Prasad
Secretary (Education)

Mr. Udit Prakash Rai
Director (Education)

Dr. Rita Sharma
Addl. DE (School & Exam.)

Coordinators

Sh. Sanjay Subhas Kr.
DDE (Exam)

Smt. Sunita Dua
OSD (Exam)

Dr. Raj Kumar
OSD (Exam)

Mr. Krishan Kumar
OSD (Exam)

Production Team

Anil Kumar Sharma

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**H. RAJESH PRASAD
IAS**



सत्यमेव जयते

प्रधान सचिव (शिक्षा)
राष्ट्रीय राजधानी क्षेत्र
दिल्ली सरकार
पुराना सचिवालय, दिल्ली-110054
दूरभाष: 23890187 टेलीफैक्स : 23890119

Pr. Secretary (Education)
Government of National Capital Territory of Delhi
Old Secretariat, Delhi-110054
Phone : 23890187, Telefax : 23890119
E-mail : secyedu@nic.in

MESSAGE

I would like to congratulate the members of Core Academic Unit and the subject experts of the Directorate of Education, who inspite of dire situation due to Corona Pandemic, have provided their valuable contributions and support in preparing the Support Material for classes IX to XII.

The Support Material of different subjects, like previous years, have been reviewed/ updated in accordance with the latest changes made by CBSE so that the students of classes IX to XII can update and equip themselves with these changes. I feel that the consistent use of the Support Material will definitely help the students and teachers to enrich their potential and capabilities.

Department of Education has taken initiative to impart education to all its students through online mode, despite the emergency of Corona Pandemic which has led the world to an unprecedented health crises. This initiative has not only helped the students to overcome their stress and anxiety but also assisted them to continue their education in absence of formal education. The support material will ensure an uninterrupted learning while supplementing the Online Classes.

(H. Rajesh Prasad)

UDIT PRAKASH RAI, IAS
Director, Education & Sports



Directorate of Education
Govt. of NCT of Delhi
Room No. 12, Civil Lines
Near Vidhan Sabha,
Delhi-110054
Ph.: 011-23890172
Mob.: 8700603939
E-mail : diredu@nic.in

MESSAGE

The main objective of the Directorate of Education is to provide quality education to all its students. Focusing on this objective, the Directorate is continuously in the endeavor to make available the best education material, for enriching and elevating the educational standard of its students. The expert faculty of various subjects undertook this responsibility and after deep discussions and persistent efforts, came up with Support Material to serve the purpose.

Every year the Support Material is revised/updated to incorporate the latest changes made by CBSE in the syllabus of classes IX to XII. The contents of each lesson/chapter are explained in such a way that the students can easily comprehend the concept and get their doubts solved.

I am sure, that the continuous and conscientious use of this Support Material will lead to enhancement in the educational standard of the students, which would definitely be reflected in their performance.

I would also like to commend the entire team members for their contributions in the preparation of this incomparable material.

I wish all the students a bright future.

(UDIT PRAKASH RAI)

Dr. RITA SHARMA
Additional Director of Education
(School/Exam)



Govt. of NCT of Delhi
Directorate of Education
Old Secretariat, Delhi-110054
Ph.: 23890185

D.O. No. PA/A&D/DE/SC4/31

Dated: 29.06.2021

MESSAGE

It gives me immense pleasure to present the revised edition of the Support Material. This material is the outcome of the tireless efforts of the subject experts, who have prepared it following profound study and extensive deliberations. It has been prepared keeping in mind the diverse educational level of the students and is in accordance with the most recent changes made by the Central Board of Secondary Education.

Each lesson/chapter, in the support material, has been explained in such a manner that students will not only be able to comprehend it on their own but also be able to find solution to their problems. At the end of each lesson/chapter, ample practice exercises have been given. The proper and consistent use of the support material will enable the students to attempt these exercises effectively and confidently. I am sure that students will take full advantage of this support material.

Before concluding my words, I would like to appreciate all the team members for their valuable contributions in preparing this unmatched material and also wish all the students a bright future.

(Rita Sharma)

भारत का संविधान
भाग 4क
नागरिकों के मूल कर्तव्य

अनुच्छेद 51क

मूल कर्तव्य - भारत के प्रत्येक नागरिक का यह कर्तव्य होगा कि वह -

- (क) संविधान का पालन करे और उसके आदर्शों, संस्थाओं, राष्ट्रध्वज और राष्ट्रगान का आदर करे;
- (ख) स्वतंत्रता के लिए हमारे राष्ट्रीय आंदोलन को प्रेरित करने वाले उच्च आदर्शों को हृदय में संजोए रखे और उनका पालन करे;
- (ग) भारत की संप्रभुता, एकता और अखंडता की रक्षा करे और उसे अक्षुण्ण बनाए रखे;
- (घ) देश की रक्षा करे और आह्वान किए जाने पर राष्ट्र की सेवा करे;
- (ङ) भारत के सभी लोगों में समरसता और समान भ्रातृत्व की भावना का निर्माण करे जो धर्म, भाषा और प्रदेश या वर्ग पर आधारित सभी भेदभावों से परे हो, ऐसी प्रथाओं का त्याग करे जो महिलाओं के सम्मान के विरुद्ध हों;
- (च) हमारी सामासिक संस्कृति की गौरवशाली परंपरा का महत्त्व समझे और उसका परिरक्षण करे;
- (छ) प्राकृतिक पर्यावरण की, जिसके अंतर्गत वन, झील, नदी और वन्य जीव हैं, रक्षा करे और उसका संवर्धन करे तथा प्राणिमात्र के प्रति दयाभाव रखे;
- (ज) वैज्ञानिक दृष्टिकोण, मानववाद और ज्ञानार्जन तथा सुधार की भावना का विकास करे;
- (झ) सार्वजनिक संपत्ति को सुरक्षित रखे और हिंसा से दूर रहे;
- (ञ) व्यक्तिगत और सामूहिक गतिविधियों के सभी क्षेत्रों में उत्कर्ष की ओर बढ़ने का सतत् प्रयास करे, जिससे राष्ट्र निरंतर बढ़ते हुए प्रयत्न और उपलब्धि की नई ऊँचाइयों को छू सके; और
- (ट) यदि माता-पिता या संरक्षक है, छह वर्ष से चौदह वर्ष तक की आयु वाले अपने, यथास्थिति, बालक या प्रतिपाल्य को शिक्षा के अवसर प्रदान करे।

CONSTITUTION OF INDIA

Part IV A (Article 51 A)

Fundamental Duties

Fundamental Duties : It shall be the duty of every citizen of India —

1. to abide by the Constitution and respect its ideals and institutions, the National Flag and the National Anthem;
2. to cherish and follow the noble ideals which inspired our national struggle for freedom;
3. to uphold and protect the sovereignty, unity and integrity of India;
4. to defend the country and render national service when called upon to do so;
5. to promote harmony and the spirit of common brotherhood amongst all the people of India transcending religious, linguistic and regional or sectional diversities; to renounce practices derogatory to the dignity of women;
6. to value and preserve the rich heritage of our composite culture;
7. to protect and improve the natural environment including forests, lakes, rivers and wild life, and to have compassion for living creatures.
8. to develop the scientific temper, humanism and the spirit of inquiry and reform;
9. to safeguard public property and to adjure violence;
10. to strive towards excellence in all spheres of individual and collective activity so that the nation constantly rises to higher levels of endeavour and achievement.
11. who is a parent or guardian to provide opportunities for education to his child or, as the case may be, ward between the age of six and fourteen years.

भारत का संविधान उद्देशिका

हम, भारत के लोग, भारत को एक ¹[संपूर्ण प्रभुत्व-संपन्न समाजवादी पंथनिरपेक्ष लोकतंत्रात्मक गणराज्य] बनाने के लिए, तथा उसके समस्त नागरिकों को :

सामाजिक, आर्थिक और राजनैतिक न्याय,

विचार, अभिव्यक्ति, विश्वास, धर्म

और उपासना की स्वतंत्रता,

प्रतिष्ठा और अवसर की समता

प्राप्त कराने के लिए,

तथा उन सब में

व्यक्ति की गरिमा और ²[राष्ट्र की एकता

और अखंडता] सुनिश्चित करने वाली बंधुता

बढ़ाने के लिए

दृढसंकल्प होकर अपनी इस संविधान सभा में आज तारीख 26 नवंबर, 1949 ई. को एतद्वारा इस संविधान को अंगीकृत, अधिनियमित और आत्मार्पित करते हैं।

1. संविधान (बयालीसवां संशोधन) अधिनियम, 1976 की धारा 2 द्वारा (3.1.1977 से) “प्रभुत्व-संपन्न लोकतंत्रात्मक गणराज्य” के स्थान पर प्रतिस्थापित।
2. संविधान (बयालीसवां संशोधन) अधिनियम, 1976 की धारा 2 द्वारा (3.1.1977 से) “राष्ट्र की एकता” के स्थान पर प्रतिस्थापित।

THE CONSTITUTION OF INDIA PREAMBLE

WE, THE PEOPLE OF INDIA, having solemnly resolved to constitute India into a ¹**[SOVEREIGN SOCIALIST SECULAR DEMOCRATIC REPUBLIC]** and to secure to all its citizens :

JUSTICE, social, economic and political;

LIBERTY of thought, expression, belief, faith and worship;

EQUALITY of status and of opportunity; and to promote among them all

FRATERNITY assuring the dignity of the individual and the ²[unity and integrity of the Nation];

IN OUR CONSTITUENT ASSEMBLY this twenty-sixth day of November, 1949 do **HEREBY ADOPT, ENACT AND GIVE TO OURSELVES THIS CONSTITUTION.**

1. Subs. by the Constitution (Forty-second Amendment) Act, 1976, Sec.2, for "Sovereign Democratic Republic" (w.e.f. 3.1.1977)
2. Subs. by the Constitution (Forty-second Amendment) Act, 1976, Sec.2, for "Unity of the Nation" (w.e.f. 3.1.1977)

DIRECTORATE OF EDUCATION

Govt. of NCT, Delhi

SUPPORT MATERIAL

(2021-2022)

ENGLISH CORE

Class : XI

NOT FOR SALE

PUBLISHED BY : DELHI BUREAU OF TEXTBOOKS

SESSION 2021-22
LIST OF MEMBERS WHO REVIEWED
SUPPORT MATERIAL FOR
ENGLISH (CORE)

Class XI

Team Leader

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

Dr. (Mrs.) Sudha Sharma Emp. I.D. 19870256	Lect. (English), RPVV, Sec-5, Dwarka, Delhi School ID-1821286
Ms. Neelu Emp. I.D. 20130150	Lect. (English) G.S.K.V, Sec-16, Rohini, Delhi
Ms. Sharmishtha Emp. I.D. 19921311	Lect. (English) Rajkiya Sarvodaya Vidyalaya No.4 Roop Nagar, Delhi School ID-1207013
Ms. Rajni Jaimini Emp. I.D. 19995212	Lect. (English) RPVV, Lajpat Nagar, Delhi School ID-1925334
Ms. Seema Kumar Emp. I.D. 19970319	Lect. (English) SKV, BL Block, Shalimar Bagh, Delhi School ID-1309030

English Core
Code No. 301
Class XI (2021-22)
Term Wise Syllabus

SECTION	TERM I	WEIGHTAGE (IN MARKS)	TERM II	WEIGHTAGE (IN MARKS)
A	Reading Comprehension: <ul style="list-style-type: none"> Unseen passage (factual, descriptive or literary/ discursive or persuasive) Case Based Unseen (Factual) Passage 	8 + 5 = 13	Reading Comprehension: <ul style="list-style-type: none"> Unseen passage (factual, descriptive or literary /discursive or persuasive) Unseen passage for Note Making and Summarising 	8 + 5 = 13
B	Creative Writing Skills and Grammar: <u>Short Writing Tasks</u> <ul style="list-style-type: none"> Notice Writing <u>Long Writing Tasks</u> <ul style="list-style-type: none"> Business or Official Letters(Making enquiries, registering complaints, asking for or giving information, placing orders and sending replies) Speech <u>Grammar</u> <ul style="list-style-type: none"> Determiners Tenses Re-ordering of Sentences {MCQs on Gap filling/ Transformation of Sentences}	3 + 5 + 4 = 12	Creative Writing Skills and Grammar: <u>Short Writing Tasks</u> <ul style="list-style-type: none"> Posters <u>Long Writing Tasks</u> <ul style="list-style-type: none"> Official Letters: e.g. to school/college authorities (regarding admissions, school issues, requirements / suitability of courses) Debate <u>Grammar</u> <ul style="list-style-type: none"> Determiners Tenses Re-ordering of Sentences {MCQs on Gap filling/ Transformation of Sentences }	3 + 5 + 4 = 12
C	Literature: Literary-prose/poetry extracts (seen- texts) comprehension and appreciation. (Two Extracts) Questions Based on Texts to assess comprehension and appreciation, analysis, inference, extrapolation <u>Book-Hornbill:</u> <ul style="list-style-type: none"> The Portrait of a Lady (Prose) A Photograph (Poem) "We're Not Afraid to Die... if We Can All Be Together" (Prose) Discovering Tut: the Saga Continues The Laburnum Top (Poem) Landscape of the Soul (Prose) <u>Book-Snapshots:</u> <ul style="list-style-type: none"> The Summer of the Beautiful White Horse(Prose) The Address (Prose) Ranga's Marriage (Prose) 	9 Marks for Hornbill + 6 Marks for Snapshots = 15 Marks	Literature: Questions based on extracts/texts to assess comprehension and appreciation, analysis, inference, extrapolation <u>Book-Hornbill:</u> <ul style="list-style-type: none"> The Voice of the Rain (Poem) The Ailing Planet: The Green Movement's Role (Prose) The Browning Version(Play) Childhood (Poem) Silk Road (Prose) <u>Book-Snapshots:</u> <ul style="list-style-type: none"> Albert Einstein at School (Prose) Mother's Day (Play) Birth (Prose) 	9 Marks for Hornbill + 6 Marks for Snapshots = 15 Marks
	TOTAL	40	TOTAL	40
	ASL	10	ASL	10
	GRAND TOTAL	40 + 10 = 50 MARKS	GRAND TOTAL	40 + 10 = 50 MARKS

ENGLISH (CORE) – 301 (2021-22)

Background

Students are expected to have acquired a reasonable degree of language proficiency in English Language by the time they come to class XI, and the course aims, 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.

Competencies to be focus on

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.
- 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.
- perceive the overall meaning and organisation of the text (i.e., correlation of vital portions of the text).
- identify the central/main point and supporting details, etc., to build communicative competence in various registers of English.
- promote advanced language skills with an aim to develop the skills of reasoning, drawing inferences, etc. through meaningful activities.
- translate texts from mother tongue(s) into English and vice versa.
- develop ability and knowledge required in order to engage in independent reflection and enquiry.
- 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.
- make use of contextual clues to infer meanings of unfamiliar vocabulary.
- select, compile and collate information for an oral presentation.
- produce unified paragraphs with adequate details and support.
- use grammatical structures accurately and appropriately.
- 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.

A. Specific Objectives of Reading

Students are expected to develop the following study skills:

- skim for main ideas and scan for details.
- refer to dictionaries, encyclopedia, thesaurus and academic reference material in any format.
- select and extract relevant information, using reading skills of skimming and scanning.
- understand the writer's purpose and tone.
- comprehend the difference between the literal and the figurative.

- 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 and making notes based on a text.

Develop literary skills as enumerated below:

- 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.

B. 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.

I. Specific Objectives of Listening

Students are expected to develop the ability to:

- take organized notes on lectures, talks and listening passages.
- listen to news bulletins and to develop the ability to discuss informally a wide ranging issues like current national and international affairs, sports, business, etc.
- respond in interviews and to participate in formal group discussions.

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

II. Guidelines for Assessment in Listening and Speaking Skills

(i) Activities:

- Activities for listening and speaking available at www.cbseacademic.in can 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 plan their own activities and create their own material for assessing the listening and speaking skills.

(ii) 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).

(iii) 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.

III. Record keeping:

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

No recording of speaking skills is to be sent to the Board.

C. Specific Objectives of Writing

The students will be able to:

- write letters to friends, relatives, etc. to write business and official letters.
- open accounts in post offices and banks, to fill in railway/airline reservation forms.
- draft notices, advertisements and design posters effectively and appropriately.
- write on various issues to institutions seeking relevant information, lodge complaints, express thanks or tender apology.
- write applications, fill in application forms, prepare a personal bio-data for admission into colleges, universities, entrance tests and jobs.
- write informal reports as part of personal letters on functions, programmes and activities held in school (morning assembly, annual day, sports day, etc.)
- write formal reports for school magazines/events/processes/ or in local newspapers about events or occasions.
- express opinions, facts, arguments in the form a speech or debates, using a variety of accurate sentence structures.
- draft papers to be presented in symposia.
- take down notes from talks and lectures.
- write examination answers according to the requirement of various subjects.
- summarise a text.

D. More About Reading

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

Creating learners for the 21st century involves making them independent learners who can learn, unlearn and relearn and, if our children are in the habit of reading, they will learn to reinvent themselves and deal with the many challenges that lie ahead of them.

Reading is not merely decoding information or pronouncing words correctly. It is an interactive dialogue between the author and the reader in which the reader and 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, with other characters in stories by the same author or by different 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 and e-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. A befitting mode of assessment may be chosen by the teachers.

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 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 (2021-22)

PART : A (40 Marks)

READING SECTION

18 Marks

- I.** Multiple Choice questions based on one unseen passage to assess comprehension, interpretation and inference. Vocabulary and inference of meaning will also be assessed. The passage may be factual, descriptive or literary. Ten out of eleven questions to be done. **(10×1=10 Marks)**
- II.** Multiple Choice questions based on one unseen **case-based** factual passage with verbal/visual inputs like statistical data, charts etc. Eight out of Nine questions to be done. **(8×1=8 Marks)**

Note: The combined word limit for both the passages will be 600-750.

GRAMMAR SECTION

8 Marks

- III.** Multiple choice questions on Gap filling (Determiners, Tenses, **Modals Clauses, Change of Voice, Error Correction, editing task/cloze passages**
- IV.** Multiple choice questions on re-ordering/transformation of sentences **(Total eight questions to be done out of the ten given).**

LITERATURE SECTION

14 Marks

- V.** Multiple Choice questions from an extract from Poetry from Hornbill to assess comprehension and appreciation. Any 1 out of 2 extracts to be done. **(3×1=3 Marks)**
- VI.** Multiple Choice questions based on two Prose extracts, out of the three given, from Prose (Hornbill as well as Snapshots to assess comprehension and appreciation. **(6×1=6 Marks)**
- VII.** Text based Multiple Choice Questions to assess comprehension, analysis and interpretation, from Prose and Poetry. Five questions out of six to be done. **(5×1=5 Marks)**

PART : B (40 MARKS)

READING SECTION

8 Marks

Q1. Note Making and Summarization based on a passage of approximately 200-250 words.

I. Note Making:

- o Title: 1
- o Numbering and indenting: 1
- o Key/glossary: 1
- o Notes: 2

II. Summary (up to 50 words):

- o Content: 2
- o Expression: 1

WRITING SECTION

16 Marks

Q2. Short writing task - **Noticel Advertisement** writing up to 50 words. One out of the two given questions to be answered (**3 Marks:** Format: 1/ Content: 1 / Expression: 1)

Q3. Short writing task - **Poster** up to 50 words. One out of the two given questions to be answered. (**3 Marks:** Format : 1 /Content: 1/Expression: 1)

Q4. Letters based on verbal/visual input, to be answered in 120-150 words. Business or official letters (for making enquiries, registering complaints, asking for and giving information, placing orders and sending replies), letter to the school or college authorities, regarding admissions, school issues, requirements / suitability of courses, Application for Job interview etc. One out of the two given questions to be answered (**5 Marks:** Format: 1 / Content: 2 / Expression: 2)

Q5. Writing composition based on visual/verbal inputs in 120-150 words. May be descriptive / argumentative in nature such as Article/Report/ Narrative/ speech/debate. The theme should be contemporary topical issues. One out of the two given questions to be answered. (**5 Marks:** Format: 1/ Content: 2/ Expression: 2)

LITERATURE SECTION

16 Marks

- Q6.** Two Short answer type question (one from Prose and one from Poetry from the book Hornbill), out of four, to be answered in 30-40 words. Questions should elicit inferential responses through critical thinking. **(2×2=4)**
- Q7.** One Short answer type question, from Prose (Snapshots), to be answered in 40-50 words. Questions should elicit inferential responses through critical thinking. Any 1 out of 2 questions to be done. **(1×2=2)**
- Q8.** One Long answer type question, from Prose/poetry (Hornbill), to be answered in 120-150 words to assess global comprehension and extrapolation beyond the text. Questions to provide evaluative and analytical responses using incidents, events, themes as reference points. Any 1 out of 2 questions to be done. **(1×5=5)**
- Q9.** One Long answer type question, based on the chapters from the book Snapshots, to be answered in 120-150 words to assess global comprehension and extrapolation beyond the text. Questions to provide evaluative and analytical responses using incidents, events, themes as reference points. Any 1 out of 2 questions to be done. **(1×5=5)**

Prescribed Books

1. Hornbill: English Reader published by National Council of Education Research and Training , New Delhi
2. Snapshots: Supplementary Reader published by National Council of Education Research and Training , New Delhi

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.

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 in put, 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 Ist person and present tense.
3. events not presented in a systematic order.
4. Do not present it in proper paragraph.

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7. Snapshots (Prose)
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SECTION – A

READING

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

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

1. Obesity-linked "adult onset" diabetes mellitus is for the first time being reported in children and adolescents in the UK and many other countries. A 1986 landmark study of obesity and television viewing found a clear association between the number of hours of television a child watched and the risk of that child becoming obese or overweight.
2. In 12 to 17 years old, the prevalence of obesity increase by two percent for every hour of weekly television time. A more recent study found that, while eight per cent of children watching one hour or less of television a day were obese, 18 per cent of children watching four or more hours were obese.
3. The more children watch television, the more they eat. (By comparison, even reading is a workout, at least in studies that have been done with obese children, perhaps

because it engages their minds a bit more emphatically.) Television viewing prompts children to consume more food while they consume less energy, an ideal recipe for adiposity.

4. When children dictate family food choices, as is increasingly the case in the US, entire households are immersed in a miasma of one-dimensional sweet taste that reinforces juvenile preferences. Marketing of soft, sweet and salty foods is good business, and children are the most vulnerable targets.
 5. Childhood obesity rates are highest in countries where advertising on children's television programmes is least regulated- in Australia, the US and England. Sweden and Norway maintain a virtual ban on advertising to children and have consistently low levels of childhood obesity. Ireland, Belgium, Italy and Denmark pose restrictions on children's advertising and are pressing the other states of the European Union to do the same.
 6. The US and other countries can afford to do no less. Public nutrition campaigns should go beyond vague recommendations to exercise and eat a balanced diet: the link between inactivity, junk food consumption and obesity should be made explicit. The food industry will lobby against these efforts, of course, claiming that they constitute "legislation of food choices".
1. What has been reported for the first time in the UK and other countries? $1 \times 6 = 6$
 - a. television viewing time
 - b. adolescent problems
 - c. diabetes due to obesity among children
 - d. violence among school children
 2. What has the 1986 landmark study of obesity found?
 - a. relation between teenage and obesity
 - b. relation between teenagers and diabetes
 - c. relation between TV. viewing time and obesity
 - d. none of the above
 3. The obesity rates are the highest in Australia, the US and England due to
 - a. easy availability of junk food
 - b. absence of regulation on advertisements
 - c. prevalence of diabetes among children
 - d. all of the above
 4. What is the relation between television viewing and food?
 - a. Children eat more food as they watch TV

- b. TV increases child's appetite
 - c. There are interesting cooking shows on TV
 - d. TV programs are very informative
5. What are Ireland, Belgium, Italy and Denmark trying to do?
- a. prohibiting sale of junk food to children
 - b. posing restrictions on children's advertising
 - c. creating awareness about harms of obesity
 - d. all of the above
6. What harm has the marketing of soft and sweet food done to children?
- a. it has made them more vulnerable to lifestyle related disorders
 - b. it has made them more aware about obesity and diabetes in young age
 - c. it has made them active and responsible towards good health
 - d. both a and b
7. Prevalence of obesity increase with watching TV because children:
- a. Consume less food and energy consumed is less.
 - b. Consume more food and energy consumed is less.
 - c. Consume less food and energy consumed is more.
 - d. Consume more food and energy consumed is more.
8. The word 'Explicit' is used in the paragraph. Its Antonym is:
- a. Obvious
 - b. Implicit
 - c. Straight forward
 - d. Distinct
9. Match the following words with their synonyms from the passage
- | | |
|--------------|--------------|
| 1. heftiness | 1. reinforce |
| 2. boost | 2. vague |
| 3. ambiguous | 3. Adiposity |
- a. 2, 1, 3
 - b. 3, 1, 2
 - c. 3, 2, 1
 - d. 1, 3, 2
10. Adult-onset diabetes mellitus is linked with among children.

PASSAGE 2

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

1. One of the greatest advances in modern technology has been the invention of computers. They are widely used in industries and in universities. Now there is hardly any sphere of human life where computers have not been pressed into service of man. We are heading fast towards the day when a computer will be as much part of man's daily life as a telephone or a calculator.
2. Computers are capable of doing extremely complicated work in all branches of learning. They can solve the most complex mathematical problems or put thousands of unrelated facts in order. These machines can be put to varied uses. For instance, they can provide information on the best way to prevent traffic jams. This whole process by which machines can be used to work for us has been called automation. In the future automation may enable human beings to enjoy more leisure than they do today. The coming of automation is bound to have important social consequences.
3. Some years ago an expert on automation, Sir Leon Bagrit, pointed out that it was a mistake to believe that these machines could think. There is no possibility that human beings will be "controlled by machines". Though computers are capable of learning from their mistakes and improving on their performance, they need detailed instructions from human beings to operate. They can never, as it were, lead independent lives or "rule the world" by making decisions of their own.
4. Sir Leon said that in future, computers would be developed which would be small enough to carry in the pocket. Ordinary people would then be able to use them to obtain valuable information. Computers could be plugged into a national network and be used like radios. For instance, people going on holiday could be informed about weather conditions. Car drivers can be given alternative routes when there are traffic jams. It will also be possible to make tiny translating machines. This will enable people who do not share a common language to talk to each other without any difficulty or to read foreign publications.
5. It is impossible to assess the importance of a machine of this sort, for many international misunderstandings are caused simply due to our failure to understand each other. Computers will also be used in ordinary public hospitals. By providing a machine with a patient's systems, a doctor will be able to diagnose the nature of his illness. Similarly machines could be used to keep a check on a patient's health record and keep it up to date. Doctors will, therefore, have immediate access to great many facts which will help them in their work.

1. Answer the following questions by choosing the most appropriate options:
- (1) Write out the correct option:
- a. There is no possibility that human beings could be on their own with no need of machines
 - b. Human beings are likely to be controlled by machines one day.
 - c. There is no possibility that human beings will ever be controlled by machines.
 - d. Machines can replace humans.
- (2) Write out the correct option:
- a. Computers can solve only certain mathematical problems.
 - b. Computers can't solve any mathematical problem
 - c. Computers can solve the most complex mathematical problems
 - d. Computers can solve only simple mathematical problems.
- (3) Computers can be used to _____
- a. Find treatment for the patient's illness
 - b. Prescribe a medicine for the patient
 - c. Diagnose the nature of patient's illness
 - d. Keep the patient in good mood
- (4) Many international misunderstandings are caused due to our failure to understand _____
- a. Ourselves
 - b. Other nations
 - c. Our friends
 - d. Each other
- (5) The antonym of the word "complicated" is
- a. Difficult
 - b. Simple
 - c. Easy
 - d. Strange

(6) The verb form of the word “alternative” is

- a. Alternate
- b. Alter
- c. Late
- d. Elate

(7) Match the synonyms of the following words from the passage

1. Approach	1. Diagnose
2. Defeat	2. Access
3. Investigate	3. Failure

- a. 2, 3, 1 b. 1, 2, 3
- c. 3, 1, 2 d. 3, 2, 1

(8) According to the passage which of the following statement(s) is/are INCORRECT.

- (i) Computers can make independent decisions.
 - (ii) Computers can rule the world by making decisions of their own.
 - (iii) Computers are capable of learning from their mistakes and improving on their performance.
 - (iv) Computers can solve most complex mathematical problems.
- (a) (i) and (iii) (b) (i) and (ii)
- (c) (i), (ii) and (iv) (d) (iii) and (iv)

(9) Process by which machine can be used to work for us is called

(10) The most appropriate title for the article is

PASSAGE 3

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 aaSmruoUK-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 amlhing 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
- 1.7. Two legendary mountaineers who have contributed to make mountaineering popular all around the world are
- a. Edmond Halley and George Mallory
 - b. Edmund Hilary and George Mallory
 - c. Edmund Hilary and George Mallory
 - d. Edmund Hilary and George Miller
- 1.8 The word 'exhilarating' is used in the paragraph. It means the same as:
- a. Boringd. a. Thrilling
 - c. depressing d. agitating
- 1.9 Pick the statement that is NOT TRUE according to the passage.
- a. Many people would climb just fro pleasure
 - b. One has to be physically robust, to climb mountains
 - c. One has to display a decent level of athleticism to climb mountains
 - d. Mountaineering is easy sport.
- 1.10. To climb a challenging peak following are esential
- (a) Training and conditioning
 - (b) Preparation
 - (c) Easy going
 - (d) Both a and b.

CBSE BASED PASSAGE - I

Read the following passage carefully and answer follow the questions that

2020 has been strange and difficult in so many ways that it seems almost criminal to add one more to the mix—the weather. Floods, cyclones, colder winter, unexpected rains, India has seen them all.

1 High rainfall at a time when rainfall is declining

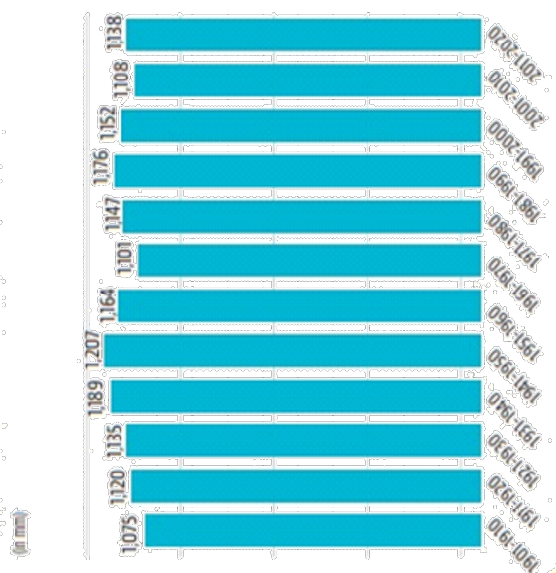
India received a total of 1,286.6mm rainfall until December 27 this year. This is the ninth highest rainfall for the January 1 to December 27 period since 1901. It mostly rains during the monsoon months in India, and with even the north-east monsoon on the way out, it is unlikely that this year's rainfall will fall too behind other years' in the remaining days of the year. While ending up among the top 10 rainfall years in 120 years itself is adequate to make 2020 an outlier, there is another reason why this year's rainfall was unusual: it did not follow prevailing long-term trends. The last time rainfall was this high was in 1990 (1201.1mm).

To be sure, not everything about this year's rainfall was unusual. The share

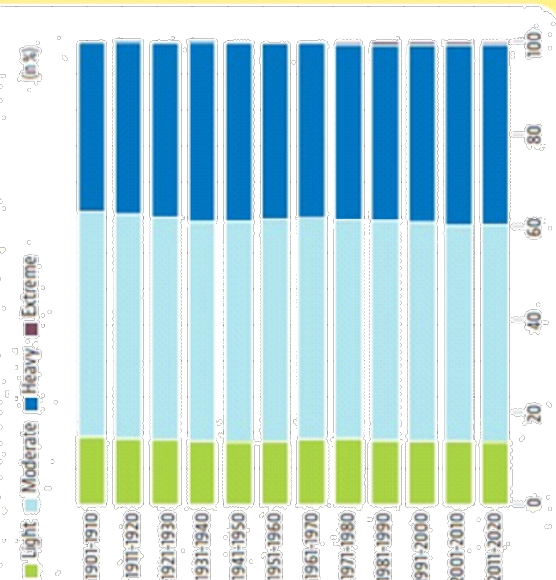
of extreme rainfall – heavy rain over a smaller area or period of time – was higher than the less intense kinds of rainfall. The share of light rainfall this year (13.4%) was ranked 81st in the 120 years since 1901. The shares of moderate (47.6%), heavy (38.1%), and extreme intensity (0.86%) rainfall were ranked 62nd, 55th, and 20th, respectively. This is in keeping with the long-term trend of an increasing share of heavy and extreme rainfall in total rainfall.

For this analysis, rainfall equal to or under 7.5mm in a grid (a box bound by two latitudes and longitudes) was considered light, between 7.5mm and 35.5mm, moderate, between 35.5mm and 244.5mm, heavy, and above 244.5mm, extreme.

AVERAGE TOTAL RAINFALL UP TO DEC 27



SHARE OF DIFFERENT INTENSITIES OF RAINFALL

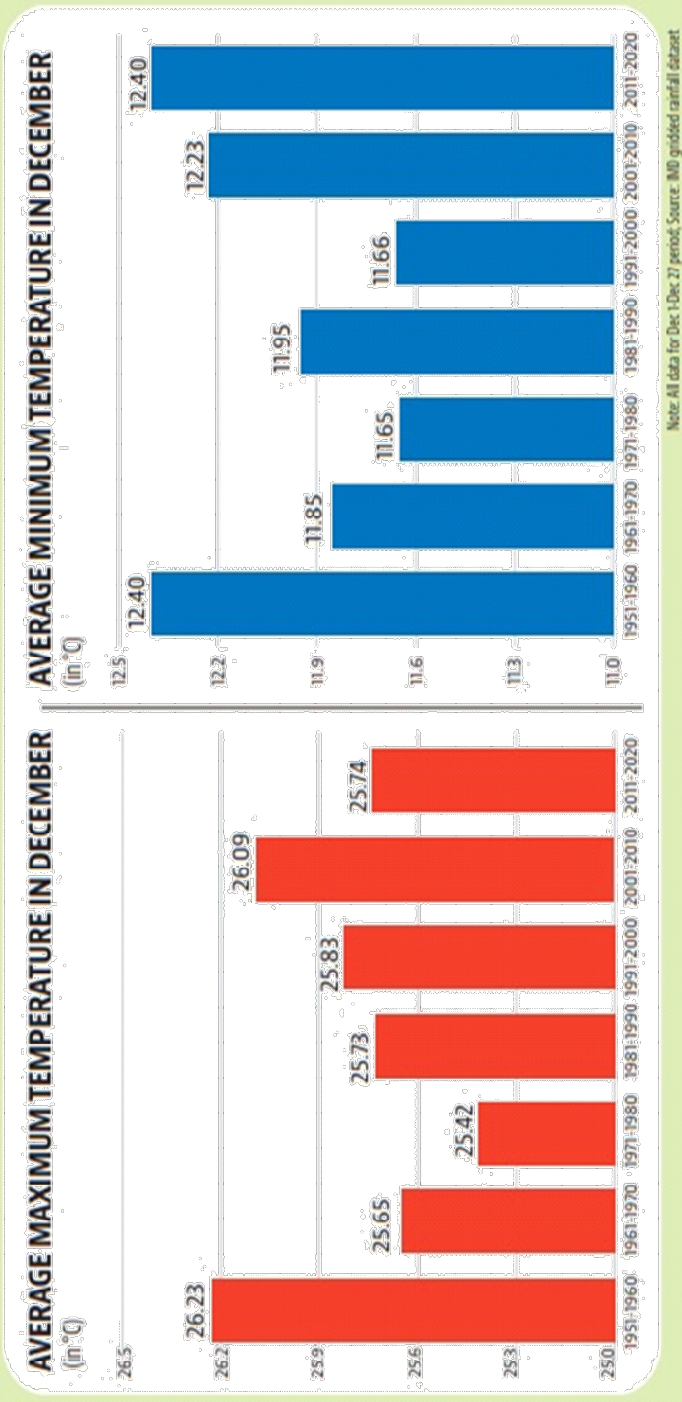


Note: All data for Jan 1-Dec 27 period. Source: IMD gridded rainfall dataset

2 Lower temperatures, although winters are getting warmer

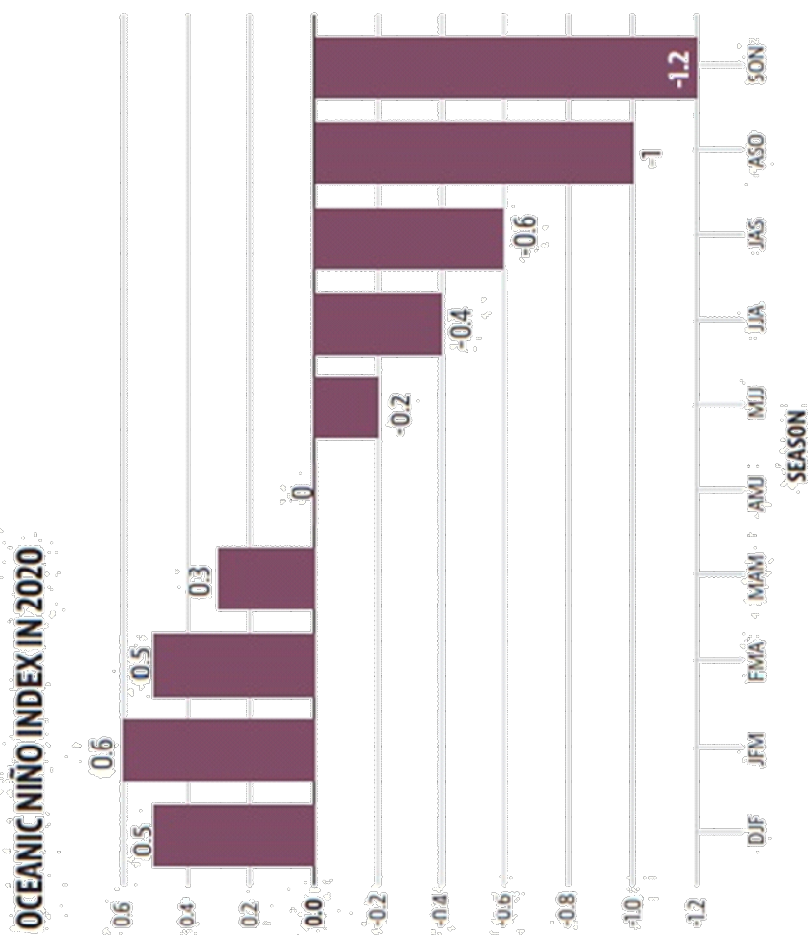
IMD considers the December to February period as winter. Average maximum temperature from December 1 to December 27 this year in India is 24.17 degrees Celsius, according to IMD's gridded temperature dataset. For these 27 days of December, this is the second-lowest average maximum temperature since 1951, the earliest year for which IMD's gridded dataset exists. This is not in line with the long-term trends in average maximum temperatures for this period, although the 2011-2020 decade has seen a lower average maximum temperature than the last decade. Since the 1970s, maximum temperatures in December have, on average, increased.

The average minimum temperature for December 1-December 27 period seems to have followed the long-term patterns, however, and is not low. It is the 33rd highest since 1951. The average for 2011-2020, too, is lower only than that in the 1951-1960 decade. To be sure, these figures reflect the average for India as a whole. This number can get skewed if minimum temperatures in some regions are high even while another is experiencing a cold wave. A place in the plains is said to be experiencing a cold wave if the minimum temperature is 10 degrees Celsius or lower and at least 4.5 degrees below the normal minimum temperature for two consecutive days.



3 La Niña could be a reason for this year's strange weather

One of the reasons for this year's rainfall and temperature patterns not following the long-term trends could be the onset of a phenomenon in the tropical Pacific Ocean around September. Changes in sea surface temperatures affect global weather patterns. The La Niña and El Niño phenomena, for example, are measured by anomalies or departure from a long-term average in sea surface temperatures (SST) in the tropical Pacific. This is captured by the Oceanic Niño Index (ONI), which is a three-month running mean of SST anomalies. A positive value of ONI above 0.5 (warmer temperatures) is termed El Niño and often leads to warmer and drier weather, whereas a negative value below 0.5 (colder) is termed La Niña and often leads to colder and wetter weather. The La Niña effect was evident by September, and has only intensified since. The late withdrawal of the south-west monsoon in India is attributed to this. According to the World Meteorological Organisation, La Niña is approaching its peak, but neutral conditions may be as far away as next summer, HT reported on December 25.



Source: Climate Prediction Centre, NOAA

On the basis of your understanding of the passage answer the following questions.
(10 × 1 = 10 marks)

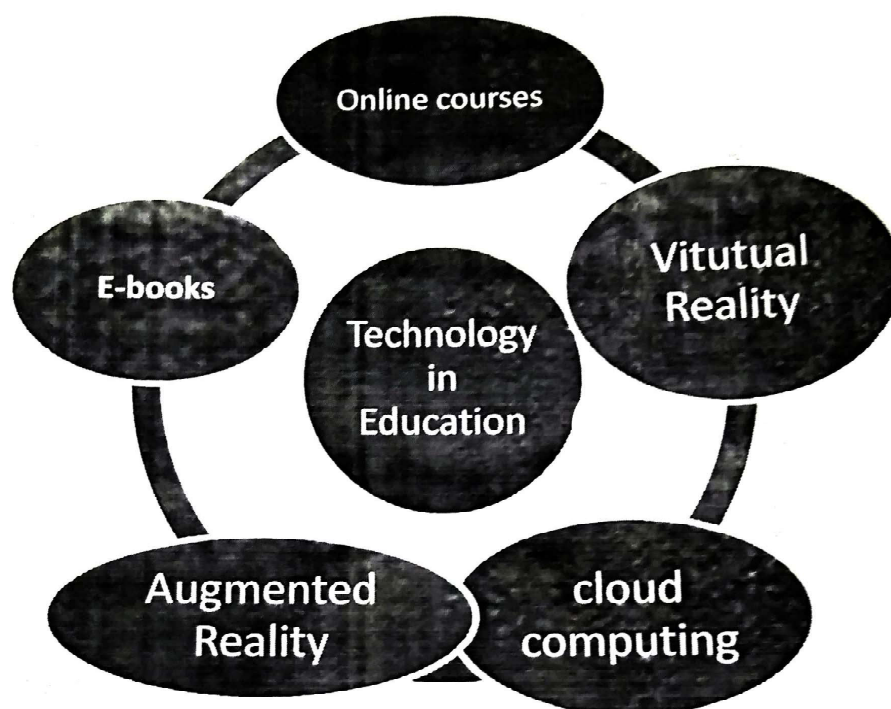
- Q1. What's not usual regarding 2020 weather events?
- a) No change in rainfall
 - b) Lower temperature in winters
 - c) Colder and wetter weather
 - d) Extreme rainfall was higher
- Q2. Delhi received the rainfall of 236.9 mm this year.
It has _____ rainfall.
- a) Light
 - b) moderate
 - c) heavy
 - d) extreme
- Q3. When can neutral weather conditions may be experienced?
- a) by the end of the year
 - b) by summer season
 - c) by the onset of monsoon
 - d) by spring season
- Q4. Which of the following is not true about La nina?
- a) Ocean nino index below 0.5
 - b) Phenomenon in tropical Pacific Ocean
 - c) colder and wetter weather
 - d) warmer and drier weather
- Q5. A place is said to experience cold waves if
- a) minimum temperature is 10° C or lower
 - b) minimum temperature is 4.5°C below the normal minimum temperature
 - c) both (a) and (b)
 - d) neither (a) nor (b)
- Q6. What is the percentage (%) share of heavy rainfall?
- | | |
|----------|----------|
| a) 13.4% | b) 0.86% |
| c) 47.6% | d) 38.1% |
- Q7. What is the average maximum temperature from December 1 to December 27?
- | | |
|-----------|-----------|
| a) 24.17% | b) 28.73% |
| c) 20.65% | d) 25.83% |

- Q8. If Ocean index has a value above 0.5, then
- a) it will lead to less amount of rainfall
 - b) it will cause drier weather
 - c) it will lead to warmer weather
 - d) all of the above
- Q9. Why 2020 is considered as strange and different year?
- a) high rainfall
 - b) lower maximum average temperature during winters
 - c) phenomenon in tropical Pacific Ocean
 - d) all of the above
- Q10. Which phenomena is considered the reason behind unusual weather?
- a) La nina
 - b) El nino
 - c) ocean lino
 - d) El nina
- Q11. When was the last average low temperature recorded during 2011-2020?
- a) 1901
 - b) 1951
 - c) 2020
 - d) 2012

CASE BASED PASSAGE - II

1. In the contemporary world, where technology has become an integral part of our lives, previously complex tasks have become much easier and seamless. This is especially true in the case of education. Technology has transformed learning and has improved educational offerings in a major way. India, standing at a high adult illiteracy rate of 30% had been struggling to disseminate education, especially in remote areas with poor connectivity. However the availability of economical smart phones, computers, and the internet is making education cheaper and more easily accessible. As a result, people in tier 2 and tier 3 cities are experiencing high-quality learning.
2. With cloud computing and e-learning , we can now learn on the go. This has made home learning and distance learning much more effective and has given rise to the concept of online courses. Online courses range from basic to professional degree courses, which anyone - from students to working professionals can - enroll in.

3. With the rise of digital media, the concept of books is no more restricted to bundles of paper bound in covers. The advent of e-book has upturned the scenario and there is almost no limit to how many books one can own and access on the go. They are cheaper, interactive, eco-friendly and easy to store.
4. Technological applications have facilitated a shift in the mode of instruction from one way to two way and multi way learning. Tech-based learning modules are making room for active student participation. More teachers are engaging in webinars, live online classrooms, etc. This is also giving rise to peer-to-peer learning in the context of schools as well as in preparation for competitive exams.
5. Numerous Artificial Intelligence (AI) applications are facilitating the customization of education through simple tools. This is making it possible for teachers to personalize learning for each and every student. They are customizing lessons to fit every individual's pace and learning style.
6. Technology is widening the scope of creativity in learning and boosting student engagement. Newer applications of Augmented Reality (AR) and Virtual Reality (VR) are revolutionizing how knowledge is shared and absorbed. With gamification of difficult concepts, students are now experiencing the fun element in learning. As technology continues to unfold its offerings in the sector, it is enabling a movement in basic as well as technical literacy in the country.



On the basis of your understanding of the passage, answer Any Ten questions from eleven that follow:

- 1) Pick the option that lists statements that are NOT True according to the passage;
 - a) People in tier 2 and tier 3 cities are experiencing high quality learning.
 - b) Adult illiteracy could be reduced through technology based education.
 - c) E-books are costlier than bundles of paper bound in covers.
 - d) With rise in digital media, classrooms have become more collaborative.
- 2) The word 'seamless', used in paragraph-1, means the same as
 - a) small
 - b) huge
 - c) infinite
 - d) few
- 3) Cloud computing and e-learning have given rise to
 - a) eco friendly reading habits
 - b) online courses
 - c) personalized learning
 - d) all of the above
- 4) Gamification means
 - a) application of game design elements and game principles in non game contexts.
 - b) using AR and VR in learning and boosting student's engagement.
 - c) reducing adult illiteracy through games
 - d) shift in mode of instruction.
- 5) The word pace, used in paragraph 5, is similar in it's meaning to
 - a) speed
 - b) potential
 - c) curiosity
 - d) habit
- 6) Technology is:
 - a) widening the scope of creativity in learning
 - b) shifting the mode of instruction
 - c) enabling basic as well as technical literacy
 - d) all of these

- 7) What is true about personalised learning?
- a) it aims to customize learning for each student's strength, skills, and interests
 - b) it aims to assess every student on a few rigid parameters
 - c) it is only possible through e-learning
 - d) technology has caused it's downfall
- 8) What was not possible when the technological advancements were not as they are in their current form?
- a) E-learning and online courses
 - b) Use of AR and VR in education
 - c) webinars
 - d) all of these
- 9) What has helped in bringing educational opportunities to the remote areas of our country?
- a) economical smart phones
 - b) cheap internet
 - c) good connectivity
 - d) all of these
- 10) The word disseminate, used in paragraph 1, is synonymous with:
- a) Circulate
 - b) Disperse
 - c) spread
 - d) all of these
- 11) What is not an example of digital media?
- a) E- books
 - b) Gmail
 - c) Online magazines
 - d) Newspapers

CASE BASED PASSAGE - III

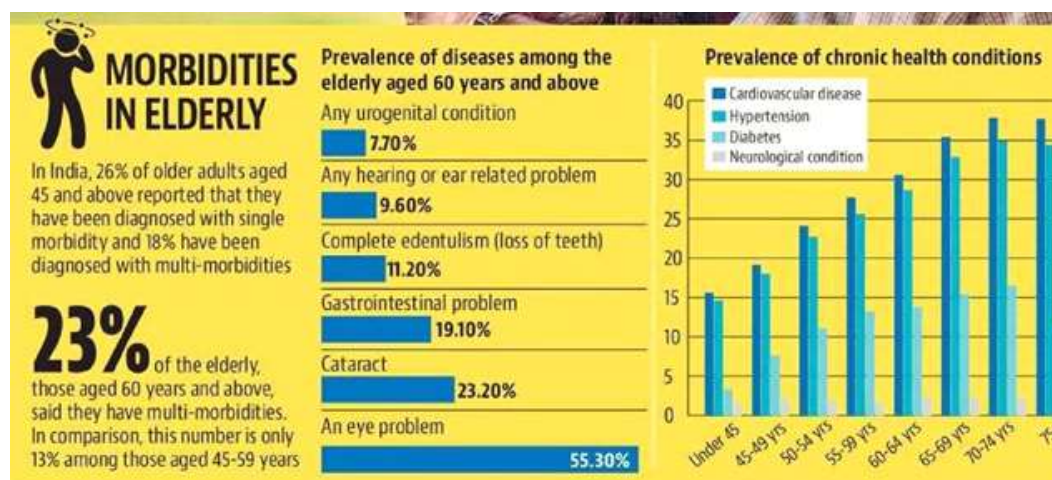
- 1) About 75 million people above 60, in India, suffer from some chronic disease, shows the first part (2017-18) of the world's largest study on the aged - the Longitudinal Aging Study in India (LASI) - released by the Health Ministry. While 27% of the elderly have multi-morbidities, around 40% have issues related to mental health, said

the report that aims to provide a base for national and state level programmes and policies for the elderly population.

- 2) In 2011 census, the 60+ accounted for 8.6% of India's population, accounting for 103 million elderly people. Growing at around 3% annually, the number of elderly age population will rise to 319 million in 2050.
- 3) The LASI, Wave 1, covered a baseline sample of 72,250 individuals aged 45 and above and their spouses. This included 31,464 people aged 60 and above, 6,749 aged 75 and above from all states and union territories, excluding Sikkim.
- 4) The survey used bio-markers based on direct health examinations to estimate the prevalence of chronic health conditions, including hypertension, visual impairment, overweight or obesity or under nutrition and chronic respiratory diseases. Around three quarters of those 60 and above who were diagnosed with chronic conditions have been treated for hypertension (77%), chronic heart disease (74%), diabetes (83%), chronic lung disease (72%) and cancer (75%).

More than half the elderly have been treated for stroke (58%) and bone or joint diseases (56%) whereas the treatment rate for neurological and psychiatric disease is 41%>

- 5) The treatment rate for all chronic health conditions is higher among the elderly in urban areas. The overall hospitalization rate was 7% for adults aged 45 and above. In the 12 months prior to the survey, the hospitalization rate increased from 6% among adults in the 45-49 age group to 8% among those 60 and above and 9% among 70 and above.
- 6) The survey also showed that about one fifth of those 60 and above, are receiving pension and an additional 3% are expected to receive it. A large proportion (78%) are neither receiving nor expected to receive pension.





HIGH BLOOD PRESSURE

37%

of elderly in India have high blood pressure

Among those aged 60 years and above, the prevalence of high blood pressure is higher in urban (40%) than in rural areas (35%), and among women (38%) than among men (34%)



INJURIES FROM FALL

25%

of elderly have been injured in the past 2 yrs

Older people have the highest risk of death or suffering a serious injury arising from a fall, and these risks further increase with age, the report showed



From your understanding of the passage, answer Any Ten questions from the eleven that follow.

- 1) What is the purpose of the LASI?
 - a) to help elderly people get their pensions
 - b) to help elderly people get proper treatment
 - c) to provide base for government policies for the elderly population
 - d) to provide social security to the elderly people

- 2) What statement is NOT true according to the 2011 Census?
 - a) 60+ aged accounted for 8.6% of India's total population.
 - b) the number of such people would rise to 319 million in 2050
 - c) the growth rate of elderly population is around 3%
 - d) the elderly population will surpass the youth population by 2050
- 3) Which chronic disease is not as prevalent as others which are mentioned in the elderly people
 - a) hypertension
 - b) visual impairment
 - c) obesity
 - b) neurological disorder
- 4) How many of those who are 60 and above are currently receiving the pension currently?
 - a) 3/4
 - b) 1/5
 - c) all are receiving
 - d) none
- 5) The word 'prevalence' is most similar in its meaning to
 - a) commonness
 - b) occurrence
 - c) spread
 - d) extreme
- 6) The word 'Chronic' is most dissimilar in its meaning to
 - a) short lived
 - b) persistent
 - c) incurable
 - d) terrible
- 7) How many of the elderly population suffered from multi morbidities?
 - a) 27%
 - b) 60%
 - c) 30%
 - d) none
- 8) From the graph, what are the two most prevalent diseases among the 60+?
 - a) Cataract and other eye problems
 - b) Hearing and other ear problems
 - c) Gastro and intestinal problems
 - d) Loss of teeth and bone problems
- 9) What is the least prevalent disease among the 60+?
 - a) Diabetes
 - b) Cardiovascular disease
 - c) Neurological problems
 - d) Hypertension
- 10) From the graph, what percentage of the age group under 45 suffers from cardiovascular disease?
 - a) Around 15%
 - b) Around 20%
 - c) Less than 1 %
 - d) Don't suffer at all
- 11) Who has the highest risk of death or suffering serious injuries from fall?
 - a) Elderly people
 - b) Youth
 - c) Children who ride bicycles
 - d) Women

NOTE MAKING

Characteristics of Notes

1. Short phrases only, no full sentences, only points
2. only the important information to be included
3. logically presented in sequence
4. Organized appropriately 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 word 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) Title	1 Marks
(b) Abbreviations along with key	1 Marks (Minimum four)
(c) Sub-Headings (Four as per the requirement) along with 2-3 points	3 Marks
(d) Summary	
Content	2 Marks
Expression	1 Marks

Note : Provide key for abbreviations used in your notes

Key to abbreviations

Problm = problem

Trpnt = transparent

Rqd = required

Dprsd = depressed.

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 television 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 at 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 screen. 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 watching programmes. They may even do the things that they saw in a violent show.
1. Make notes on the above passage using proper abbreviations (at least four) and suggest a suitable title. (3 + 1 + 1 = 05 Marks)
 2. Write a summary of the above passage in about 80 words (03 Marks)

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 quality programmes
 - 1.2.1 Fields – science, medicine, arts
 - 1.3 Old people, patients – can't leave house
 - 1.4 Non-native speakers – daily informal lang. prac.
 - 1.5 Inc. vocabulary, listening
 - 1.6 Way to Relax
2. Disadvantages of T.V. 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 to 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 abject apathy are then connected by narrow dangerous and often waterlogged footpaths for the helpless pedestrian to negotiate.

At 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 citizens encounter head on the poor public management 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 offered 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, 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 using heading and sub-heading. Also use recognized abbreviations wherever necessary (minimum 4) Supply a suitable title. (1+1+3-05 Marks)
2. Write the summary of the passage in about 80 words. (03 Marks)

TITLE : ‘PEDESTRIANS IN DELHI’
Or
‘DELHI UNSAFE FOR PEDESTRIANS’

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		
Maint	—	Maintainance
Elect	—	Electrical
Manag	—	Management
Auth	—	Authorities
Child	—	Children

Maint	—	Maintainance
Elect	—	Electrical
Manag	—	Management
Auth	—	Authorities
Child	—	Children

Summary**(80 words)**

Delhi, although is a major city for the pedestrians, provides least attention in the matter of facilities. The sidewalks are dangerous, narrow, poorly maintained, and are 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 be maintained by keeping in mind the physically challenged, old and infirm children. For making Delhi world class, the authorities would once again look at the floor of Delhi.

PASSAGE 1

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

Rivers in India are not just the water bodies but worshiped as Gods and Goddess and being revered as sacred. Despite such an esteem status, rivers are being polluted due to open sewage drains, lack of sufficient sewage treatment plants, soil erosion, and by dumping plastic garbage in river water etc

The Ganges River Pollution is now at such a high level that the amount of toxins, chemicals and other dangerous bacteria found in the river are now almost 3000 times over the limit suggested by the WHO as 'safe'.

The river directly and indirectly affects the largest population of any river in the world with over more than 420 million people who rely on it for food, water, bathing and agriculture. And that is not to mention the tens of millions of pilgrims who venture to India's most holy of rivers each year to bathe and worship.

So with such a massive influence on the local and national population, why is it that the river is so completely and utterly disgusting?

Hundreds unwanted or 'illegitimate' babies, cattle and other animal carcasses are also dumped in the Ganges again with religious significance. The levels of Coliform bacteria is over 2800 times the level considered safe by the W.H.O (world health organisation).

Approximately 1 billion litres of raw, untreated sewage are dumped in the river on a daily basis. The amount has more than doubled in the last 20 years and experts predict another 100% increase in the following 20 years.

The rapid explosion of India's population in the last 25 years coupled with lax regulations on industry has put a huge strain on the river leading to an explosion in Ganges river pollution.

Some of the main Ganges river pollution contributors are those in industry - specifically in this case those of the leather industry who use vast amounts of chromium and other toxins

and chemicals - the majority of which ends up in the slow paced waters of the Ganges during the dry season, peak time for the tanning industry and also when the river is moving at its slowest.

Thanks to globalisation, international, national and local government this trend seems unlikely to get better with more and more factories cropping up every week and all running under a distinct lack of regulations.

Now these problems are huge on their own but couple with this with fact that India's holiest river, specifically at the banks of Varanasi, is considered as the pilgrimage site with tens of thousands of pilgrims entering the city even, 'month to bathe, wash, sip and drink the water. The river is now a leading cause of infant and child mortality rates, skin problems and some more, serious disabilities -

Another main issue of the Ganges river pollution is the vast irrigation networks which have cropped up to feed India's ever-expanding population - These vast networks of canals and ditches slowly but surely filter off the water from the Ganges and its subsidiaries causing an alarming drop in the water levels, especially in the dry season.

A solution however, seems far away with gross negligence, ignorance and stupidity pouring from every sect of Indian society from Government, the people and of course big business which still continues to rape India and her people at every level.

But all hope is not lost and there does seem to be some hope on the horizon for the serious case of the Ganges river pollution. The world bank has agreed to loan India almost \$1 Billion to clean up the Ganges - Not an insignificant amount by anyone's standards.

- a. Make Notes on the above passage using proper abbreviations (4) and a suitable title.
- b. Write the summary of the above passage in about 80 words.

PASSAGE 2

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

The conditions of the slum areas in metropolitan cities have deteriorated to such an extent due to the high density of population that the people there hardly enjoy even the basic amenities. The lanes are narrow and the houses are nothing but a single room tenement without the facilities of an open courtyard or an enclosure, thus depriving the people of natural gifts like sunshine and air.

In such areas, people use common latrines and water taps. Some of the slum areas do not even have single rooms, they are thick clusters of small, dilapidated mud huts, the roofs and ceilings of which are made of scraps of wood, gunny sacks, metal or some sort of waste material. Sometimes. 10 to 12 people live, eat and sleep in the same room. The streets are

narrow and the sewage water stagnates in open surface drains, which emit bad smell. The children often play in places where the drains are used as open latrines.

Living conditions in main urban slums are worse than those in the poorest rural areas of the country. This can be attributed to the slum's exceptional unhealthy environment. Many of the most serious diseases in cities are 'environmental' because they are transmitted through air, water, soil and food or through insect or animal vectors.

The concentration of people in areas where the provision of water, sanitation, garbage collection and health care is inadequate creates the conditions where infectious and parasitic diseases thrive and spread. Around half the slum population is suffering from one or more of the diseases associated with inadequate provision of water and sanitation.

Despite the exterior appearance of chaos, slum life is highly structured, with many economic, religious, caste and political interests expressed in the daily activity. Living conditions are extremely difficult, and slum dwellers fear the constant threat of having their homes bulldozed in municipal slum clearance efforts. Nonetheless, slum life is animated by a strong sense of *joie de vivre*.

Growth of slums is a problem peculiar to the urban areas. Slums come up near industrial areas, railway lines, ports, platforms, river banks, large drains and around wholesale markets. They emerge in metropolitan cities and in the million plus cities. In metropolitan cities, more than 25 per cent of the population lives in slums. Dharavi near Mumbai is the largest slum in Asia.

The houses in slums are mostly kutchha houses made of bricks, mud, tin sheets, bamboo, tarpaulin sheets etc.

The living area is not more than ten square metres, which is used mainly for storage of household items, whereas cooking, bathing and sleeping is done mainly in the open. There are common water taps and public conveniences. An open space, shaded by trees, may be used as the community space. Slums are often prone to floods, waterlogging, fire etc. There is no proper drainage and sewerage and this leads to the spread of water-borne diseases like cholera, gastro-enteritis and jaundice.

The slum dwellers are mostly rural migrants who live near their workplaces, since they cannot afford high transportation costs. Generally, workers from the same community or those coming from the same place and working at the same place, live together. The slum dwellers also include the self-employed, petty traders, household servants, vendors and hawkers.

The efforts by various governments for resettlement of slum dwellers have not been successful, because often the resettlement colonies are on the outskirts-far away from the workplace.

- a. Make Notes on the above passage using proper abbreviations (4) and a suitable title.
- b. Write the summary of the above passage in about 80 words.

PASSAGE 3

- 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 rely less on traditions and outdated views of roles 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 they 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 taught to understand how an egalitarian society is 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 part 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 roles 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 4

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 loose 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 upto 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 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 5

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.**

PASSAGE 6

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 in-herent 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. Steam 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.

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 sub headings. 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 should be mentioned at the top
- The word 'NOTICE' in the next line
- Date of Issuing the notice to be placed at the left, in the third line.
- A suitable description, caption or heading after the date in the next line.
- Notice can use capital letters in 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).

<div style="border: 1px solid black; display: inline-block; padding: 2px 10px;">Name of the Institute</div>	
<div style="border: 1px solid black; display: inline-block; padding: 2px 10px;">NOTICE</div>	
Date	<div style="border: 1px solid black; display: inline-block; padding: 2px 10px;">Heading/ Subject</div>
<p>The content of the notice for whom, what, when, where, why, special instruction, whom to contact etc.</p>	
SIGNATURE	
NAME	
DESIGNATION	

MCQs ON NOTICE WRITING

1. A Notice should be written in how many words:
(a) 50 words (b) 40 words
(c) 30 words (d) 60 words
2. A Notice must answer which questions:
(a) Why (b) How
(c) Whose (d) What where and when
3. The _____ should be written in upper case.
(a) Event venue (b) Time
(c) Heading (d) Description of the event
4. The first thing written in a notice is
(a) Name of the writer (b) date
(c) Heading/Title (d) Name of the Organisation
5. The Last thing written in a notice is
(a) Name of the Writer (b) Signature of the writer
(c) Designation of the writer (d) Address of the writer
6. Notices are written for
(a) A programme (b) An event
(c) A lost property (d) All of the above
7. One of the following pronouns should be avoided in a notice
(a) Me (b) I
(c) My (d) All of the above
8. Which of the following points should be kept in mind while writing a notice
(a) Make it precise, accurate and clear
(b) Put it in a box
(c) Follow word limit
(d) All of the above

9. The purpose of the notice is to
- (a) Announce and display information to the whole world
 - (b) Give reports of an event
 - (c) Summarise an event
 - (d) Announce and display information to a specific group of people
10. One of the following is not a part of the notice
- (a) Body
 - (b) Date
 - (c) Greetings
 - (d) Heading
11. Which among these is not a good place to display a notice
- (a) A school notice Board
 - (b) At home
 - (c) Outside auditoriums
 - (d) Lobbies of residential complexes
12. Whose name should be written at the end of the notice?
- (a) Receiver
 - (b) Authorised person
 - (c) Invitees
 - (d) Nobody's

ANSWERS

- | | |
|-------|-------|
| 1. a | 2. d |
| 3. c | 4. d |
| 5. c | 6. d |
| 7. d | 8. d |
| 9. d | 10. c |
| 11. b | 12. b |

SAMPLE NOTICE

1. You are Anil/Anila, Head boy/Head Girl of DAV Public School, Simla. Your school is organising a cultural evening to raise funds for the flood victims of Uttarakhand. Draft a notice in not more than 50 words to be displayed on your school notice board.

(1) _____

NOTICE

August 10, 2021

(2) _____

All the students are informed that a cultural evening is being organised by our school on August 25, 2021 at (3) _____ in the school auditorium to raise funds for the flood victims of Uttarakhand. The education minister will preside over the function. The (4) _____ is Rs.100/-. Students are requested to attend the event with friends and relatives to make the programme a grand success.

Anil/Anila

Head Boy/Head Girl

- | | | |
|----|-------------------------------------|---------------------------------------|
| 1. | (a) DAV Public School, Simla | (b) Fund collection for flood victims |
| | (c) Cultural Evening | (d) None of the above |
| 2. | (a) A school function | (b) Annual function |
| | (c) Cultural evening to raise funds | (d) All of the above |
| 3. | (a) 9.30 A.M. | (b) 10.30 A.M. |
| | (c) 11.00 A.M. | (d) 5.00 P.M. |
| 4. | (a) Penalty | (b) Entry fee |
| | (c) Refreshment Charges | (d) None of the above |

ANSWERS

1. (a)
2. (c)
3. (d)
4. (b)

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.

<p style="text-align: center;">R.P.V.V NAND NAGRI, DELHI NOTICE</p> <p>13 May 20XX</p> <p style="text-align: center;">SINGING COMPETITION</p> <p>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.</p> <p>Date: 5 July, 20 XX</p> <p>Time: 11 AM</p> <p>Venue: School Auditorium</p> <p>Interested and talented students may send their entries to participate by 2 July, 20XX to the undersigned.</p> <p>Aman/ Kritika</p> <p>In-charge</p> <p>Cultural Club</p>

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.

<p style="text-align: center;">MILLENNIUM SCHOOL, DELHI NOTICE</p> <p>23 June 20XX</p> <p style="text-align: center;">CRICKET TRIALS FOR UNDER-18 SCHOOL TEAM</p> <p>This is to inform to our cricket players that selection of 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.</p> <p>ANKUR SHARMA</p> <p>Sports Captain</p>
--

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 residents 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 RPVV 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.

RPVV NANDNAGRI

NOTICE

30 July 20XX

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 20XX

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.

RESIDENTS' WELFARE ASSOCIATION, LAJPAT NAGAR

NOTICE

10 January 20XX

BAISAKHI FEST

The Residents' Welfare Association is going to organize a Baisakhi Fest in the colony as per the details given below:

Date: 17 February, 20XX

Time : 9 am to 5 pm

Venue: Lajpat Nagar Community Hall

The residents are requested to come along with their friends and add colour to the rejoicing.

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. 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.
3. You are Yash Gupta, The Incharge of Cultural Club of your school. Write a notice for the school Notice Board inviting participants for a painting competition to be held at Pragati Maidan.
4. 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.

5. 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.
6. 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.
7. 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.
8. 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.
9. 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.
10. You are the Health Secretary, Students Council, Model Public School, Rambagh, Paharganj. The council has decided to start a week long cleanliness drive around the school from 2nd october. Draft a notice in 50 word asking the class XI students to enrol for the drive.

ADVERTISEMENT

The word “ADVERTISEMENT” is defined as a public notice or announcement, especially 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

Types 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 May20XX 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 male of, 25, years, 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 ritucaplot@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 by 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. XXXXXXXXXXfixed/ 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 / dining and servant room, sun facing fully ventilated, 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.

LOST AND 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 21st April 20XX somewhere between Tees Hazari Court and Azadpur Mandi around 11 am. 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 on 21st Jan. in Central Park, Rohini. 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 striped 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', fair complexioned, 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 & TARVEL

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/tutorial available
- Name of the institution
- Classes, subject, courses, exams/competitions
- Qualification and experience of tutor
- Environment and facilities
- Success/result graph/track
- charges/ fees/ package
- Eligibility criteria

- Timings, registration, scholarship/discount
- Address/Contact details

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.

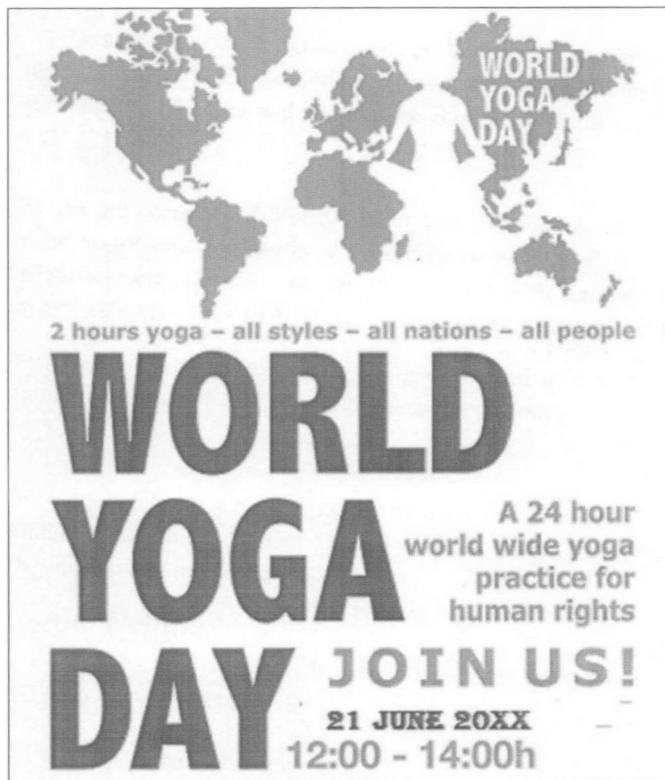
PRACTICE QUESTIONS

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, filing 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

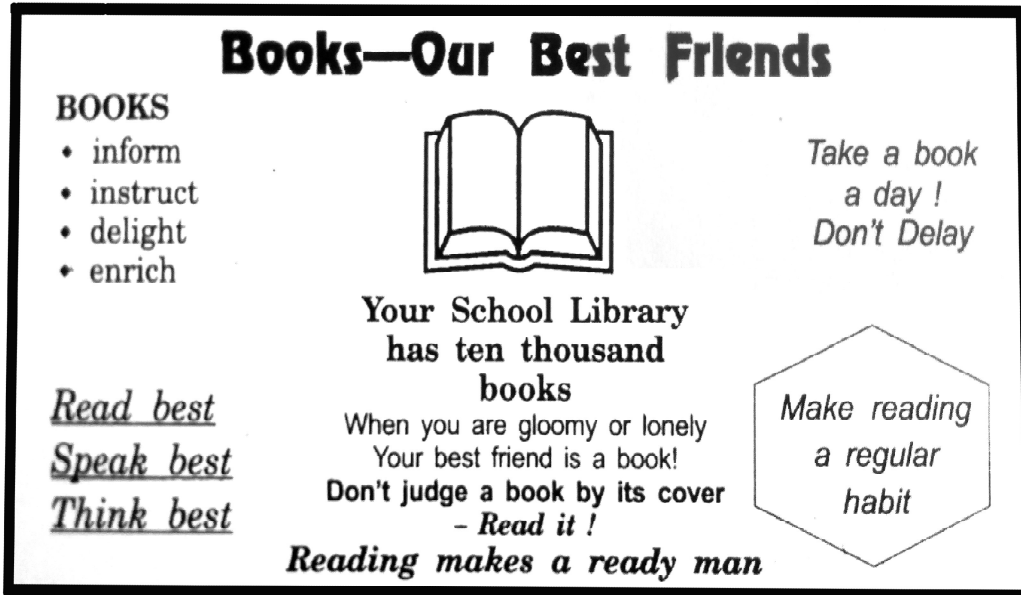
A poster is a very useful means of making an announcement, propagation or appeal, and issuing a notice advertising a product/ service or bringing about awareness about issues of public interest. A poster is always visually very attractive and easily readable from a certain distance. Visuals are part 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

Design a poster in not more than 50 words for your school library on the value of books and good reading habits. You may use slogans.



**SAY 'NO' TO DRUGS
DON'T BE LATE**

**DRUG ADDICTION
BRINGS
ENDLESS MISERY AND RUIN
ACT NOW.... IT IS NOW OR NEVER**

**DRUGS MAY THRILL!
BUT THEY SURELY KILL!
EASY TO GET IN!
DIFFICULT TO GET OUT!
SAVE LIFE!!! BE FIRM!!!**

Issued by : Delhi Police

WORLD HEALTH DAY

7TH APRIL 20XX



Benefits of Physical Activity:-

1. Reduces the risk of dying prematurely.
2. Helps to prevent/reduce hypertension.
3. Promotes psychological well being, reduces stress, anxiety, feeling of depression and loneliness.
4. Helps control weight and lower the risk of becoming obese.
5. Can help in the management of painful conditions like back pain and joint pains.

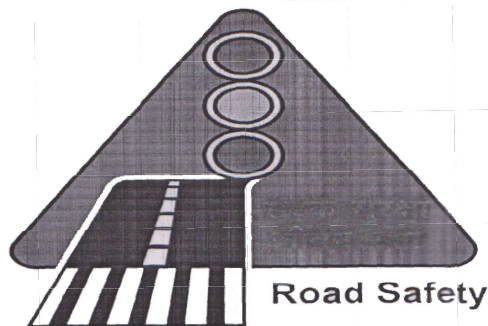
KEEP HEALTHY

DO AT LEAST 30 MINUTES OF PHYSICAL ACTIVITY DAILY

Issued by: DIRECTORATE GENERAL OF HEALTH SERVICES

Ministry of Health & Family welfare,
Government of India

ROAD SAFETY WEEK(6th - 12th JANUARY, 2021)



**Don't use mobile phone
While driving**

Life is precious – Take Care: Drive Carefully

- Follow traffic rules.
- Never jump a red light
- Don't mix drinking and driving.
- Never use a mobile phone while driving.
- Maintain your vehicle regularly.
- Always overtake from the right-hand side of the vehicle.
- Always carry vehicle papers and driving license.
- Always drive in your lane and use proper indicators.
before you change the lane.

Issued by: - Ministry of Road Transport
And Highways
Government of India

VOLUNTARY BLOOD DONATION DAY

DONATE BLOOD

THE BOND OF LOVE-THE GIFT OF LIFE



WE ARE BLOOD BROTHERS,
ONE AND ALL

Any healthy person between 18 and 60 years of age can donate blood

- Donating blood is a noble act of service not only to the ailing, but to humanity at large.
- The gift of blood is the noblest and the most precious of all gifts.
- Donating blood saves life at no cost or risk to the donor.
- Come forward and donate blood voluntarily and regularly.

Issued By: - National AIDS Control Organisation
Ministry of Health & Family Welfare
Government of India

POSTER MAKING MCQs

1. A poster should be
 - (a) Attractive and clear
 - (b) Simple
 - (c) Ambiguous
 - (d) None of the above
2. While making posters, we can incorporate
 - (a) Small letters only
 - (b) Bold letters only
 - (c) Letters of different size and shape
 - (d) None of the above
3. What is essential while making a poster
 - (a) Name of the individual / Organisation issuing it
 - (b) Catchy slogan
 - (c) Proportionate spacing
 - (d) All of the above
4. A poster is made to
 - (a) Declare the results
 - (b) Make aware about issues of public interest
 - (c) Purchase some thing
 - (d) None of the above
5. A poster should be read
 - (a) From a distance
 - (b) On a table
 - (c) In an open area
 - (d) All of the above

ANSWERS

1. a
2. c
3. d
4. b
5. a

POSTERS FOR PRACTICE

1. Draft a poster in not more than 50 words depicting the Do's and Don'ts of COVID19.
2. Water is precious and each one of us must stop its wastage. Prepare a poster in not more than 50 words creating the awareness to save water.
3. Prepare a poster in not more than 50 words bringing about awareness against the hazards of reckless use of plastic.
4. Draft a poster in not more than 50 words depicting the ill effects of mobile games on young children.

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

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.

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) Dear Mr. Sharma,

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, 2021

The Delhi Chronicle New Delhi 110001.

Sir,

Subject-Body of the letter:

1. Introduction
2. Main Content
3. Conclusion

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?

For 20 years now we have been conducting student exchange programmes successfully. Host families ensure maximum achievement. If you or your school is interested contact us for more information.

E-766

Malviya Nagar

New Delhi

30 March 2021

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 programmes
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.

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

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

Subject: Placing Order of 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 20XX have been approved for the year 20XX-XX. Keeping rates, terms and conditions in view, we are placing an order for early and timely supply of the following equipments:

S.No.	Items	Quantity
1.	Basket Ball (Nevia)	06
2.	Cricket Bat (Cookabura)	06
3.	Shuttle Cock (Light Feather)	06
4.	Football (Nike)	06

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 Sincerely

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 20XX

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 20XX 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 Sincerely

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 Sincerely

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, 20XX

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 mosquitoes. The situation turns worse during rainy season, as a result residents suffer from various diseases like malaria, dengue etc.

I look forward to a quick resolution of the problem.

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 queues 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.

Yours obediently

Signature

Name

Head Boy

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

EXERCISE

1. You are Sakshi/Sanjay of Govt. Sr. Sec. School, Sangam Vihar. You have appeared in class XII examination in Humanities Stream. 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.

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 refrigerator 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 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.
3. 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.

4. 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 Vidyalaya, 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.

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. 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.
4. Vaibhav/ Kirti comes across following 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.

INDIRA GANDHI WOMEN'S POLYTECHNIC

Registered with Delhi government.

A school of foreign languages

“ French

“ German

“ Spanish

Evening classes

Join Today: Contact: Faizal Qazi, 62 South Extn.

New Delhi

LETTER WRITING MCQs

EXERCISE

1. Which of these is not a part of letter?
(a) Date (b) Salutation
(c) Photo (d) Signature
2. _____ letters are sent to people whom we don't know on personal level.
(a) Formal (b) Informal
(c) Reference (d) None of the above
3. In business letters ,the name and designation of the sender is written on the
(a) Left margin (b) Right margin
(c) At the centre (d) None of the above
4. What would you write in the opening part of a formal letter?
(a) Ask the recipient about his health
(b) Inform the recipient why you are writing the letter
(c) Ask how good the weather is in recipient's city
(d) All of the above
5. In which part of a formal letter, the key point of the letter is written?
(a) Postscript (b) Body
(c) Opening (d) Closing
6. _____ letters are generally precise and to the point without unnecessary detail
(a) Informal (b) Formal
(c) Reference (d) None of the above
7. Information necessary to include in a formal letter is
(a) Date, name and addresses
(b) Date serial number and locations
(c) Date, relationship and age
(d) None of the above

8. Yours sincerely is an example of a
- (a) Closing line
 - (b) Signature line
 - (c) Complimentary closing
 - (d) Complimentary line
9. When you are writing a formal letter to a company, what information do you include.
- (a) your address
 - (b) both your address and the company's address
 - (c) your date of birth
 - (d) Only company's address
10. If you are writing a complaint letter to your local council, what is the best way to end the letter?
- (a) Hope all is well
 - (b) In anticipation of a favourable action
 - (c) Looking forward to meet you
 - (d) All of the above

ANSWERS

- | | | |
|-------|------|------|
| 1. c | 2. a | 3. a |
| 4. b | 5. b | 6. b |
| 7. a | 8. c | 9. b |
| 10. b | | |

LETTER WRITING MCQs

EXERCISE

1. When you are writing a formal letter what information do you include
 - (a) your address
 - (b) your address and the company's address
 - (c) your date of birth
 - (d) company's address
2. If you are writing a job application but you haven't been given a named contact how would you sign the letter
 - (a) cheers
 - (b) yours sincerely
 - (c) yours faithfully
 - (d) yours obediently
3. If you are writing a complaint letter to a government authority how will you end the letter?
 - (a) hope all is well
 - (b) look forward to hearing from you
 - (c) send someone round here now or else
 - (d) hope the problem is resolved at the earliest
4. If you are writing a letter of complaint to the Municipal body how would you start the letter
 - (a) I am sick of the municipal corporation
 - (b) Please get someone here quickly
 - (c) I am writing to report a problem
 - (d) This is with regard to the problem faced by the residents of
5. I am writing with _____ to my application
 - (a) regard
 - (b) relate
 - (c) account
 - (d) type
6. If you are writing a complaint letter about a product how do you complete the following sentence?

I bought a mobile phone from your company _____ receipt number

 - a. vide
 - b. reference
 - c. with
 - d. original

7. Match the columns -

Column A	Column B
Enclosures and Attachments	I am writing this letter to request the cancellation of...
Closure	Please open a.....in favour of (name of the company).....
Starting	Please find enclosed....
Actions	I look forward to hearing from you

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 -2 and 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

NEWSPAPER REPORT

<p style="text-align: center;">TITLE</p> <p style="text-align: center;">(Report by)</p> <p>New Delhi 18 May,</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>
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SCHOOL MAGAZINE REPORTS

Heading	:	A Title which is eye catching and expressive
By Line	:	Name and designation given in the question
Lead Paragraph	:	Expansion of the headline which may include What, Why, When, Where, Chief Guest.
Subsequent Paragraphs :		Chronological details, mention details of the incident/event, causes, consequences, effects, activities, people involved and other details.
Concluding Observation		

REPORT

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 Participans, 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- 2 Marks

Expression- coherence, relevance }
spellings, grammatical accuracy } 2 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.

Exhibition Inaugurated

(by Shraddha)

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 74th Independence Day on 15 August 2020 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 participated. 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. 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. 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.

5. 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.
6. 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.
7. 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.
8. 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 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 then 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.

ARTICLE WRITING

[200 Words]

10 Marks

Points To Remember

1. Give the title at the top; Name of the write to be writtes in the by line.
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
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	2 marks
Expression	2 marks
grammatical accuracy, appropriate words and spelling	
coherence and relevance of ideas and style	

FORMAT OF AN ARTICLE

TITLE/HEADING

— Eye Catching

BY LINE

— Writers name under the heading

INTRODUCTION

— A comprehensive introduction defining the topic; establishing the context and draning readers attention.

CONTENT

— Various aspects of the topic metrits, demerits, causes, consequences, effects, advantage, disadvantages

SUMMING UP

— Give your opinion, comments, criticism, recommendation, conclude with a hope, warning, appeal or a call for the action.

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. You are Amit / Amita of XI Class.

Values Based Education - The need of The Hour

- Amit / Amita, XI

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 to a 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 onus lies on the elders to ensure that they preserve and promote values.

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

Question: We talk about gender equality in India on all forms but when we go in the interior areas or even in the city we find discrimination against women everywhere you are Vikrant/Vibha or XI class. Write as article on discrimination against women in India.

2. DISCRIMINATION AGAINST WOMEN

—Vikrant

It is a pity that in a country like India where women are said to worshipped, the birth of a girl child is not welcomed. The discrimination starts even before the girl child is born and injustice is meted out to them in the chauvinistic world in many degrees.

Certain brutal practices like female foeticide throw light on our attitude. The girl child is considered to be a liability. She doesn’t enjoy the privileges of a boy. She is denied the

advantage of proper education. The dowry system haunts the parents and the harassment she is subjected to at the in laws often force her to commit suicide working women are physically, verbally and mentally abused. They are divided opportunities of growth. The social evils like dowry system, honour killing, human trafficking etc. take great toll on women, be it mother, sister, wife, daughter or even grandmother.

Education and economic Independence only can empower women to fight for their rights. It is also the responsibility of the educated society to work for the cause of women. Proper law making and execution, spreading awareness, exemplary will bring positive changes. Let she not be worshipped but let her live, let us help her live in a better developed society.

Question for Practice

1. You are Ruchi/Ram a class XI student. You 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. 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. Taking selfies has become a rage and is a global phenomenon. It has cost several lives and also immortalised several moments. Write an article for a Notional Daily on the trend of taking selfies and its impact on people. You are Aditi/Aditya.
4. COVID 19 variant has taken the lives of crores of people in India. Apart from the it has created terror among the entire population write an article on the causes, effects and solution of COVID 19. You are Sushil/Sushila of DAV Public School, Popar.
5. You are Srishti/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.

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 listener 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. Always make a rough draft.

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!

Question 2. You are a student volunteer of National Literacy Mission (NLM) wing of your school involved in Adult Literacy campaign, 'Each one Teach one' write a speech to be delivered in the morning assembly expressing your views on the topic. You are Suresh/Sharma of XI class.

Good Morning respected principal worthy teachers and my dear friends. Today, I Suresh/Sharma of XI would like to express my views on 'Adult Literacy Campaign'.

We all have assembled here for a noble cause a mission to eradicate illiteracy. It is the dream of national literacy mission that all Indians should be literate. We would work together for an India where 'EACH PERSON IS LITERATE'. Most of the learners are adults who have a rich experience of life. Therefore the learning strategies that will be adopted in our programme will be exploratory and interactive. We have to teach as well as learn we must keep in mind certain important factors as their experience, Wisdom and maturity while discussing any topic we should encourage the adults to talk and express their views in a frank and fair manner. We should always keep in mind the objectives set for the adult illiterates. We have to inculcate in them a love for reading, writing and arithmetic. It is only after a strong bridge of confidence is built that we would be able to create in them awareness about civil rights, duties, privileges and obligations. When they become confident of their powers, we must create in them social awareness about pollution, population control etc. In short let's all resolve to make sincere efforts to achieve these goals thank you and have a nice day.

PRACTICE QUESTIONS

- Q1.** Narcotics Control Bureau is organizing a declamation contest in your school as part of its observance of International Day against Drug Abuse and Illicit Trafficking. Write a speech in 150-200 words on the topic "Youth and Drug Abuse".
- Q2.** 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.
- Q3.** 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.
- Q4.** 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 by this current problem of the students, you decide to deliver a speech in the morning assembly of your school. Write a speech and also give some suggestions to lighten the burden.
- Q5.** 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.

DEBATE WRITING

A debate is the formal discussion or argument on a particular matter delivered in favour of or against a subject in a disciplined strong, convincing and refuting manner. The nature of the debate is argumentative.

Debate writing tips:

1. Choose whether you want to write for or against the motion.
2. Always try to select the side you want to support and have more information on that.
3. Support your argument with strong statements.
4. Give facts in support of your view.

5. Clear agreement or disagreement must be expressed.
6. Value points should be developed into paragraph.
7. You can use polite sarcasm.
8. Begin with "Honourable Chairperson, Judges, teacher, and my dear friends, I stand before you to express my views for / against the motion "TOPIC".
9. Use powerful expressions like:
 - I'd like to argue
 - In my opinion
 - I fail to understand
 - My I ask?
 - I disagree with my opponent
 - Refer to your opponent's view/views
10. Adopt argumentative style.
11. Conclusion - Suggestions and steps for improvement
 - Marking Scheme : Format- 1 Mark
 - Content-2 Marks
 - Expression-2 Marks

SAMPLE DEBATE

Q. You are Sheeya/Shyam or Modern Public School, Jaipur. In the modern world, it is often said that "ONLINE SMART CLASSES ARE THE FUTRE OF EDUCATION STYLE" write a debate either for or against the motion in 150-200 wo+rds.

Ans. ONLINE SMART CLASSES ARE THE FUTRURE OF EDUCATION STYLE FOR THE MOTION.

Honourable Judges, Respected teachers and dear friends. I stand before you to express my views on the topic 'online.....' and today, I Sheeya of XI class will speak for the motion. If you are so old minded and think that computer will distract children from studies, I am really sorry because let me remind you that young generation has gone a long way with computers. When most parents think of learning from computers, socializing websites like facebook appear before their eyes. It is the biggest cyber tragedy there are definitely a large number of sites beyond fist facebook.

Unemay, Khan academy, Byju's teaching app, the list of online teaching platforms is endless and ever growing. There are millions of students and teachers who use there

websites and apps for their exam preparation. They are mostly free and it is what makes one turn away from traditional paper guides Google has already replaced the word Guru to become the greatest knowledge provide. E learning is also essential because we cut trees to make papers and books. So this is a bitter solution.

Rather than living the life of a consumer let's be contribution Let's by E-books. Instead of collecting books, let's convert our phones and computers into virtual libraries and learn. Thank you.

Against the motion

Honourable Judges, Respected teachers and my dear friends. My topic for the day is "online classes are the future of education sytel' and I choose to speak against the motion.

Online learning or e-learning fefers to learning conducted via electronic media, typically on the internet. There is no face-to-face interaction between the teacher and the student. It decreases the scope of adjusting and modifying the language according to the demand of the audience. There is lack of proper guidance and self assessment mechanisim. It would alsos reduce employment among teachers since it involves only brain work and not physical work, they tend to get lethargic. It also leads to lack of discipline. There is no proper schedule. Excellent interactions are involved in physical learning. People tend to make friends who support them and montors who guide them. Thus, no matter how fast technological why of learning should not be displaced. I hope all of you will agree with my views. Thank you and have a nice day.

PRACTICE EXERCISES

- Q1. You are Shivam/Shivani of XI class. Write a debate either for or against the motion "Homes for the aged is a necessity in India".
- Q2. "Brain dreain is not a bone for a developing country like India'. Write a debate in 150-200 words either for or against the motion. You are Kirit/Krati of XI class.
- Q3. You are Ashish/Ashna of DAV Public School, Rohtak. You have observed that tuition centres are musbrooming at a high rate these days. Write a debate in favour or against the topic 'Tution or coaching centre are a necessity for students'.
- Q4. 'Students should be allowed to take mobile phones to school'. Write a debate in 150-200 words either for or against the motion. You are Ambika/Druv of XI class.

MCQs Based on Speech Writing

1. A speech has three parts, the introduction, body and conclusion
(a) True (b) False
2. Which of the following is/are included in the introduction of the speech?
(a) Salutation (b) Topic of the speech
(c) Name of speaker (d) All of the above
3. Which of the following strategy will not make your speech more effective:
(a) focusing on the main theme (b) justifying your own opinion
(c) showing statistic (d) including real life examples
4. An important ingredient of speech writing is _____
(a) cohesion of ideas (b) figures of speech
(c) ornate language (d) difficult vocabulary
5. How do you close a speech:
(a) by striking a confident pose (b) by restating main idea
(c) by thanking the listeners/ audience (d) All of the above

MCQs Based on Debate

1. The definition of debate is
(a) An argument with your friends
(b) An organized public argument on a specific topic
(c) A public argument on many topics
(d) All of the above
2. A good debate topic only has one correct side
(a) True (b) False
3. In the debate, which side uses evidence to support their argument?
(a) The Pro (Yes) side (b) The Con (no) side
(c) Both sides use evidence (d) Neither side uses evidence
4. In the debate, it is ok to yell at the other team and make fun of them when they are speaking
(a) True (b) False
5. To be a great debater, it is important to _____
(a) Speak clearly, loudly, and with good emphasis
(b) Think about what the other team will say against your argument
(c) Learn a lot about your topic by researching it
(d) All of the above

GRAMMAR

DETERMINERS

Study the sentences given below:

I saw **a** juggler yesterday.

My uncle is an officer in the army.

This car is very comfortable.

Some, pictures are really fine.

Have you **any** complaint against me

She is blind in **one** eye.

In the above sentences, a, an, the, this, my, some, any, and one are words which mark the subsequent arrival of a noun. Each of them modifies the noun which follows it. Such words are called Determiners or Fixing words as they fix the Nouns that follow them.

Determiners are different from adjectives as they do not tell anything about the noun that follows them.

Here is a tentative list of the most frequently used Determiners:

- (a) a, an, the (**Article Determiners**)
- (b) this, that, these, those (**Demonstrative Determiners**)
- (c) my, our, your, his, her, its, their, one's (**Possessive Determiners**)
- (d) one, two, three, etc. (**Definite Numerical Determiners**)
- (e) some, any, no; all, both; much, many; few, less, several, little (**Indefinite Numeral Determiners**)
- (f) each, every, either, neither (**Distributive Numeral Determiners**)

USE OF SOME COMMON DETERMINERS

(a) A, An, The [Article Determiners]

'A' and 'an' are used before countable singular nouns. A' is used before a word beginning with a consonant sound, while 'an' is used before words with a vowel sound as—

A hen laid an egg yesterday.

An elephant killed a boy.

She wants to be a painter.

I saw a boy reading a book.

It is not a crow. It is an owl.

The' is a weakened form of 'that'.

The' is used to particularise a person or a thing as—

Call the boy (who is) waiting outside.

The apples in the basket are quite fresh.

Bring me the purse I gave you.

I reached the school late.

The girl who stood first was given a prize.

(b) This, That, These, Those [Demonstrative Determiners]

I. That (in case of plural, those)

(a) It is used to avoid the repetition of the preceding noun(s). e.g.

- My bat is better than that of my friend.
- Our soldiers are better equipped than those of Pakistan.

(b) It refers to person(s) or thing(s) far from the speaker, e.g.

- Get that dog out of here
- Those houses are for sale.

II. This (in case of plural, these)

(a) It refers to persons or thing(s) near the speaker, e.g.

- This book is very interesting.
- These flowers are very beautiful.

(c) My, Our, Your, His, Her, Its, Their, One's [Possessive Determiners]

These are Possessive forms of Pronouns. They are used before Singular and Plural Nouns to indicate relationship/possession; as—

My mother is a teacher.

Our school has fifty rooms.

Your father is calling you.

His bag contains many objects.

Her books lie scattered in the room.

Their house is double-storeyed.

One must do one's duty.

(d) One, Two, Three, etc. [Definite Numeral Determiners]

These indicate a definite number of objects/persons; as—

The beggar is blind of one eye.

She has two daughters

Five boys are sitting on that bench.

Note. 'Ordinal numbers' like 'first', 'second', 'third', ... etc. refer to the position of something in a series; as—

The girl in the third row is my cousin.

The man in the first room is our warden.

(e) (i) Some, Any and No [Indefinite Numeral Determiners] *

Some is generally used in affirmative sentences.

No, and Any are used in negative and interrogative sentences; as—

There is no post office in this colony.

I have no friends in our class.

We have invited some T. V. anchors to the show.

There is still some milk in the jug.

There isn't any sugar in the pot.

Have you any books on western music?

Study the use of 'some' and Any in the following contexts: 'Some' may be used in questions indicating request or invitation; as—

Will you have some tea?

Will you spend some days with us?

Wont you spare some time for me?

Didn't I lend you some money yesterday?

‘Any’ is used in interrogative sentences to make an inquiry, as—

Is there any news?

Has the postman brought any letters for me?

Didn’t you buy anything from the general store?

Note:

1. We use ‘any’ after ‘hardly’, ‘barely’ and ‘scarcely’ (adverbs with negative meanings); as—

He has hardly any money on him.

There is hardly any sugar in the house.

She has barely any beautiful dress.

He has scarcely any friend in this new city.

2. In case there is Some doubt, we use ‘any’ after ‘if’; as—

If you need any help, press this button.

If you face any difficulty, don’t hesitate to seek my help.

3. ‘Some’ with a countable plural noun indicates an unknown or indefinite number while with an uncountable noun, some means an indefinite quantity; as—

Some boys were hurt in the bus accident (number)

Some persons always speak ill of thers, (number)

I bought a note-book and some paper, (quantity)

He wants a pen and some ink. (quantity)

(e) (ii) All and Both [Indefinite Numeral Determiners]

‘All’ denotes the total of many units together while ‘Both’ shows the total of two units together; as—

She gave me all the apples.

All the boys are playing now.

Both Ajay and Vijay are fine cricketers.

Both father and mother are at home.

Note:

1. The’ is used after ‘All’ and ‘Both’ but ‘before’ ‘whole’

All the girls are present in the class.

Both friends refused to part.

The whole village was ruined in the fire.

2. 'All' is used with both countable and uncountable nouns; as—

All my books have been torn.

All the milk turned sour.

(e) (iii) Much and Many [Indefinite Numeral Determiners]

'Many' shows the number and is used

1. In interrogative and negative sentences:

Did you see many persons at dinner?

She has not solved many sums.

2. as the subject or part of the subject:

Many have been respected and admired.

Many of us went to see a famous actor.

3. In the expressions—a good many, a great many, so many, too many, how many, as many, many a; as—

I have known her for a great many years.

Even if one person is hurt that is one too many.

Many a good man has been destroyed by drink.

In all other cases, replace many by 'a lot of', 'a great number', 'plenty of'; as—

Have you read many books?

Yes, I have read a lot of books.

No, I haven't read a great number of books.

'Much' shows quantity and is used in the same way as 'many'. 'Much' can be replaced by 'a lot of', 'a great deal of' and 'plenty of'; as—

Does your cow give much milk?

Yes, she gives a lot of milk.

No, she doesn't give a great deal of milk.

Note:

Many is followed by a plural number while, **many a** takes singular number after it.

The verb agrees with the noun placed before it; as—

Many Problems have come up suddenly.

Many a flower is born to blush unseen.

(e) (iv) Few, Less and Several [Indefinite Numeral Determiners]

‘Few’ is the opposite of ‘Many’ and ‘Less’ is the opposite of ‘Much’. Few denotes a number, while ‘Less’ denotes quantity. ‘Several’ means ‘more than two but not many.’

We have few holidays during this term.

A few persons attended the meeting.

She pays less attention to her children.

Several letters arrived this morning.

They said goodbye and went their several ways. (different)

(e) (v) Little and Few [Indefinite Numeral Determiners]

‘Little’ means not much, hardly any.

‘Few’ means not many, hardly any.

1. In other words, ‘little’ and ‘Few’ mean practically nothing, ‘little’ is used with singular countable nouns while ‘Few’ is used with plural countable nouns; as—

There is little water in the pot. (hardly any)

There are few buses running.

He had little money.

I have few friends.

There was little hope of her recovery.

Few women can keep a secret.

2. ‘**A little**’ and ‘**A few**’ make a positive sense, A little means some quantity though, not much, while ‘A few’ indicates a certain number, though not many; as—

I shall return the money in a few days. (= some)

A little knowledge is a dangerous thing, (some but not much)

She has a little money left, (some, but small amount)

He has a few books of his own. (some, but not many)

Q1. _____ of the two sisters is married.

- Q2. _____ of you should attend the wedding.**

- Q3. We should inform _____ of them.**

- Q4. They have spent _____ for their daughter's wedding.**

- Q5. He has _____ evidence to prove his innocence.**

- Q.6 _____ orchestra band that you called has arrived**

- Q7. He is _____ head of the family.**

- Q8. _____ is known about her achievements.**

- Q9. They have always helped**

- A. another B. several
C. all D. each other

DETERMINERS EXERCISE-I (SOLVED)

MCQ's gap filling (Determiners)

- Q1. _____ of the two sisters is married.**
A. Both B. Every
C. Each D. Any
- Q2. I need to pack _____ apple for my lunch.**
A. a B. an
C. the D. us
- Q3. We should inform _____ of them.**
A. many B. every
C. few D. all
- Q4. They have spent _____ for their son's wedding.**
A. many B. enough
C. all D. the little
- Q5. _____ of the candidates pass this exam.**
A. Enough B. Fewer
C. Either D. Most
- Q6. _____ participants left the meeting in between.**
A. Several B. Much
C. The few D. Little
- Q7. It seems that they would need _____ workers for the construction.**
A. little B. either
C. more D. some
- Q8. _____ man that we saw turned out to be a thief.**
A. A B. The
C. That D. This
- Q9. He should work _____ and take a break.**
A. less B. little
C. a little D. more

Q10. He told me that blue was her favorite color.

- A. a
- B. the
- C. this
- D. None of these

Q11. You can pick _____ of two.

- A. many
- B. more
- C. either
- D. some

Q12. _____ those students were punished.

- A. All
- B. Much
- C. Enough
- D. Some

Q13. _____ sun is about to set.

- A. A
- B. An
- C. The
- D. A little

Q14. _____ of the people who came have left.

- A. Most
- B. Many
- C. Every
- D. Each

Q15. We need to do _____ of work before the event starts.

- A. much
- B. a lot
- C. more
- D. some

Q16. There are _____ messages for you.

- A. none
- B. no
- C. much
- D. Little

Q17. _____ People who migrated here died in the floods.

- A. A few
- B. Few
- C. The few
- D. Many

Q18. Not _____ is known about these legends.

- A. little
- B. all
- C. many
- D. much

Q19. There is not _____ space for others here.

- A. some
- B. enough
- C. Many
- D. Little

- Q20. Is there _____ at the door?**
 A. nobody B. somebody
 C. Someone D. Everybody
- Q21. _____ Shatabdi express will arrive at eight o'clock.**
 A. A B. Any
 C. Some D. The
- Q22. It is _____ heirloom of the family.**
 A. a B. an
 C. some D. none
- Q23. He will be there in _____ hour**
 A. the B. an
 C. a D. two
- Q24. He teaches us _____ Biology.**
 A. the B. a
 C. an D. None of the above
- Q25. _____ left a letter for you at the gate.**
 A. Somebody B. None
 C. Everybody D. Anybody
- Q26. She is _____ most intelligent in the class.**
 A. a B. the
 C. much D. None of the above
- Q27. He does not have _____ friends.**
 A. much B. more
 C. many D. all
- Q28. _____ of the helpers is available.**
 A. No B. Any
 C. Some D. None
- Q29. She has eaten the chocolates in the box.**
 A. each B. every
 C. all D. none

Q30. _____ of the teachers are absent today.

- A. Every B. Some
C. Both D. Little

Q.	Ans.	Q.	Ans.
1	C	21	D
2	B	22	B
3	D	23	B
4	B	24	D
5	D	25	A
6	A	26	B
7	C	27	C
8	B	28	D
9	A	29	C
10	D	30	B
11	C		
12	A		
13	C		
14	A		
15	B		
16	B		
17	A		
18	D		
19	B		
20	C		

DETERMINERS

Exercise 2

UNSOLVED

Q1. I would like _____cup of coffee.

- [illegible]

Q2. I saw _____ old woman near the door.

- [illegible]

Q3. Do you have _____ rice left?

- A. little B. few
C. a few D. any

Q.4. It seems that _____ the rooms are occupied.

- A. every B. all
C. each D. enough

Q5. _____ principal is looking for you.

- [illegible]

Q6. _____ man is immortal.

- A. None
B. All
C. Some
D. No

Q7. Charles Babbage is known as _____ father of computers.

- A. a B. the
C. any D. some

Q8. I have never read _____ monthly magazine of TOI.

- [illegible]

Q9. _____ of the two documents were updated.

- A. No
- B. None
- C. Neither
- D. Some

Q10. I have _____ relatives.

- A. much
- B. more
- C. all
- D. many

Q11. He has _____ experience than his brother.

- A. many
- B. more
- C. much
- D. some

Q12. Can I borrow _____ fruits?

- A. many
- B. some
- C. much
- D. few

Q13. _____ of us knew about the mishappening.

- A. None
- B. Somebody
- C. Anybody
- D. No

Q14. Who spilled _____ tea on the floor?

- A. much
- B. a
- C. few
- D. the

Q15. I have bought _____ new books to read.

- A. much
- B. every
- C. some
- D. all

Q16. _____ driver is waiting for us.

- A. An
- B. The
- C. Some
- D. Any

Q17. _____ people were injured that night.

- A. Several
- B. Much
- C. Little
- D. Enough

Q18. He does not know how to use _____ smartphone.

- A. the
- B. an
- C. some
- D. a

Q19. She is _____ more clever than we know.

- A. some B. many
C. a lot D. none

Q20. There is hardly _____ work left for you.

- A. much B. any
C. all D. enough

Q21. _____ the eggs are in the basket.

- A. Much B. None
C. All D. Many

Q22. He is _____ university student.

- A. an B. the
C. any D. a

Q23. That was _____ awful situation to be in.

- A. an B. the
C. a D. much

Q24. Mathematics is _____ difficult subject to study.

- A. an B. a
C. the D. much

TRANSFORMATION OF SENTENCES

FROM ACTIVE TO 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.

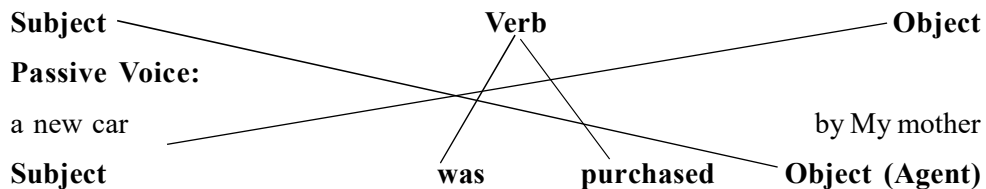
Step 2 – The Subject becomes Object (Agent)

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.



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

SUBJECT Position	OBJECT Position
I	Me
He	Him
She	Her
They	Them
We	Us

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 a 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.

- (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* and *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.

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

Look at the example given below:

He is tall **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).

(iii) Transformation from comparative to superlative degree:

1. Babu is faster than any other boy in the class.

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.

(iii) Transformation from positive to Superlative.

1. No other poet is as great as Kalidas.

Kalidas is the greatest poet.

2. No other metal is as 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'

(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.

(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—

Affirmative	Negative
A few	Not many
As soon as	No sooner – than
Always	never
All	none
Everybody	nobody
Everyone	none

- (iii) Transformation of Statements to Exclamations.

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.

Transformation from simple to complex:

- (ii) By expanding a word or a phrase 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.

TRANSFORMATION OF SENTENCES

MCQs for PRACTICE (SOLVED)

Direction: Transform the following sentences into Passive Voice.

Question 1.

We should not encourage indiscipline.

- (a) Indiscipline should not encouraged by us.
- (b) Indiscipline could not be encouraged by us.
- (c) Indiscipline should not be encouraged by us.
- (d) It is us who should not encourage indiscipline.

Answer:

- (c) Indiscipline should not be encouraged by us.

Question 2.

We will not admit children under ten.

- (a) Children under ten are not admitted by us.
- (b) Children under ten are not admitted.
- (c) Children under ten will are not admitted.
- (d) Children under ten will not be admitted by us.

Answer:

- (d) Children under ten will not be admitted by us.

Question 3.

We must listen to our teachers.

- (a) Our teachers must be listened by us.
- (b) Our teachers must be listened to by us.
- (c) Teachers must be listened to by us.
- (d) Teachers must be listened to.

Answer:

- (b) Our teachers must be listened to by us.

Question 4.

Mother looked after the boy

- (a) The boy was looked after by mother.
- (b) The boy was looked after by the mother.
- (c) The boy is looked after by mother.
- (d) The boy is looked after by a mother.

Answer:

- (a) The boy was looked after by mother.

Question 5

He taught me to read Persian.

- (a) I was taught to read Persian.
- (b) I am being taught to read Persian by him.
- (c) I was taught to read Persian by him.
- (d) I was taught to read Persian by her.

Answer

- (c) I was taught to read Persian by him.

Direction Transform the following sentences in Active voice.

Question 6.

She was sent an invitation by them.

- (a) They sent her invitation.
- (b) They sent her an invitation.
- (c) They send her an invitation.
- (d) They are sending her an invitation.

Answer

- (b) They sent her an invitation.

Question 7.

You will be served lunch on the plane by the cabin crew.

- (a) Lunch will be served to you by the cabin crew.

- (b) The cabin crew will be serving lunch to you on the plane.
- (c) The cabin crew will serve lunch to you on plane.
- (d) The cabin crew will serve lunch to you on the plane.

Answer:

- (d) The cabin crew will serve lunch to you on the plane.

Question 8.

He was fined Rs. 1000 by the police, for reckless driving.

- (a) The police fined him Rs. 1000 for reckless driving.
- (b) Police fined him Rs. 1000 for reckless driving.
- (c) The police fined him Rs. 1000 for driving recklessly.
- (d) The police has fined him Rs. 1000 for driving recklessly.

Answer:

- (a) The police fined him Rs. 1000 for reckless driving.

Question 9.

You will be told your results next week by the school.

- (a) Your results will be told to you next week by the school.
- (b) Your result will be told to you next week by the school.
- (c) The school will tell you your result next week.
- (d) School will tell you your result next week.

Answer:

- (c) The school will tell you your result next week.

Question 10.

Rashi was scolded by the teacher for not completing her assignment

- (a) A teacher scolded Rashi for not completing her assignment.
- (b) The teacher scolded Rashi for not completing the assignment.
- (c) The teacher scolded Rashi for not completing the assignment.
- (d) A teacher will scolded Rashi for her incomplete assignment.

Answer:

- (b) The teacher scolded Rashi for not completing the assignment.

Direction: Transform the following into Interrogative sentences.

Question 11.

He has been living in Meerut since 2006?

- (a) Has he been living in Meerut for 2006?
- (b) Has he been living in Meerut since 2008?
- (c) Has he lived in Meerut since 2006?
- (d) Has he been living in Meerut since 2006?

Answer:

- (d) Has he been living in Meerut since 2006?

Question 12.

Everyone knows Tendulkar.

- (a) Who is not knowing Tendulkar?
- (b) Who did not know Tendulkar?
- (c) Who does not know Tendulkar?
- (d) Who had not known Tendulkar?

Answer:

- (c) Who does not know Tendulkar?

Directions: Convert the following into Complex sentences

Question 13

With your permission, I will go away.

- (a) If you permit me, I will go.
- (b) If you permits me, I will go away,
- (c) I will go away after you away me.
- (d) If you permit me, I will go away.

Answer:

- (d) If you permit me, I will go away.

Question 14.

The guilt of your brother is now clear.

- (a) That your brother is guilty is now clear.
- (b) That your brother is guilty is clear.
- (c) It is now clear as you brother is guilty.
- (d) It is now clear that your brother is guilty?

Answer:

- (a) That your brother is guilty is now clear.

Exercise for Practice (Unsolved)

Direction: Change the sentence into a Simple sentence.

- Q1. If you work hard, you will succeed.
- (a) By working hard you will succeed.
 - (b) You will succeed if you work hard.
 - (c) You will succeed if you keep working hard.
 - (d) You may succeed if you work hard.

Answer:

- (b) You will succeed if you work hard.
- Q2. Everyone knows that the earth is round.
- A. The earth is round and everyone knows it.
 - B. Everyone knows that earth is circular in shape.
 - C. The Earth is round is a known fact
 - D. The Earth is round is known to everyone.
- Q3. Correctly changed into positive sentence?
- Rajdhani Express is the fastest train.
- A. There is no other train as fast as Rajdhani Express.
 - B. No other train is as fast as Rajdhani Express.
 - C. C Both (a) and (b)
 - D. D None of these.
- Q4. Transform the given sentence by removing too.
- This tea is too hot for me.
- A. This tea is so hot that I cannot take it.

- B. This tea is very hot for me.
 - C. This tea is hot for me.
 - D. This tea is hot that I cannot take it
- Q5. Transform the given sentence into compound. Coming to me, Anita delivered the letter.
- A. Anita came to me and delivered the message.
 - B. Anita delivered the letter while she was coming to me.
 - C. Anita came to deliver the message.
 - D. Anita came to me to deliver the message.
- Q6. Transform the given sentence into complex.
Buy one shirt and get one free.
- A. If you buy one shirt, you get another shirt free.
 - B. If you buy one shirt, you get one free.
 - C. A shirt free on purchase of a shirt.
 - D. Buy one shirt to get one free.

SOLVED EXERCISE REORDERING

Reorder the words or phrases given below to make meaningful sentences:

- A1.** is/fragrance/sandalwood/and/for/medicinal/properties/valued/its
- (a) for its fragrance and medicinal properties sandalwood is valued.
 - (b) Sandalwood is valued for its fragrance and medicinal properties.
 - (c) Sandalwood is valued for its medicinal and fragrance properties.
 - (d) Its medicinal properties and fragrance for sandalwood is valued.
- 2.** Sandalwood/world/most/cited/one/woods/the/as/often/is/of/expensive/in/the
- (a) Sandalwood is often cited as one of the most expensive woods in the world.
 - (b) As in the world often one of the most cited expensive woods is sandalwood.
 - (c) As one of the most cited expensive woods in the world often is sandalwood.
 - (d) Sandalwood in the world is often cited as most one of the expensive wood.

- B1.** Hunting/one/boy/for/a/winter/went/morning
- (a) One boy went for hunting a winter morning
 - (b) one winter morning a boy went for hunting.
 - (c) for hunting, one boy went a winter morning.
 - (d) A winter morning one boy for hunting went.
- 2.** Snow/way/he/home/back/the/made/his/through
- (a) He made his way back home through the snow.
 - (b) His way back home through the snow he made.
 - (c) Through the snow his way back home he made.
 - (d) Back home he made his way through the snow.
- C1.** Enthusiasm/celebrated/great/with/the/school/sports day/our.
- (a) Our school celebrated with the great enthusiasm sports day.
 - (b) Our school celebrated the sports day with great enthusiasm.
 - (c) The sports day with great enthusiasm our school celebrated.
 - (d) The school celebrated with great enthusiasm our sport day.
- 2.** Function/arrangement/the/for/advance/made/in/many/were/days.
- (a) Arrangements for the function many days in advance were made.
 - (b) For the function arrangements were made many days in advance.
 - (c) Arrangement for the function were made many days in advance.
 - (d) Many days in advance arrangements for the function were made.
- D1.** Value/television/a/educative/in/to/addition/has/great/entertainment.
- (a) In addition to entertainment television has a great educative value.
 - (b) A great educative value television has in addition to entertainment.
 - (c) Entertainment television has a great educative value in addition to.
 - (d) Television has a great entertainment value in addition to educative.
- 2.** Effective/lessons/the/taught/prove/through/television/very.
- (a) Very effective lessons prove very effective through the television.
 - (b) The lessons taught through television prove very effective.
 - (c) The lessons prove very effective taught through television.
 - (d) Through television the lessons taught prove very effective.

- E1.** The/on/forests/the/industry/oil/depends
- (a) The forests industry depends on the oil.
 - (b) The oil depends on the forests industry.
 - (c) The forests depends on the oil industry
 - (d) The oil industry depends on the forests.
- 2.** Do/get/the/forests/from/what/we/products?
- (a) Do we get products what from the foests?
 - (b) What products do we get from the forests?
 - (c) Do the forests products what we get from?
 - (d) What do we products get from the forest?
- F1.** Waste/incorrectly/consists/of/have been/litter/that/discarded/products.
- (a) Litter consists of waste products that have been discarded incorrectly.
 - (b) Litter waste products that have been consists of discarded incorrectly.
 - (c) Waste products that have been consists of litter discarded incorrectly.
 - (d) Litter have been discarded incorrectly that consists of waste products.
- 2.** Place/around/don't littering/filthy/by/make/the
- (a) By littering around don't make the filthy place.
 - (b) The palace make filthy by don't littering around.
 - (c) The place don't' make filthy by littering around.
 - (d) Don't make the place filthy by littering around.
- G.** the/sparrow/from/city/it/disappeared/house/has/seems/common/the/that.
- (a) It seems that the sparrow has disappeared from the common city house.
 - (b) That the sparrow has disappeared from the city house it seems common.
 - (c) It seems common that the sparrow has disappeared from the city house.
 - (d) It seems common that the city sparrow has disappeared from the house.
- 2.** Foctors/and/pollution/herbs/native/important/the/responsible/are/loss/shows/of/and
- (a) The important factors responsible are pollution and loss of native herbs and shrubs.
 - (b) The important factors responsible are loss of pollution and native herbs and shrubs.
 - (c) Loss of pollution and native herbs and shrubs are the important factors responsible.
 - (d) The factors responsible are important pollution and loss of native herbs and shrubs.

- H1.** Has a/range/Hyde park/wide/of/facilities
- (a) Wide facilities has a range of Hyde part.
 - (b) Hyde park has a range of wide facilities.
 - (c) Hyde park has a wide range of facilities.
 - (d) Wide Hyde park has a range of facilities.
- 2.** Lake/is/for/the/popular/boating/and swimming.
- (a) The lake is popular for boating and swimming.
 - (b) Swimming and boating is popular for the lake.
 - (c) Boating is popular and swimming for the lake.
 - (d) Boating and swimming is popular for the lake.

ANSWERS

- A.**
- 1.(b) Sandalwood is valued for its fragrance and medicinal properties.
 - 2. (a) Sandalwood is often cited as one of the most expensive woods in the world.
- B.**
- 1. (b) One winter morning, a boy went for hunting.
 - 2. (a) He made his way back home through the snow.
- C.**
- 1. (b) Our school celebrated the sports day with great enthusiasm.
 - 2. (c) Arrangements for the function were made many days in advance.
- D.**
- 1. (a) In addition to entertainment, television has a great educative value.
 - 2. (b) The Lessons taught through television prove very effective.
- E.**
- 1. (d) The oil Industry depends on the forest.
 - 2. (b) What products do we get from the forests?
- F.**
- 1. (a) Litter consist of waste products that have been discarded incorrectly.
 - 2. (b) Don't make the place filfthy by littering around.
- G.**
- 1. (c) It seems common that the sparrow has disappeared from the city house.
 - 2. (a) The important factors responsible are pollution and loss of native herbs and shrubs.
- H.**
- 1. (c) Hyde park has a wide range of facilities.
 - 2. (a) The lake is popular for boating and swimming.

TENSES

[TEST PAPER]

1. As much as I know, all he's good at _____ making up excuses all the time.
- A. his B. presently
- C. is D. has been

Ans: C

2. I'm simply _____ at your lack of authority over him.
- A. is surprised B. have been surprised
- C. am surprised D. surprised

Ans: D

3. The work had _____ under extremely difficult conditions.
- A. been doing B. completed
- C. to be done D. done

Ans: C

4. They have the poor servant _____ the whole mansion twice a day.
- A. cleaned B. to clean
- C. cleans D. clean

Ans: D

5. _____ two months at sea, he came back healthier than ever.
- A. Spending B. Being spent
- C. Having spent D. While spending

Ans: C

6. His wife _____ him not to drink too much as he would be driving them home after the party.
- A. begged B. has beg
C. had begging D. was begged

Ans: A

7. _____ what time does the bus..... Chandigarh?
- A. go away to B. go away for
- C. leave to D. leave for

Ans: C

8. "Our daughter _____", they said.
A. was born since three years B. is born for three years ago
C. was born three years ago D. has been born since three years ago

Ans: C

9. This is the song we _____.
A. like to listen to B. are liking to listen to
C. liked listen to D. are liked to listen

Ans: A

10. When _____ a game of cricket?
A. had you last B. did you last have
C. last had you D. did you have last

Ans: B

11. I _____ a game of cricket.
A. came B. come
C. come in D. came to

Ans: D

12. He _____ the piano when Mr. Saxena arrived?
A. is playing B. play
C. played D. had been playing

Ans. D

13. Is that the man _____ yesterday?
A. you've met B. has met you
C. you met D. met you

Ans. C

14. We expected about 20 girls but there _____ more people there.
A. has been B. was
C. are D. were

Ans. D

15. When _____ Mr. Jones?

- A. you have met
- B. you did meet
- C. you met
- D. did you meet

Ans. D

16. This poem _____ by me when I was seven years old.

- A. is written
- B. was written
- C. was writing
- D. is write

Ans: B

17. English is _____ in many countries.

- A. speak
- B. spoken
- C. spoke
- D. None of the above

Ans: B

18. Did you _____ the poem yesterday?

- A. recited
- B. have recited
- C. recite
- D. have been reciting

Ans: C

**CBSE Objectives Enlisted in the Curriculum Document
for Secondary and Senior Secondary Classes**

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

CEFR levels CEFR global descriptors (source : www.teemeurope.eu/documents/CEFR.DOC)

N/A	Not applicable because no English used.
Lower than A1	His/her language level does not meet the descriptor for A1 below.
A1	‘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.’
A2	‘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.’
B1	‘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.’
B2	‘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.’
C1	‘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.’

Guidelines for Assessment in Listening and Speaking Skills (ALS) 2021-22

Classes XI-XII English Core (Code 301) Total Marks: 20

Term 1:10 Marks: Assessment of Listening and Speaking Skills

ALS must be seen as an integrated component of all four language skills rather than a compartment of two. Suggested activities, therefore, take into consideration an integration of the four language skills but during assessment, emphasis will be given to speaking and listening, since reading and writing are already being assessed in the written exam.

Listening Skill:

The focus is to use the assessment of Listening Skills for improving learners' competency to listen for basic interpersonal, instructional and academic purposes. A number of sub-skills need to be developed in the everyday classroom transaction. Given below are some of the sub-skills of listening which need to be assessed for the Internal Assessment component of Listening:

- i. Listening for Specific Information
- ii. Listening for General Understanding
- iii. Predictive Listening
- iv. Predictive Listening
- v. Inferential Listening
- vi. Listening for Pleasure
- vii. Evaluative Listening

Hence, the assessment items being prepared by subject teachers must assess

Speaking Skill:

Assessment of speaking skills must be made an important component of the overall assessment, using this assessment as learning.

i. Activities:

- Subject teachers must refer to books prescribed in the syllabus.
- In addition to the above, teachers may plan their own activities and create their own material for assessing the listening and speaking skills.

ii. Parameters for Assessment: The listening and speaking skills are to be assessed on the following parameters:

- (a) Interactive competence (Initiation & turn taking, relevance to the topic)
- (b) Fluency (cohesion, coherence and speed of delivery)
- (c) Pronunciation
- (d) Language (accuracy and vocabulary).

A suggestive rubric is given below :-

	1	2	3	4	5
Interaction	<ul style="list-style-type: none"> Contributions are mainly unrelated to those of other speakers Shows hardly any initiative in the development of conversation Very limited interaction 	<ul style="list-style-type: none"> Contributions are often unrelated to those of the other speaker Generally passive in the development of conversation 	<ul style="list-style-type: none"> Develops interaction adequately, makes however minimal effort to initiate conversation Needs constant prompting to take turns 	<ul style="list-style-type: none"> Interaction is adequately initiated and develop Can take turn but needs little prompting 	<ul style="list-style-type: none"> Can initiate & logically develop simple conversation on familiar topics Can take turns appropriately
Pronunciation	<ul style="list-style-type: none"> Insufficient accuracy in pronunciation; many grammatical errors Communication is severely affected 	<ul style="list-style-type: none"> Frequently unintelligible articulation Frequent phonological Major communication problems 	<ul style="list-style-type: none"> Largely correct pronunciation & clear articulation except occasional errors Some expressions cause stress without compromising with understanding of spoken discourse. 	<ul style="list-style-type: none"> Mostly correct pronunciation & clear articulation Can be clearly understood most of the time; very few phonological errors 	<ul style="list-style-type: none"> Can pronounce correctly & articulate clearly Is always comprehensible; uses appropriate intonation
Fluency & Coherence	<ul style="list-style-type: none"> Noticeably/ long pauses; rate of Speech is slow Frequent repetition and/or self-correction Links only basic sentences; breakdown of coherence evident 	<ul style="list-style-type: none"> Usually fluent; produces simple speech fluently, but loses coherence in complex communication Often hesitates and/or resorts to slow speech Topics partly developed; not always concluded logically 	<ul style="list-style-type: none"> Is willing to speak at length, however repetition is noticeable Hesitates and/or self corrects; occasionally loses coherence Topics mainly developed, but usually not logically concluded 	<ul style="list-style-type: none"> Speaks without noticeable effort, with a little repetition Demonstrates hesitation to find words or use correct grammatical structures and/ or self-correction Topics not fully developed to merit 	<ul style="list-style-type: none"> Speaks fluently almost with no repetition & minimal hesitation Develops topic fully & coherently
Vocabulary & Grammar	<ul style="list-style-type: none"> Demonstrates almost no flexibility, and mostly struggles for appropriate words Uses very basic vocabulary to express view points. 	<ul style="list-style-type: none"> Communicates with limited flexibility and appropriacy on some of the topics Complex forms and sentence structures are rare; exhibits limited vocabulary to express new ideas 	<ul style="list-style-type: none"> Communicates with limited flexibility and appropriacy on most of the topics Sometimes uses complex forms and sentence structures; has limited vocabulary to describe/ express n#w points 	<ul style="list-style-type: none"> Can express with some flexibility and appropriacy on most of the topics Demonstrates ability to use complex forms and sentence structures most of the time; expresses with adequate vocabulary 	<ul style="list-style-type: none"> Can express with some flexibility and appropriacy on a variety of topics such as family, hobbies, work, travel and current events Frequently uses complex forms and sentence structures; has enough vocabulary to express himself/ herself

Schedule:

- The practice of listening and speaking skills should be done throughout the academic year.
- The final term I assessment of the skills is to be done as per the convenience and schedule of the school

Term II: 10 Marks - Project Work + Viva-Voce

- Out of ten marks allotted for the term, 5 marks will be allotted for the project report/ script/essay etc. and 5 for the viva.
- The Project will be **ONE** small project work to be covered in the Term II. However, the planning for the project by students in consultation with the teachers can begin early.

Schedule:

- Schools are expected to adhere to the timeline specified by the Board for the planning, preparation and viva-voce of ASL based projects.
- The final assessment of the skills is to be done on the basis of parameters suggested by the board, language teachers, however, have the option to adopt/ modify these parameters according to their school specific requirements.

I. Suggestions for Project Work:

- The Project can be inter-disciplinary in theme. The ideas/issues highlighted in the chapters/ poems/drama given the prescribed books can also be developed in the form of a project. Students can also take up any relevant and age-appropriate theme. Such topics may be taken up that provide students with opportunities for listening and speaking
- Such topics may be taken up that provide students with opportunities for listening and speaking.

Some suggestions are as follows:**a. Interview Based research:****Example.**

- Students can choose a topic on which to do their research/ interview, e.g. a student can choose the topic : "Evolving food tastes in my neighbourhood" or "Corona pandemic and the fallout on families." Read the available literature.
- The student then conducts interviews with a few neighbours on the topic. For an interview, with the help of the teacher, student will frame questions based on the preliminary research/ background.
- The student will then write an essay/ write up / report etc. up to 1000 words on his/her research and submit it. He / She will then take a viva on the research project. The project can be done In individually or in pairs/ groups

- b. Listen to podcasts/ interviews/radio or TV documentary on a topic and prepare a report countering or agreeing with the speakers. Write an 800 - 1000 words report and submit. Take a viva on the report.
- c. Students create their own video/ Audio, after writing a script. Before they decide on a format, the following elements can be taken into consideration:
 - Theme/topic of the audio / video. Would the child like to pick a current issue or something artistic like theatre?
 - What are the elements that need to be part of the script?
 - Will the video/audio have an interview with one or more guests?
 - Would they prefer to improvise while chatting with guests, or work from a script?
 - What would be the duration?
 - How would they present the script/report to the teacher, e.g. Can it be in the form of a narrative?
- d. **Write, direct and present a theatrical production, /One act play**
 This will be a project which will be done as a team. It will involve planning, preparation and presentation. In short, various language skills will be utilised. There will be researching, discussion, writing the script, auditioning and ultimately producing the play, The project will end with a presentation and subsequently a viva. Teachers will be able to assess the core language skills of the students and help them grow, as 21st century critical thinkers.

II. Instructions for the Teachers

1. **Properly orient students about the Project work, as per the present Guidelines.**
2. **Facilitate the students in the selection of theme and topic.**
3. Create a rubric for assessment and share with the students before they start so that they know the parameters of assessment:
 - Teachers need to familiarize themselves with the method of assessing students with the rubric- a table with different criteria and a grading scale.
 - Choose the criteria on which you will grade students and list them along the left side of the page.
 - Create an even number of columns along the top of the page. These columns will represent potential skill levels of the students.
 - Assessing students on four/five criteria is an easy way to begin. For each criterion, define the ability that a student would exhibit at each of the levels.
 - The more detailed you make your criteria, the easier it will be to evaluate each student and define the level at which the student is presenting.

{Sample Rubric is attached at the end for reference}

Parameters for Overall Assessment:**1. Pronunciation:**

- When evaluating the pronunciation of the students, teachers must listen for clearly articulated words, pronunciation of unusual spellings and intonation.
- Assess the students for the pronunciation skills and determine at which level the student needs improvement.

2. Vocabulary

- After noting their pronunciation levels, evaluate the students on the use of extensive and appropriate vocabulary during the viva. Check if students are using vocabulary appropriate to the context about which they are speaking.

3. Accuracy:

- Grammar has always been an important component of language skills. As students speak/ answer the questions during the viva, listen to their grammatical structures. Are they competent enough to use multiple tenses? Is their word order correct in a given sentence? An effective speaker will automatically use the correct grammatical structures of his language.

4. Communication

- Assessing the communication skills of the students means looking at more than language, look at how creatively students use the language to make their points understood. Students with a low level of vocabulary and grammar may still have good communication skills if they are able to make the teacher understand their point of view.

5. Interaction

- During the viva teachers need to ask the students some questions. Questions need to be based on the projects that have been suggested or chosen by the students.
- It is imperative for a teacher to read the essays/project reports before they can be ready to ask questions.
- Teachers need to observe how students answer the questions that are posed to them: Are they able to understand and answer questions independently or can they answer only when the questions are translated into simpler words or repeated? Are they able to give appropriate responses in a conversation?
- These elements of interaction are necessary for clear and effective communication. A Student with effective interaction skills will be able to answer questions with relative ease and follow the flow of conversation.

6. Fluency

- Fluency may be the easiest quality to judge in the students' speech: How comfortable are they as they speak and express themselves? How easily do the words come out? Are there inappropriate pauses and gaps in the way a student speaks?

- **Fluency** is a judgement of this communication and is an important criterion when evaluating speaking skills. These criteria: pronunciation, vocabulary, accuracy, interaction and fluency are all the hallmarks of a student's overall speaking abilities.
- Teachers must also remember that **some students may excel in one area and struggle in another**. Helping the students understand these issues will enable them to become effective speakers in future. Let your students know that you will be assessing them in these various areas when you evaluate their progress and encourage them to work and improve in these areas.
- **Finally**, teachers must remember that a proper evaluation of the students will take into consideration **more than just one oral interview on the final ASL** project Teachers must take note of a student's progress throughout the academic year.

Project-Portfolio/ Project Report

The Project-Portfolios is a compilation of the work that the students produce during the process of working on their ALS Project.

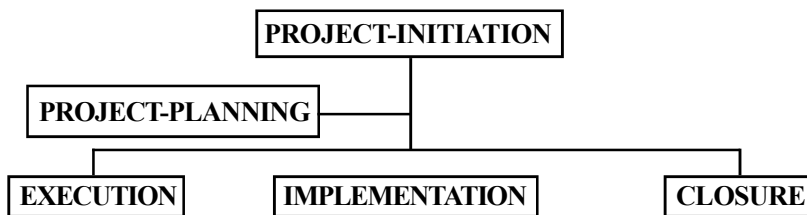
The Project-Portfolio may include the following:

- Cover page, with title of project, school details/details of students.
- Statement of purpose/objectives/goals
- Certificate of completion under the guidance of the teacher.
- Action plan for the completion of assigned tasks.
- Materials such as scripts for the theatre/role play, questionnaires for interview, written assignments, essays, survey-reports and other material evidence of learning progress and academic accomplishment.
- The 800-1000 words essay/Script/Report.
- Student/group reflections.
- If possible, Photographs that capture the positive learning experiences of the student(s).
- List of resources/bibliography.

The following points must be kept for consideration while assessing the project portfolios:

- Quality of content of the project
- Accuracy of information
- Adherence to the specified timeline
- Content in respect of (spellings, grammar, punctuation)
- Clarity of thoughts and ideas
- Creativity
- Contributions by group members
- Knowledge and experience gained.

Timeline
The FIVE Steps in Project Plan



Month	Objectives
Planning and Research for the Project Work Preferably till November-December	<ul style="list-style-type: none"> Teachers plan a day to orient students about the ALS projects, details are shared with all stakeholders. Students choose a project, select team members and develop project-plan. Group meets (preferably online) and reports to the team leader about the progress: shortfalls and successes are detailed. Team leader apprises teacher-mentor. Students working individually or in pairs also update the teachers. A logical, deliverable and practical plan is drafted by the team/pair/individual. Goals/objectives are clearly defined for all. Work is delegated to team members by the team leader, Student? wishing to work alone develop their own plan of Action. Detailed project schedules are shared with the teacher.
December-January	<ul style="list-style-type: none"> Suggestions and improvements are shared by the teacher, wherev necessary. Group members coordinate and keep communication channels open for interaction. Gaps (if any) are filled with the right skill sets by the Team Leader/ individual student. The final draft of the project portfolio/ report is prepared and submitted for evaluation.
January-February	<ul style="list-style-type: none"> Students are assessed on their group/pair/individual presentations on allotted days. Final Viva is conducted by the External/Internal examiner.
February-March or as per the timelines given by the Board	<ul style="list-style-type: none"> Marks are uploaded on the CBSE website.

**SAMPLE RUBRIC FOR ALS PROJECT WORK
(FOR THEATRE/ROLE PLAY/ORAL PRESENTATION/INTERVIEW/PODCAST)**

CATEGORY	1	2	3	4	5
TIME LIMIT	Presentation is less than or more than 5 minutes long	Presentation exceeded or less than specified time limit by 4 to 5 minutes	Presentation exceeded or less than specified time limit by 3 to 4 minutes	Presentation exceeded or less than specified time limit by 2 to 3 minutes	Student/ group adhered to the given time limit
CONTENT/ SCRIPT/ QUESTIONNAIRE	Script is not related to topic or issue	Well written script/ content shows little understanding Of parts of topic	Well written script/ content shows good understanding of parts of topic	Well written script/ content shows a good understanding of subject topic	Well written script/ content shows full understanding of subject topic
CREATIVITY	No props/costumes/ stage presentation lacklustre	Some work done, average stage set-up and costumes	Well organized presentation, could have improved	Logical use of props .reasonable work done, creative	Suitable props / honest effort seen/ considerable work done creative and relevant costumes
PREPAREDNESS	Student /group seems to be unprepared	Some preparedness visible, but rehearsal is lacking	Somewhat prepared, rehearsal is lacking	Good preparedness ,but need better rehearsal	Complete preparedness! rehearsed presentation
CLARITY OF SPEECH	Lack of clarity in presentation many words mispronounced	Speaks clearly, some words are mispronounced	Speaks clearly 90% of the time/ a few mispronounced words	Speaks clearly and distinctly 95% of time/ few mispronounced words	Speaks clearly distinctly 95% of time/ fluency in pronunciation
USE OF PROPS (Theatre/Role Play)	Only 1/no relevant props used	1 to 2 relevant props used	2 to 3 relevant props used	3 to 4 relevant props used	4 to 5 relevant props used
EXPRESSION/ BODY LANGUAGE	Very little use of facial expressions/ body language, does not generate much interest	Little Use of facial expressions and body language	Facial expressions and body language are used to try to generate some enthusiasm	Facial expression and body language sometimes generate strong enthusiasm with the topic	Facial expression and body language generate strong enthusiasm with the topic
PROTFOLIO- PRESENTATION	Inadequate & unimpressive	Somewhat suitable convincing	Adequate & relevant	Interesting, enjoyable relevant	Brilliant, creau & exceptional

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 'he 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.

TONGUE TWISTERS

Tongue twisters are a great way to practice and improve pronunciation and fluency. They can also help to improve accents by using alliteration, which is the repetition of one sound. Below, you will find some of the most popular English tongue twisters. Say them as quickly as you can. If you can master them, you will be a much more confident speaker.

1. She sells seashells by the seashore.
2. How can a clam cram in a clean cream can?
3. I scream, you scream, we all scream for ice cream.
4. I saw Susie sitting in a shoeshine shop.
5. Can you can a can as a canner can can a can?
6. A big black bear sat on a big black rug.
7. Tom threw Tim three thumbtacks.
8. Which wristwatches are Swiss wristwatches?
9. Give papa a cup of proper coffee in a copper coffee cup.
10. Frivolously fanciful Franny fried fresh fish furiously.

Assessment of Speaking and Listening Skills

Class-XI

Listening Test (Audio Script I)

Time: 1 hour

Max Marks: 20

TASK 1

You will hear five short extracts in which people talk about the movies they enjoy. 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

I have always love watching movies but this new job hasn't left me with much time for leisure. I am a great fan of Hollywood romantic comedies. Most of them are family films and my teenage kids enjoy them as well. I love the light-hearted humour and fairy tale endings with the 'happily ever-after' theme. I also love movies screened at the international film festivals. I feel that they are a great insight into various cultures.

Speaker 2

I think science fiction movies really rock! My friends and I eagerly wait for the next part of the movie and spend our pocket money on T-shirts and other products connected to these movies. We even have discussions about the plot and actors. The only other kinds of movies we thoroughly enjoy are the action-fantasy films with magical creatures, fairies, wizards and witches! There is something exciting about watching them set out on adventurous journeys. Some of these movies are also based on our favourite books.

Speaker 3

I'm an Amitabh Bachchan fan and I enjoy all the movies that he's starred in. I used to enjoy his movies as a school girl and now that I'm in college I can't help admiring his acting skills even more. His movies promise something different and have a great balance of drama, comedy and action. I also find movies on social issues, patriotism and lives of great people quite inspiring and there's always an encouraging message in there somewhere.

Speaker 4

I'm 70 and my favourite recreation is watching the musicals from the 60s. Such movies take me back to my days of youth and I can't help smiling. My grandchildren are too young to understand the movies but they dance around me to the foot-tapping beats and sometimes

even try and match the dance steps of the actors. When I'm on my own I prefer to watch political and biographical documentaries. They keep me engaged and I can share new information with my laughter club friends.

Speaker 5

I enjoy Tamil movies in which the hero is one of my favourite actors and can fight 20 villains at a time. For me, a movie has to have songs and dances with bright costumes. I love it when such movies are shot in foreign locations because I feel transported to these foreign lands. After a hard day's work at the factory, such movies help me relax and forget my troubles. I also like watching Hollywood mystery movies on T.V. when they are dubbed in my mother-tongue.

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 upon.

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 their 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 actually 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 a short speech by the first Iranian woman private space explorer on how the journey to space changed her worldview. Read the questions below, then listen to the extract and choose FOUR of the options A to G which are correct. You will hear the recording twice.

Hello all! My name is Anousheh Ansari and I feel great satisfaction and pride in being the first Iranian woman private space explorer and the first astronaut to visit space. I'm happy to be in India and I would like to share my thoughts with you all.

You see. I fell in love with the stars when I was a young girl growing up in the Iranian city of Mashhad, where I would sleep out in the open during summer.

I gaze at the stars and imagine the mysterious worlds up there. I always felt the answers to some of our problems would be somewhere up there in space.

My husband, I and my brother-in-law sold our technology firm in a multi-million dollar deal. This gave us \$10 million to create the set up for my private space travel. I trained in Moscow

for about a year before the launch in 2006 when I blasted off into space from the Russian spacecraft Soyuz.

I don't have words to explain my sentiments. Perhaps I can compare it to the pilgrimages that people undertake to their respective places of worship. Up there from space, all I could see was a beautiful blue planet, home for each one of us. I did not see any borders or markers that differentiate people on the basis of race or colour. It was the trip of my life. Seeing a big blue ball in the vast dark ocean of space changed me. It made me realise that we are all but a tiny part of something grand. I felt humbled by that experience.

I hope my experience inspires everyone - especially young girls - to pursue their dreams and not give up. I believe that every woman can realise her dream if she nurtures it and grabs any opportunity that comes her way. All the best. Thank You.

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's 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 I am.

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

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

Nisha: Disciplined life includes regular habits like taking food, bathing, 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, bathe and having their 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.

Assessment of Speaking and Listening Skills

Class-XI

Listening Test (Key)

KEY

Task 1	Task 2	Task 3	Task 4
A-5	1.A	A	A. stick
B-2	2.B	C	B. faster
C-NA	3.A	F	C. respect
D-3	4.A	G	D. enthusiasm
E-NA	5.A		E. procrastination
F-4	6.A		
G1			

Assessment of Speaking and Listening Skills

Class-XI

Listening Test (Worksheet-I)

TASK 1

You will hear five short extracts in which people talk about the movies they enjoy. 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.

- A. Prefers Entertainment in Movies rather than serious themes.
- B. Looks forward to more parts of films that develop the same story
- C. Love watching award winning foreign films abroad.
- D. Appreciates movies that can motivate and influence positively.
- E. Chooses to watch only those films that are based on books.
- F. Likes viewing true stories about lives of people to know more about them.
- G. Enjoy foreign films especially if they have joyful ending.

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 a short speech by the first Iranian woman private space explorer on how the journey to space changed her worldview. Read the questions 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. This trip to Space made me feel like a devotee whose prayers have come true.
- B. I felt majestic while viewing the huge expanse of Space.
- C. I paid for the Space travel and training by using personal family funds.
- D. My love for outer Space was a sudden development after marriage.
- E. I could clearly view Earth with all its regions and countries visible.
- F. I want people to use my experience as an example to pursue their goals tirelessly.
- G. Outer Space holds the key to some of the troubles that Earth faces.

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.

- A. The boy thinks that discipline is about using a _____ to make one follow rules.
- B. Discipline makes you complete work _____ and thus leads to happiness.
- C. The girl thinks that you can earn _____ by being disciplined.
- D. Discipline fills one's life with _____ and confidence.
- E. Discipline helps us overcome _____ and laziness.

LEARN CORRECT ENGLISH CONVERSATION

Bearing in mind people's imperative need to learn practical English, here is an endeavour to teach and learn correct, competent and comprehensive English Conversation.

APPROACH AND METHODOLOGY

To teach students to use English for everyday situations and purposes related to school, social life, work, and leisure. The underlying philosophy is that learning English is more rewarding, meaningful, and effective when the language is used for authentic communication. Students should be presented with natural and useful language. In addition, students should have the opportunity to personalise the language they learn, make use of their own knowledge and experiences, and express their ideas and opinions.

INTERCHANGE ACTIVITIES

Interchange Activities are pair work, group work or whole class activity including information sharing and role playing to encourage real communication. MOST CENTRAL AND IMPORTANT PART OF THE COURSE so allow everyone to personalise and practice the language aloud. ENJOY IT!

PLAN OF ACTION

TOPICS	FUNCTIONS	GRAMMAR	INTERCHANGE ACTIVITY
UNIT 1: A time to remember People; childhood; reminiscences	Introducing yourself; talking about yourself; exchanging personal information; remembering your childhood; asking about someone's childhood	Past tense; used to for habitual actions	"Class profile": Finding out about a classmate's childhood
UNIT 2: Caught in the rush Transportation; transportation problems; city services	Talking about transportation and transportation problems; evaluating city services; asking for and giving information	Adverbs of quantity with countable nouns: <i>too many, too much, not enough, more, fewer, less</i> ; indirect questions from Wh-questions	"Making the city better": Suggesting ways to improve a city

UNIT 3: Time for a change Houses and apartments; lifestyle changes; wishes	Describing positive and negative features; making comparisons; talking about lifestyle changes; expressing wishes	Evaluations and comparisons with adjectives: not...enough, too, not as ...as, as ...as; Evaluations and comparison with nouns: enough..., as many ...as, Wish	"Wishful thinking": Finding out about classmates' wishes
UNIT 4: I've never heard of that Food; recipes; instructions; cooking methods UNIT 5: Going places Travel; vacations; plans	Talking about food; expressing likes and dislikes; describing a favourite snack; giving instructions Describing vacation plans; giving travel advice; planning a vacation	Simple past vs. present perfect; sequence adverbs: first, the, next, after that, finally Future with be going to and will; modals for necessity and suggestions: (don't) have to, must, need to, better, ought to, should	"Risky business": Collecting personal information from classmates "Fun vacations": Deciding on a trip
UNIT 6: Sure. No problem! Complaints; household chores; requests; excuses; apologies	Making requests; accepting and refusing requests; complaining; apologising; giving excuses	Two-part verbs; will for responding to requests; requests with modals and Would you mind...?	"That's no excuse!": Apologising and making excuses
UNIT 7: Let's Celebrate Holidays; festivals; customs; celebrations	Describing holidays, festivals, customs, and special events	Relative clauses of time; adverbial clauses of time: before, when, after	"Once in a blue moon": Finding out how classmates celebrate special days
UNIT 8: Back to the future Lie in the past, present, and future; changes and contrasts; consequences	Talking about change, comparing time periods; describing possibilities	Time contrasts; conditional sentences with if-clauses	"Consider the consequences": Agreeing and disagreeing with classmates
UNIT 9: I don't like working on weekends! Abilities and skills; job preferences; personality traits; careers	Describing abilities and skills; talking about job preferences; describing personality traits	Gerunds; short responses; clauses with because	"Dream job": Hiring an employee

UNIT 10: It's really profile": worth seeing! Landmarks and monuments; aspects of countries; world knowledge	Talking about landmarks and monuments; describing countries; discussing facts	Passive with by (simple past); passive without by (simple present)	"Traveler's Finding out about classmates' travel habits
UNIT 11: It's been a long time! Information about someone's past; recent past events	Asking about someone's past; describing recent experiences	Past continuous vs. simple past; present perfect continuous	"Life is like a game!": Finding out about classmates' lives
UNIT 12: A terrific book, but a terrible movie! Entertainment; movies and books; reactions and opinions	Describing movies and books; talking about actors and actresses; asking for and giving reactions and opinions	Participles as adjectives; relative clauses	"At the movies": Asking classmates' opinions about movies and actors

COMMONLY USED WORDS AND PHRASES IN EVERYDAY CONVERSATION

BASICS <ul style="list-style-type: none"> • How do you do? • My joy knows no bounds • Spoken my heart • Got lost • In a hurry • Sooner or later • The pleasure is mine • As usual • In advance • Time and again • Once in a while • Run out • Track of time • Pretty well • Mouth is watering • Run out • Hold a high opinion • Beside myself with joy • Core of my heart 	THOUGHTS AND BEHAVIOUR <ul style="list-style-type: none"> • Tired of • Give away to • Lend me your ears • Rapt attention • A child's play • Free-lance job • Cherished a dream • Do not lose patience • Slow & steady wins the race • Bear the burden • Put into practice • Form a habit • Clear-head • Keep up your spirits • Betray my trust • Cherish • As early as possible • Without fail • Bent upon • Tarnish your image 	WORK & STUDY <ul style="list-style-type: none"> • Green with envy • Loose hear • To overcome hurdle • Highly obliged • In the interest of • Keep awake • Cramming up • Take it ill • Looking up • Go through • Stick to studies • To the best of my capacity • Make it a point • Knowledge is power • Make it a habit • Bear in mind • Keep an eye • Many a time • Reveal the truth • In charge • White lie
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<ul style="list-style-type: none"> • Yearn for • Cater to my fill • Sailing in the same boat • Before long • Chicken hearted person • While away • At a stretch • Time flies • Pretty well • In vogue • Ultra modern attitude • Deep passion for 	<ul style="list-style-type: none"> • Keep it in mind • Acted upon my advice • Deals in • Agree to • Give credit to • Take into consideration • Change my mind • Form a bad opinion • Make up your mind • Nothing is impossible • Put it that way • Come up to expectations • Enthusiasm 	<ul style="list-style-type: none"> • Pin-point errors • Caught red-handed • Shirk word • Putting off work • Note for future • Bear this in your mind • Cutting a joke • Will fire you • Getting on my nerves • Unduly harsh • Take it ill
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PEOPLE, PERSONALITIES AND VIEWS <ul style="list-style-type: none"> • Down to earth • Ultra modern attitude • In vogue • Deep passion for • Lay bare your heart • By leaps and bounds • Due and all • Sailing in the same boat • Again and again • Apt & appropriate • Cool and comforting • Burst into laughter • Masterpiece performance • Head-strong • The life of the party • Call a spade a spade • Hold different opinions • From different angles • The right track • Lose my temper 	FUN & ENTERTAINMENT <ul style="list-style-type: none"> • Helping hand • Mood to relax • A little while • Chill out • Befooling me • Time is running out • Lend me your support • At the eleventh hour • Prevailed upon • Work out • Favourite pastime • Go sight-seeing • Check-out • Get off the beaten track • Cumbersome & tiresome • Prove to be futile • Not stick to • Broaden the horizon • At all costs • Linger • Thanks for the compliment • Remind you • Gleaming with joy 	MODERN LIVING <ul style="list-style-type: none"> • Confine within four walls • Running a fever • Listen to music • Fond of dancing • Health is wealth • For the sake of • Cut short • In due course • Get used to • Agree with • Noted down • Good at • In store • On line • At your disposal • Logged on to • Short of money • Goal oriented • Initiate to talk • Interview after receiving the resume • Dead-line • Qualified for negotiating prices • To some extent
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<ul style="list-style-type: none"> • Worry over trifles • Put up with • Living in a fool's paradise • Keep in touch • Name & fame • Stage-fright 	<ul style="list-style-type: none"> • Over-joyed • Poking my nose • Put yourself in her shoes • Fixing the rendezvous • A crush on • Spoken my heart 	<ul style="list-style-type: none"> • Go astray Build castles in the air
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Needs of the Learner

- Greeting friends, superiors, strangers
- Introducing self and others
- Making telephone calls or answering them
- Asking for or giving information
- Asking questions for clarification, advice or help
- Asking for things in shops, counters and restaurants
- Participating in discussions and debates
- Expressing opinion or reactions to programmes.plays.books or films
- Giving or receiving instructions
- Describing things, places or persons
- Narrating anecdotes, stories and discussing them
- Carrying on sustained conversation with friends, family or strangers
- Giving a report of an event

Activities for developing fluency in English

- Warm ups/ice- breakers
- Narratives and dialogues
- Discussions
- Debates
- Role play
- Radio show
- interpreting

Warm ups and ice-breakers

- Newspaper headlines
- Talking each other down
- Color clash
- Gentle persuasion
- Word associations
- commentaries

Resources for Speaking Activities

- School events
- Neighbourhood events
- School trips
- Neighbourhood tabloids
- Periodicals
- Interviews for selection as prefects or members of various committees
- Topics of current interest
- Letters to the editor
- Television programmes
- News

Narratives

- Using stories to generate talk
- Encouraging learners to tell stories
- Skeleton stories
- Story waiting to be completed
- Using sound sequences
- Dictation
- Narrating anecdotes
- Picture composition
- Creating situations and opportunities for dialogue practice



CBSE Assessment of Speaking and Listening (ASL)

TRINITY
COLLEGE LONDON

Speaking Assessment Marksheets

School Name: Session Date:

School Location: State:

Examiner Name: Examiner Signature:

Serial No. (add class & Section)	Candidate Name (First Name/Surname)	Problem Solving Task No.	Marks				Total Marks 20
			IC (05) Interactive Competence	F (5) Fluency	P (5) Pronunciation	L A(5) Language Accuracy and Range	
1A/ /							
1B/ /							
2A/ /							
2B/ /							
3A/ /							
3B/ /							
4A/ /							
4B/ /							

Note: If a student is unable to respond in English in the two assessed phases, she/ he should be marked NM (no marks).

HORNBILL MAIN - TEXTBOOK

LITERARY DEVICES OR FIGURES OF SPEECH

A poetic device is a word or expression used not with its original meaning but in an imaginative way to create a special effect in the text. A few of them have been given in the figure below. Some of the commonly found devices in the text books have also been enlisted.

SIMILE

METAPHOR

PERSONIFICATION

ALLITERATION

TRANSFERRED EPITHET

ALLUSION

- **SIMILE:** A comparison between two unlike things using the words ‘like’, as or ‘than’. Ex.-Her hair are as black as the night.
- **METAPHOR:** It is used to describe a person or object by referring to something that is considered to possess similar characteristics. Ex.-Laughter is the best medicine.
- **PERSONIFICATION:** Giving human qualities to animals, inanimate objects or abstract notions.
Ex.-The snowflakes danced.
- **ALLITERATION:** Repetition of same letter or sound at the beginning of closely connected words. Ex.-Willy wanted warm weather.
- **TRANSFERRED EPITHET:** Where we transfer an adjective which is usually associated with a human being to another object or idea. Ex.-Sara has an unhappy marriage. Here, it is intended that Sara is unhappy (Marriage is inanimate, it's just an idea).

POEM 1
A PHOTOGRAPH
BY: SHIRLEY TOULSON

THEME:

The poem presents a contrast between the permanence of the nature and the transitory (ever-changing) nature of the lives of human beings. Human life is not permanent. It undergoes stark changes from birth till old age till we finally meet the end. On the other hand, elements of nature like the sea tend to remain in the same state.

Main points:

- The poet recollects how her mother laughed at the old photograph of her sea holiday. She also felt disappointed at the same time at the loss of her childhood joys.
- The sea holiday was her mother's past; while the mother's smile is the poet's past.
- At different points of time both of them try to reconcile with their respective losses with great difficulty.
- 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.

POETIC DEVICES:

1. ALLUSION: The cardboard’s lack of durability hints at the lack of permanence of human life.
2. TRANSFERRED EPITHET: “Terribly transient feet” - human life itself is temporary, not the feet.
3. ALLITERATION: “terribly transient feet” (repetition of sound 't') and “its silence silences” (repetition of sound 'S').
4. OXYMORON: “labored ease of loss” - the coming together of two opposite ideas to describe the same concept.
5. PERSONIFICATION: “silence surrounds us” - the situation has been given a human quality.

EXTRACTS:

- (i) *The cardboard shows me how it was
When the two girl cousins went paddling
Each one of them holding my mother's hands
And she the big girl-some twelve years or so
All three stood still to smile through their hair
At the uncle with the camera.*

1. The cardboard in the poem 'A Photograph' suggests
(a) a photograph (b) a hardboard
(c) a brown paper (d) a painting

Ans. (a)

2. 'and she the big girl..' who is 'she' in these lines?
(a) Betty (b) Dolly
(c) mother (d) both (a) and (b)

Ans. (c)

3. The two cousins were holding on to the poet's mother hands because
(a) she was the oldest amongst them.
(b) she seems affectionate
(c) It shows a sense of security amongst the younger girls
(d) all of the above

Ans. (d)

- (ii) *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.*

1. Whose face was sweet?
(a) Betty's (b) Dolly's
(c) Mother's (d) Author's

Ans. (c)

2. The phrase, 'terribly transient feet' suggests..

- (a) the transient nature of human beings.
- (b) the changing of the sea with time.
- (c) the beautiful feet of poet's mother.
- (d) terribly dirty feet.

Ans. (a)

3. Name the poetic devices which have been used in the line, 'washed their terribly transient feet'.

- (a) Simile
- (b) Alliteration
- (c) Transferred epithet
- (d) both (b) and (c)

Ans. (b)

(iii) *Some twenty-thirty years later She'd laugh at the snapshot. "See Betty And Dolly", she'd say, "And look how they Dressed us for the beach". The sea holiday Was her past, mine is her laughter. Both wry With the labored ease of loss.*

1. Who are Betty and Dolly?

- (a) Poet's cousins
- (b) Poet's mother's cousins
- (c) acquaintance of the mother
- (d) none of the above

Ans. (a)

2. 'A thing of past' refers to

- (a) beach holiday
- (b) mother's laughter
- (c) both (a) and (b)
- (d) neither (a) or (b)

Ans. (c)

3. Find out word from the extract which means "disappointed".

- (a) Wry
- (b) laboured
- (c) ease
- (d) loss

Ans. (a)

(iv) *Now she has been dead nearly as many years as that girl lived. And of this circumstance, there is nothing to say at all. Its silence silences.*

1. Who is "she" in the above lines? 'She' refers to the

- (a) poet
- (b) poet's mother.
- (c) poet's cousin
- (d) none of the above

Ans. (b)

2. Identify the poetic device used in the last line.

- (a) Transferred epithet
- (b) Alliteration
- (c) Oxymoron
- (d) Metaphor

Ans. (b)

3. Why is there nothing to say about the death of the poet's mother?

- (a) Because the poet is confused
- (b) Because the poet was not in her senses when her mother expired
- (c) Because the death of the poet's mother has left a deep void in the poet's heart
- (d) Because the poet did not have a good relationship with her mother

Ans. (c)

4. What is the figure of speech used in "Laboured ease"?

- (a) Onomatopoeia
- (b) Oxymoron
- (c) Pun
- (d) Alliteration

Ans. (b)

SHORT ANSWER TYPE QUESTION (UNSOLVED)

Answer the following questions in not more than 30-40 words.

1. What has the camera captured?
2. Why did the 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.

SHORT ANSWER TYPE QUESTION (SOLVED)

Question 1: What does the word 'cardboard' denote in the poem? Why has this word been used?

Answer: The word cardboard denotes the photograph pasted on a hard thick paper. This word has been used to refer to a practice in the past when photographs were pasted on cardboard and framed with glass frame to preserve them.

Question 2: What has the camera captured?

Answer: The camera has captured the three girls-the poet's mother and her two cousins, Betty and Dolly, in their swimming dresses with the poet's mother in the middle and the two cousins on either side holding her hands.

Question 3: What has not changed over the years? Does this suggest something to you?

Answer: The sea has not changed over the years. Its waves are as fresh, shining and tireless as they were years ago. The permanence of sea reminds us of the changes in human face with advancing age.

Question 4: The poet's mother laughed at the snapshot? What did this laugh indicate?

Answer: This laugh' indicated her joy at remembering an incident connected with her past life, when she was quite young and free from the tensions and worries of life.

Question 5: What is the meaning of the line "Both wry with the laboured ease of loss".

Answer: The sea holiday and the laughter of the poet's mother are incidents of the past. There is a sense of loss associated with them. Both are amusing yet disappointing as the state of feeling comfortable or relaxed is unnatural or forced one. This sense of loss is quite painful to bear.

Question 6: What does 'this circumstance' refer to?

Answer: 'This circumstance' refers to the death of the poet's mother.

Question 7: The three stanzas depict three different phases. Name them.

Answer: The girlhood of the poet's mother-the period before the birth of the poet.

Her middle age-the period during the childhood of the poet.

Period after the death of the poet's mother.

Question 8: What do you think, made the poet's mother laugh?

Answer: The dress and behaviour of her cousins Betty and Dolly made the poet's mother laugh. It is evident that they had put on some quaint dress, which amused her.

Question 9: The poet's mother laughs at her past. How does the poet react to her past?

Answer: The sea holiday was a past experience for the poet's mother. A glimpse of the photograph perhaps revived some feelings of shared joy and she laughed. For the poet, her laughter is an incident of the past. It is amusing in ironic manner. The sense of loss overcomes the pleasure.

POEM 2
THE LABURNUM TOP
BY : TED HUGHES

THEME: The poem presents a vivid description of the laburnum tree which comes alive as the mother bird goldfinch arrives to feed its young ones. Mother is like a pivot that feeds and supports the machinery of the family.

MAIN POINTS:

- 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 the goldfinch.
- Poet has compared the alert, abrupt and sleek movement of the goldfinch with a lizard. After feeding her young ones the goldfinch flies away towards the infinite sky.
- The laburnum tree becomes quiet and silent once again. The poet has compared the laburnum tree with a machine which starts up at the arrival of its engine(goldfinch).

POETIC DEVICES:

1. SIMILE: Sleek as a lizard (goldfinch has been compared with a lizard)
2. ALLITERATION: a) September sunlight
(b) And Alert and abrupt
(c) Tree trembles (repetition of sound)
(d) Whistle-chirrup whisperings
3. Metaphor:
(a) A machine starts up (family of goldfinch has been referred to as machine).
(b) It is the engine of her family (the goldfinch is the engine here).
(c) Her barred face identity mask (the shadow on the bird's face is compared to an identity mask).
4. PERSONIFICATION: The whole tree trembles and thrills

EXTRACTS:

- (i) *The laburnum top is silent, quite still*
In the afternoon yellow September sunlight,
A few leaves yellowing, all its seeds fallen.

1. Which season has been described here?

- (a) Winter
- (b) summer
- (c) autumn
- (d) spring

Ans. (c)

2. Identify the poetic device in the second line "September sunlight".

- (a) Alliteration
- (b) Metaphor
- (c) Simile
- (d) Pun

Ans. (a)

3. Describe the effect of autumn season on laburnum tree.

- (a) The leaves have turned green
- (b) All the leaves have fallen
- (c) Purple flowers are blooming
- (d) the leaves have turned yellow

Ans. (d)

(ii) *Till the goldfinch 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 Chitterings, and a tremor of wings, and trillings.*

1. Who does "she" refer to?

- (a) The stem of the tree
- (b) The goldfinch
- (c) Engine of the tree
- (d) None of the above

Ans. (b)

2. Which poetic device has in "Sleek as a lizard" ?

- (a) Alliteration
- (b) Simile
- (c) Oxymoron
- (d) Metaphor

Ans. (b)

3. The goldfinch has been compared to a lizard because

- (a) It is yellow in colour.
- (b) It is hideous to look at.
- (c) Its movement is quick and alert.
- (d) it looks like it (the goldfinch)

Ans. (c)

(iii) *The whole tree trembles and thrills. It is the engine of her family. She stokes it full then flirts out to a branch-end Showing her barred face identity mask Then with the eerie delicate whistle-chirrup whisperings She launches away, towards the infinite And the laburnum subsides to empty.*

1. Identify the figure of speech in the first line.

- (a) Personification
- (b) Simile
- (c) Pun
- (d) Irony

Ans. (a)

2. Who is the engine of the family?

- (a) goldfinch
- (b) tree
- (c) September seasons
- (d) leaves of the tree

Ans. (a)

3. The goldfinch has perhaps brought food to feed its young ones which has filled her family with excitement and energy. Which phrase of the stanza supports this view?

- (a) “tree trembles and thrills”
- (b) “engine of her family”
- (c) “she launches away”
- (d) “she stokes it full”

Ans. (a)

SHORT ANSWER TYPE QUESTIONS (SOLVED)

Question 1. Why is the poem named 'The Laburnum Top'?

Answer. The poem has been named 'The Laburnum Top' because the top of the Laburnum tree has been described in detail in the poem. It is on the top of the Laburnum tree that the nest of the goldfinch is located and where all the activity takes place when the goldfinch visits the nest.

Question 2. What is the significance of 'yellow' in the poem?

Answer: The flowers of the Laburnum tree and its leaves (in autumn) both are yellow in colour. Apart from this, the goldfinch's feathers are also yellow in colour. The poem highlights the high security that the mother bird ensures for her babies and the colour yellow helps in camouflaging the babies. Hence, they escape from being noticed by any predator.

Question 3. How is the tree transformed during the bird's visit?

Answer. After the goldfinch arrives on the tree, the silent and still Laburnum tree suddenly starts trembling and moving. The whole tree comes to life as the chicks of the goldfinch make a lot of noise as they chitter and trill on seeing their mother.

Question 4. To what is the movement of the goldfinch compared? What is the basis for the comparison?

Answer. The movement of the goldfinch is compared to that of a lizard. The basis of the

comparison is the sleek and alert movements of a lizard. The goldfinch makes similar kind of movements when it arrives on the Laburnum tree to avoid being noticed by any predator.

Question 5. “Then sleek as a lizard and alert and abrupt, she enters the thickness”. Explain the given line.

Answer. The lizard is a quick moving animal. It is also very alert and its movements are sudden. In the given line, the arrival of the goldfinch on the Laburnum tree is described. The poet describes its movements as alert and sudden just like that of a lizard. This is done to avoid getting the attention of the predators.

Question 6. What is the engine of the machine? What is its fuel?

Answer. The goldfinch has been called the engine of her family. Just as the engine starts up the machine, the goldfinch's arrival in the nest has suddenly started the machine i.e., the young ones in the nest have started, making noise. The fuel of the engine is the food that the goldfinch brings for her chicks.

Question 7. How does the Laburnum ensure security for the nestlings?

Answer. According to popular belief, the bark and the seeds of the Laburnum tree are poisonous. So, predators normally do not come near the tree. Apart from this, its yellow flowers and yellowing leaves in the autumn season complemented by the yellow-coloured feathers of the goldfinch help in camouflaging the nestlings from the predators.

SHORT ANSWER TYPE QUESTIONS

1. Why is the poem named 'The Laburnum Top'?
2. What is the significance of 'yellow' in the poem?
3. How is the tree transformed during the bird's visit?
4. To what is the movement of the goldfinch compared? What is the basis for the comparison?
5. 'Then sleek as a lizard and alert and abrupt, She enters the thickness'. Explain the given line.
6. What is the engine of the machine? What is its fuel?
7. How does the Laburnum ensure security for the nestlings?
8. Explain the line, 'And the Laburnum subsides to empty'.

POEM 3
THE VOICE OF THE RAIN
BY : WALT WHITMAN

THEME: The poem is written in the form of a conversation between the poet and the rain. It describes the importance of rain which gives life to the earth and nurtures all living beings.

MAIN POINTS:

- The poet asks the rain “and who art thou?” and strangely the rain replies, calling itself the “poem of earth”.
- The rain says that it is born from the earth but it cannot be seen since it is in the form of vapours.
- It rises into the sky to form clouds and then falls back to the earth in the form of drops.
- It removes droughts and washes away even the tiniest particles. It falls on dry seeds which appear lifeless and helps them sprout into saplings.
- It gives life to its own origin i.e. earth; it purifies and beautifies the earth.
- Like song coming out from the heart, it spreads joy all around and seeps back into the earth.

POETIC DEVICES:

1. PERSONIFICATION: “said the voice of the rain” Rain speaks throughout the poem.
2. ANTITHESIS: “All together changed, and yet the same”- two opposite ideas have been pulled together to describe the continuous cycle of rain.
3. METAPHOR: “I am the poem of the earth”.

EXTRACTS : I

- (i) *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 the earth, said the voice of the rain.*

1. Name the poem and the poet?
(a) 'A Photograph' by Shirley Toulson (b) 'The Laburnum Top' by Ted Hughes
(c) 'The Voice of the Rain' by Walt Whitman (d) 'Childhood' by Markus Natten

Ans. (c)

2. Who is the speaker in these lines?

- (a) The poet (b) The rain
(c) The Earth (d) Both (a) and (b)

Ans. (d)

3. What are the meanings of the words "art" and "thou"?

- (a) 'is' and 'you' (b) 'are' and 'you'
(c) both (a) and (b) (d) neither (a) or (b)

Ans. (b)

(ii) *"I am the poem of the earth, said the voice of the rain,
Eternal I rise impalpable out of the land and the bottomless sea".*

- (i) Who is the speaker in the above lines? Who is "I" speaking to?
(a) The poet is speaking to the rain
(b) The rain is speaking to the poet.
(c) The rain is speaking to the world.
(d) The poet is speaking to his audience

Ans. (b)

(ii) Find out word from the extract which means the same as; 'Which cannot be seen'.

- (a) Eternal (b) bottomless
(c) Impalpable (d) sea

Ans. (c)

3. Where does the rain rise up from?

- (a) the land (b) bottomless sea
(c) none of (a) or (b) (d) both (a) and (b)

Ans. (d)

(iii) *Upward to heaven, whence, vaguely form'd, Altogether changed, and yet the same. I descend to lave the drougths, atomies, Dust layers of the globe, And all that in them without me were Seeds only, latent, unborn:*

1. Explain "altogether changed, and yet the same".

- (a) Rain changes several forms still it remains the same.

- (b) It rises from the earth in the form of vapours.
- (c) It rises up to form clouds.
- (d) It cools down and falls on the earth in the form of water droplets.

Ans. (a)

2. Explain the phrase used for the clouds, 'vaguely form'd'.

- (a) circular in shape
- (b) fixed shape and size
- (c) no definite shape
- (d) beautifully formed

Ans. (c)

3. Explain the phrase "I descend to lave the droughts"

- (a) Rain rises up to the sky and forms clouds
- (b) Rain falls on the earth and satisfies everyone's thirst.
- (c) It washes away famines.
- (d) both (b) and (c)

Ans. (d)

(iv) *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 birthplace, after Fulfilment, wandering. Reck'd or unreck'd duly with love returns).*

1. Who is "I" in the first line?

- (a) The poet
- (b) The rain
- (c) The Earth
- (d) The clouds

Ans. (b)

2. What does "I" do to its own origin?

- (a) It makes pure and beautifies it.
- (b) It laves the draught
- (c) Washes the dust layers of Earth
- (d) All of the above

Ans. (d)

3. What has the rain been compared to?

- (a) Poem
- (b) Clouds
- (c) Earth
- (d) Song

Ans. (d)

SHORT TYPE QUESTION (UNSOLVED)

1. Why does the poet get surprised when he gets an answer from the rain.
2. What answer does the rain give back to the poet.
3. How does the rain justify its claim 'I am the Poem of Earth'?
4. Describe the never ending cycle of rain.
5. Why does the rain call itself 'impalpable'?
6. What happens when it rains after a long hot spell?
7. Latent seeds get life by rain. Explain.
8. How does the rain become the voice of Earth?

SHORT ANSWER TYPE QUESTIONS

Question 1: There are two voices in the poem. Who do they belong to?

Answer: One of them belongs to the poet and the other to the rain.

Question 2: What does the phrase 'strange to tell' mean?

Answer: The phrase refers to a strange phenomenon-the rain gives an answer to the poet's query. It is surprising to see an inanimate thing speak.

Question 3: There is a parallel drawn between rain and music. Which words indicate this? Explain the similarity between the two.

Answer: The following words/phrases indicate the parallel between rain and music: 'Poem of Earth', 'eternal I rise impalpable out of the land and the bottomless sea'. 'For song duly with love returns.' Both originate from a source, rise up, reach fulfilment, wander about whether cared about or not and finally return to source of origin with love.

Question 4: How is the cyclic movement of rain brought out in the poem?

Answer: Rain water rises untouched out of the land and deep sea, and gathers in the sky, where it changes its form, and then comes down to earth to bathe the dry tiny particles of dust layers and all that lies buried under it. Then it returns to the place of its origin. Science textbooks indicate that water vapours from the rivers and ocean rise up to the sky due to the intense heat. They assume the form of clouds and after condensation drop down as rain. The water flows back through rivers to the seas and oceans.

Question 5: Why are the last two lines of the poem, put within brackets?

Answer. The last two lines contain a comment about music and its cycle. These differ from the first nine lines. The first two lines are the voice of the poet whereas lines three to nine are spoken by rain. The cycle of song is put within brackets to mark the difference in speakers but similarity in content.

Question 6: List the pairs of opposites found in the poem.

Answer: rise-descend; day-night; reck'd-unreck'd.

Question 7: The poem begins in a conversational tone. Who are the two participants? What is the advantage of this method?

Answer. The two participants are the poet and the rain. The poet makes the rain relate its own story. This direct presentation makes the narration more authentic, interesting and captivating.

Question 8: Behind the apparent simplicity, the poem hides a deep meaning. What exactly does the poem convey to the reader?

Answer. The poem is not merely a description of life-cycle of rain. It has deeper meaning. Rain is a poem or thing of beauty of Earth and also it is a song or music. The comparison between rain and music and their function: making the Earth pure and beautiful conveys the eternal role of natural phenomenon and art in real life.

Question 9: How does the rain justify its claim: “I am the Poem of Earth”?

Answer: The rain narrates the journey of its life—from birth to return to origin in mythical terms. The facts are scientific but the phrases that convey them are metaphoric and literary.

POEM 4
CHILDHOOD
BY: MARKUS NATTEN

THEME: This is a poem written in nostalgia (deep longing) about the loss of innocence of childhood days. The poet is in a quest to explore the point in life where he ceased being a child. He goes back into the alleys of memory and exposes the hypocrisy of the adults.

MAIN POINTS:

- The poet feels sad at the fact that he has lost the innocence of childhood. So he wonders when he stopped being a child.
- He realized that the concept of hell and heaven had no place in geography. He has come to look at the world with a rational point of view. He wonders that perhaps he lost his childhood when he gained rationality.
- The poet further tries to recall the time when he realized that the adults are hypocrites. They teach their children to be loving and caring while they are argumentative and violent themselves. He thinks that maybe this is when he lost his childhood.
- The poet realized that he is an individual with a unique personality. He could form his own opinions and take his own decisions. This is what makes him lose his childhood.
- He tries to recall the time when he learned to shape his own thoughts without getting influenced by others. Perhaps this was the time when he lost his childhood.
- In the last stanza, the question changes from “when...” to “where did my childhood go?”
- He realizes that childhood is actually hidden in the face of an infant, a time where it is impossible for him to go back now.

POETIC DEVICES:

1. REFRAIN: “when did my childhood go?...was that the day!”-The refrain of any poem is/are the line(s) that are repeated after regular intervals to highlight the central idea.
2. REPETITION: “They talked of **love** and preached of **love**”- when a word is repeated with the same intended meaning.

EXTRACTS:

- (i) *When did my childhood go?*
Was it the day I ceased to be eleven,
Was it the time I realized that Hell and Heaven
Could not be found in Geography
And therefore could not be,
Was that the day!

1. Name the poem and the poet for these lines.

- (a) 'A photograph' by Shirley Toulson
- (b) The Laburnum Top by Ted Hughes
- (c) The Voice of the Rain by Walt Whitman
- (d) 'Childhood' by Markus Natten

Ans. (d)

2. What has the poet come to realize in this stanza.

- (a) that Hell and Heaven are merely concepts and do not exist in real world.
- (b) adults are not as they seem to be
- (c) His mind produces thoughts that are his own and not someone else's
- (d) All of the above

Ans. (a)

3. What has the poet lost?

- (a) heaven and hell
- (b) his mind
- (c) his trust
- (d) his childhood

Ans. (d)

- (ii) *When did my childhood go':*
Was it the time I realized 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!

1. What has the poet realized about the adults?

- (a) That they are hypocrites.
- (b) They act lovingly
- (c) They are honest in their approach
- (d) They believe in love

Ans. (a)

2. Who preached of love?

- (a) The poet
- (b) Adults
- (c) Priests
- (d) Children

Ans. (b)

3. The poet feels that he has lost his childhood when

- (a) He grew old
- (b) He realizes that adults have double standards
- (c) Adults preach of love
- (d) Adults act lovingly

Ans. (b)

(iii) *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!*

1. The poet wants to know.

- (a) when his mind will be his own.
- (b) when will be become an adult
- (c) when did he lose his childhood
- (d) when life will become loving

Ans. (c)

2. The phrase “to use whichever way I choose”, mean:—
- (a) The poet has become aware of his rights to take decisions
 - (b) The poet wants to use his right to unconditionally
 - (c) The poet feels thrilled to use his own mind.
 - (d) The poet chose to use his mind from his childhood.

Ans. (a)

3. What has the poet decided?
- (a) to follow the advice given to him
 - (b) to stop being influenced by other people
 - (c) to leave his childhood behind
 - (d) all of the above

Ans. (b)

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

1. In these lines, “my” refers to the;
- (a) poet Markus Natten
 - (b) readers of this poem
 - (c) all children
 - (d) none of the above

Ans. (a)

2. “It” in the second line refers to;
- (a) Poet
 - (b) the poet's childhood
 - (c) poet's mother
 - (d) poet's father

Ans. (b)

3. Where has “it” gone to?
- (a) home
 - (b) garden
 - (c) infant's face
 - (d) some forgotten place

Ans. (d)

SHORT ANSWER TYPE QUESTIONS (UNSOLVED)

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. What different questions does the poet ask in the poem?
6. Why does the poet take 11 years as the age of demarcation?
7. What is the poet's conclusion about Hell and Heaven?
8. What does the poet observe about the behaviour of adults. How is the observation significant?
9. What does the poet discover about his mind? How is the discovery important?
10. What are the changes involved in the process of growing up?
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?

SHORT ANSWER TYPE QUESTIONS (SOLVED)

Question 1: What according to the poem, is involved in the process growing up?

Answer. According to the poem, the loss of childhood is involved in the process of growing up. This loss is compensated by some gains which come with adolescence. These are: increase in understanding, power of rational thinking and discrimination as well as a sense of individuality and self-confidence.

Question 2: What are the poet's feelings towards childhood?

Answer. The poet regards childhood as an important stage in the process of growing up. Childhood is a period of make-belief. Children readily accept whatever the elders say. The poet does not feel any regret or sense of loss on losing his childhood.

Question 3: What did the speaker learn about the existence of Heaven and Hell?

Answer. As the speaker grew older, he acquired reasoning power. He realized that Hell and Heaven could not be found in Geography books or Atlas. Since they could not be located anywhere in the world map, he concluded that they did not exist. He would believe only what he could see and find.

Question 4: How did the speaker realise the hypocrisy of the adults?

Answer. The speaker noticed a wide gulf between what adults appeared to be and what they actually were in real life. There was apparent contradiction between their words and deeds. They talked of love and advised others to love, but they never acted lovingly.

Question 5: How did the realization of being the master of his own mind helped him?

Answer. The realization that he was the master of his own mind, and could use it in any way he liked, filled him with self-confidence. He could now think independently and need not repeat parrot like thoughts of others.

POEM 5

FATHER TO SON

BY: ELIZABETH JENNINGS

THEME: The poem is based on the concept of ‘Generation Gap’ between parents and their children. The father has his own set of beliefs and ideas while the son has turned into a mature individual who wants to live life on his own terms. Both are unable to compromise or reconcile with each other.

MAIN POINTS:

- The father is unhappy because there is lack of understanding between them owing to communication gap.
- He is surprised at the fact that he knows nothing about his son though he has lived with him since birth.
- He tries to assess the cause of their differences and refers to the past times to know at what point this gap cropped up. He longs to rebuild their relationship from that point.
- The father thinks that his son is like a seed which he had sown on the land which was not his.
- Now that the plant (son) has grown up, there is no sign of understanding between them.
- The son has grown up just as the father had planned. Yet the father cannot share what the child loves.
- Father is unhappy that his son is trying to carve his own life, creating a world of his own.
- Father thinks that he would forgive his son for his mistakes if he would come back just like the prodigal son in the Bible.
- The father and son have no option but to live in the same world at the same time.
- Both want that the other should take initiative to solve the differences so that they can forgive his mistakes.

POETIC DEVICES:

1. ALLITERATION: “Silence surrounds us”
2. ALLUSION: reference to “prodigal” son story of the Bible.
3. METAPHOR: “The seed I spent...”-seed refers to the son.

4. PERSONIFICATION: "Anger grows from grief"

(i) *I do not know this child.*

Though we have lived together now

the land is his and none of mine?

We speak like strangers, there's no sign

Of understanding in the air.

This child is built to my design

Yet what he loves I cannot share.

a. Whom does "we" refer to in these lines?

Ans. "we" refers to the father and the son.

b. Which poetic device has been used in the line "the seed I spent"?

Ans. Metaphor: "seed" refers to the son.

c. Explain the line "yet have I killed the seed..."

Ans. The father seems to be repenting his way of upbringing the son which might have gradually led to the present scenario.

d. What does the speaker mean by saying "the land is his and none of mine"?

Ans. The father laments the fact the son has grown up into an individual who asserts his independence.

e. Why have the two person become "strangers"?

Ans. Father and son have become strangers due to lack of understanding and communication between them.

f. Explain the line "this child is built to my design".

Ans. The son is his father's own flesh and blood and resembles him in physical attributes. Yet, they don't share the same interests.

g. What does the speaker mean by saying "what he loves I cannot share"?

Ans. The father and son have different interests and opinions. The father is unable to cope with son's preferences due to generation gap and vice versa.

h. Identify the poetic device in the line 'we speak like stranegrs'

Ans. Simile

- (ii) *We speak like strangers, there's no sign
Of understanding in the air.
This child is built to my design
Yet what he loves I cannot share.*

a. Whom does “we” refer to in these lines?

Ans. “we” refers to the father and the son.

b. Which poetic device has been used in the line “the seed I spent”?

Ans. Metaphor: “seed” refers to the son.

c. Explain the line “yet have I killed the seed...”

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Ans. The father and son have different interests and opinions. The father is unable to cope with son’s preferences due to generation gap and vice versa.

h. Identify the poetic device in the line ‘we speak like stranegrs’

Ans. Simile

- (iii) *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. Which poetic device has been used in the first line?

Ans. Alliteration: “silence surrounds us”.

Meaning: There is lack of communication between the father and son. They have nothing to share with each other.

- b. What does the speaker mean by “I would have him prodigal”?

Ans. The father is referring to the story of the prodigal son in the Bible. In that story the father accepts his son with all his mistakes. The speaker here also wants to arrive at a compromise with his son by accepting him with his follies.

- c. Describe the father’s state of mind in the line “rather than see him make and move his world”.

Ans. The father expresses longing for his son. He doesn’t want him to build another house.

- d. What would the father do in order to mend their relationship?

Ans. The father seems to be longing for reconciliation with his son. He wants to forgive his mistakes and accept his individuality.

(iv) *father and son, we both must live
on the same globe and the same land,
he speaks: I cannot understand
myself, why anger grows from grief.
We each put out an empty hand,
Longing for something to forgive.*

- a. What must the two persons in the text do?

Ans. The father and the son must live together in the same house because they are a family.

- b. Identify the poetic device in the fourth line.

Ans. Personification: “anger grows from grief”.

c. Describe “anger grows from grief”

Ans. The father intends to say that differences of opinion with the son lead him into sadness. Further, this sadness becomes the cause of his anger which leads to spat between them.

d. Why does the speaker say “I cannot understand why...”?

Ans. The speaker is in a state of doubt. He is unable to understand and resolve the cause of strangeness between him and the son.

e. What, according to you, should the father and son do in order to resolve the crisis in their relationship?

Ans. The father and son should try to assess the cause of their differences. They should forgive each other and try to move on.

f. What does the father seem to long for in the last line?

Ans. The father longs that both of them should forgive each other’s mistakes.

g. Explain “we each put out an empty hand”.

Ans. The poet intends to say that both the father and son half-heartedly attempt to resolve their differences.

SHORT ANSWER TYPE QUESTIONS (UNSOLVED)

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. How is the father’s helplessness brought out in the poem?
6. Give reasons for the failure of the father-son relationship.
7. 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)
8. Who do you think is responsible for the deterioration in the relationship - the father or the son? Give reasons for your answer.
9. The poem is a commentary on generation gap. Do you agree with the statement? Support your answer.

Chapter - 1

The Portrait of a Lady

By Khushwant Singh

(2 February 1915-20 March 2014)

Khushwant Singh was one of the prominent Indian writers and columnists. In the story the author draws a pen portrait of his grandmother. He has beautifully written an account of his relationship with her grandmother.

Author Appearance of the grandmother

- old, short, fat and slightly bent,
- silver hair scattered untidily on wrinkled face.
- Dressed in white, hobbled around the house, one hand resting on waist the other telling the beads of a rosary
- not very pretty but always beautiful.
- compares her calm and serene face to a winter landscape.

A. Phases in Relationship

Phase 1 in Village 'Author's Early Childhood)

- grandmother woke up the author in the morning,
- plastered his wooden slate,
- served him stale chapatis with a little butter and sugar spread
- Accompanied him to school.
- 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.

Phase 2 In City

- a turning point in their relationship.
- Author went to a city school in a motor bus
- the grandmother could no longer accompany him studied English, law of gravity, Archimedes' principle and many more things but no teaching of God and scriptures
- Grandmother was upset as she could not understand anything that was taught in school.
- She was distressed that there was no teaching of God and scriptures in the school.
- She disliked music as it was a monopoly of harlots and beggars.
- Grandmother felt secluded but didn't complain.

Phase 3 Author joins University

- given a separate room which snapped the common link of friendship.
- grandmother rarely talked to anyone, spent most of her time spinning wheel, reciting prayers, feeding the sparrows in the afternoon

Phase 4 Author goes abroad

- grandmother did not get disturbed, went to the railway station to see off the author and kept praying
- Author thought when the grandmother kissed him on the forehead Phase 5 Author's Homecoming author came back after five years, grandmother received him at railway station celebrated the occasion by singing songs of the homecoming of warriors on an old dilapidated drum, along with the Sadies of the neighbourhood.

B. Last hours of her life

Next morning, got a mild fever, knew that her end was near

- Didn't talk, wanted to spend the last moments of her life praying
- kept telling the beads of her rosary till her Hps stopped moving and the rosary fell from her lifeless fingers.

C. Mourning by the sparrows

- Hundreds of sparrows mourned her death as they sat silently, scattered around her body
- author's mother threw bread crumbs but sparrows took no notice, flew away quietly when Grandmother's body was carried away

SHORT ANSWER TYPE QUESTIONS (SOLVED)

Q1. How did the grandmother spend her whole day?

Ans. The grandmother 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 going 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 bread 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.

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 she author, as a young boy, had always seen her as an old lady. She was short stature 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 a 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 the afternoons.

SHORT ANSWER TYPE QUESTIONS (UNSOLVED)

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. Why did grandmother always accompany the author to school in village?
11. Why did grandmother disapprove of the 'things they taught' at the English school?
12. How did the move to the city prove to be the turning point in the grandmother-grandson relationship?
13. What change did Khushwant Singh's return from abroad bring in grandmother's routine?
14. Mention some of the incidents from the lesson to show that grandmother was very fond of her grandson.

LONG ANSWER TYPE QUESTIONS (UNSOLVED)

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'.

LONG ANSWER TYPE QUESTIONS (SOLVED)

Q1. Elaborate on the bond of friendship between the author and his grandmother.

Answer. When the author was still young, his parents left for the city leaving him to the care of his grandmother. They were good friends. She woke him up each morning, bathed him, dressed him, plastered his wooden state, gave him breakfast and walked him to school. While he sat in the varanda learning, the grandmother sat inside the temple reading scriptures.

When they settled in the city, they shared a common bedroom. When the writer was going abroad, she went to the railway station to see him off but did not speak a word, only kissed his forehead. The writer cherished this as their last physical contact as he was going away for five years. But his grandmother was there to receive him back. In the evening, she collected women from the neighbourhood and beat the drum and sang for hours of the homecoming of the warriors. For the first time she missed her prayers.

Q2. The grandmother was not pretty but beautiful. How?

Ans. The grandmother was short, old, fat and slightly bent. For the last twenty years she looked the same and to the author she seemed too old to age further. It was difficult for him to imagine that she could have been young and pretty. But to him, she was beautiful in a pristine and peaceful way. He remembered her telling the beads of her rosary, untiringly.

Her silver locks lay scattered untidily over her pale, puckered face, and her lips constantly moved in an inaudible prayer. She was like the winter landscape in the mountains, serene and content.

SHORT ANSWER TYPE QUESTIONS (SOLVED)

Q1. How did the grandmother spend her whole day in village?

Ans. The grandmother spent 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.

Q2. Why was the grandmother so disturbed when the narrator started going 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.

- Q3.** How did the sparrows express their sorrow when the author's grandmother died?
- Ans.** Author's grandmother was very fond of feeding sparrows with bread 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.
- Q4.** 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.
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- 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.
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- Ans.** It was hard to believe that the author's grandmother was young and pretty because she, 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.
- Q7.** 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.
- Q8.** 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.

MULTIPLE CHOICE QUESTIONS BASED ON AN EXTRACT

When I went up to University I was given a room of my own. The common link of friendship was snapped. My grandmother accepted her seclusion with resignation. She rarely left her

spinning-wheel to talk to anyone from sunrise to sunset she sat by her wheel spinning and reciting prayers. Only in the afternoon she relaxed for a while to feed the sparrows. While she sat in the verandah breaking the bread into little bits, hundreds of little birds collected round her creating a veritable bedlam of chirruping.

1. 'accepted her seclusion with resignation', means that the grandmother

- (a) resigned from her service.
- (b) was left alone at home.
- (c) accepted her resignation.
- (d) took her loneliness calmly and accepted her fate.

Ans. (d)

2. When did the common link of friendship between the grandmother and grandson break,

- (a) when she started to accept her seclusion
- (b) when she spent all her time spinning the wheel
- (c) when the author was given a separate room
- (d) when she fed the sparrows

Ans. (c)

3. The happiest hour of the day for the grandmother was when

- (i) she spun her wheel
 - (ii) she fed the sparrows
 - (iii) the sparrows sat on her head and shoulders
 - (iv) when she kept quiet
- (a) Both (i) and (ii) (b) Both (ii) and (iii)
(c) Only (iii) (d) Only (ii)

Ans. (b)

MULTIPLE CHOICE QUESTIONS ON THE CHAPTER

1. How did the grandmother feel when the author was going abroad?

- (a) happy (b) in pain
- (c) not sentimental (d) very emotional

2. The author listened to the morning prayers that his grandmother recited because
 - (a) he loved her voice
 - (b) he wanted to learn it by heart
 - (c) he could not learn it
3. How do you feel about the character of the grandmother in the chapter?
 - (a) religious
 - (b) strong
 - (c) loving
 - (d) all of the above
4. How did the sparrows express their sorrow at the death of their grandmother?
 - (a) They flew from here to there
 - (b) they sat silently in the verandah
 - (c) They ate the bread crumbs
 - (d) they chirruped a lot
5. How did the grandmother behave in her final hours?
 - (a) She talked to everyone
 - (b) worried a lot
 - (c) Silently kept praying and telling her beads of her rosary
 - (d) frantic and chaotic
6. How did the grandmother spend her time in the city?
 - (a) feedings dogs and sparrows
 - (b) reading scriptures
 - (c) spinning the wheel and feeding sparrows
 - (d) talking to neighbours
7. What made the grandmother unhappy about the author's new English School?
 - (a) the fact that she could no longer help him with the lessons
 - (b) there was no teaching of God and scriptures
 - (c) they taught music
 - (d) all of the above
8. The turning point of the friendship between grandmother and author was when
 - (a) he became an adult
 - (b) his parents called them both to the city
 - (c) he went abroad
 - (d) they were shifted to separate rooms

9. What did the author eat for breakfast?
- (a) thick and stale chapatis with a little butter and sugar spread in it
 - (b) thick bread with jam spread over it
 - (c) upma and poha
 - (d) rice and butter
10. Who is the author of 'The Portrait of a Lady'?
- (a) Ruskin Bond
 - (b) Khushwant Singh
 - (c) Naipaul
 - (d) Vikram Bhatt
11. How did the grandfather in the portrait hung on the wall look like?
- (a) Old, long white beard, worn big turban
 - (b) Old, skinny, wrinkly
 - (c) Young, Handsome, Well-Built
 - (d) Old, Well-Built
12. The grandmother would accompany the author to his school because she wanted to
- (a) keep an eye on him
 - (b) wait for him to take him back to home
 - (c) go to the temple attached to the school
 - (d) meet the villagers
13. Where was the author's grandfather's portrait placed?
- (a) on a shelf
 - (b) hung above the mantelpiece
 - (c) put on the mantelpiece
 - (d) on a table
14. The word 'hobble' means to walk with difficulty because the leg and feet are in bad condition. Find the word which also refers to the manner of walking.
- (a) paddle
 - (b) trudge
 - (c) slog
 - (d) ride
15. How did the grandmother spend her afternoon in the city?
- (a) by feeding the sparrows
 - (b) by taking a nap
 - (c) by talking to the author's mother
 - (d) by going to a temple

16. 'When we both had finished, we would walk back together.' What did both finish?
- reading scriptures
 - singing alphabets or prayers in chorus
 - feeding the street dogs
 - having breakfast of stale chapatis
- Only (i)
 - Only (ii)
 - Both (i) and (ii)
 - Both (iii) and (iv)
17. "It was the first time since I had known her that she did not pray". What time is the author talking about?
- when she came to the railway station to see him off
 - when she fed the sparrow
 - when she died
 - when she sung songs of homecoming of warriors along with neighbourhood ladies.

Answer Key

Q. No.	Answer	Q.No.	Answer
1.	C	11.	C
2.	A	12.	C
3.	D	13.	B
4.	B	14.	B
5.	C	15.	A
6.	C	16.	C
7.	D	17.	D
8.	B		
9.	B		
10.	B		

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.

Round the world voyage

- In July 1976, the narrator, his wife Mary, son Jonathan and daughter Suzanne set sail from Plymouth, England.
- repeating the round-the-world voyage made 200 years earlier by Captain James Cook.
- took the voyage in the Southern Indian Ocean in their professionally built ship, the Wavewalker, a 23 meter long and 30 ton Wooden boat.
- accompanied by two experienced sailors - Larry Vigil, an American and Herb Seigler, a Swiss.
- The first part of the journey, that is, about 105,000 kilometres up to Cape Town passed

Attack of the big wave

- On the second day ,they began to encounter strong gales 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 and celebrated their New Year in the ship.
- At dawn on January 2 due to unfriendly weather and gigantic waves
 - the sailors slow their speed,
 - drop storm jib and take other precautions.
 - sailors complete life-raft drill,
 - attach 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.

- 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.
- 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 Ile Amsterdam, a French scientific base was their only hope.
- Sue's head was swollen and she had a deep injury.
- 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 Wave walker but their courage, faith and optimism gave extra strength and persistence to the narrator and his team.

SHORT ANSWER TYPE QUESTIONS (UNSLOVED)

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. Why was Ile Amsterdam, the most beautiful island for the crew of Wavewalker?
8. What damage did the gigantic wave cause to the Wavewalker?
9. How badly was Sue injured? Why did she not report the full extent of her injuries to her father?
10. Describe the efforts made by the captain to protect the ship from sinking.
11. Why was it felt that the Mayday calls would go unanswered?

LONG ANSWER QUESTIONS (UNSOLVED)

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'?

SHORT ANSWER TYPE QUESTIONS (SLOVED)

Q1. 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, they started their Voyage in July 1976.

Q2. 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 (Southernmost tip 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 gales.

Q3. How does the author describe Wavewalker?

Ans. Wavewalker 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.

Q4. 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. They attached lifelines to the life-rafts.
4. They put on their oilskins and life-jackets.

Q5. "We are not afraid to die." Who speaks the words and when?

Ans. The narrator's son Jonathan, 6 years old, made this remark when his father went in to comfort the children. "But Daddy," he went on, "We are not afraid of dying if we can all be together- you and mummy, She and I".

Q6. How did Sue 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 QUESTIONS (SOLVED)

Question 1:

What difference did you notice between the reaction of the adults and the children when faced with danger?

Answer:

There is a lot of difference between the way in which the adults and the children reacted when faced with danger. The adults felt the stress of the circumstances but prepared themselves to face the dangers. They took sufficient precautions to protect the ship when the rough weather began. They equipped everyone with lifelines, water proof clothes, and life jackets. Larry and Herb worked cheerfully and optimistically for three days continuously to pump out water from the ship. Mary replaced the narrator at the wheel when the deck was smashed, and steered the ship. She also served them meal after two days of struggle against odds. The narrator performed his role as captain with courage, determination, resourcefulness and full responsibility. He undertook repair work and provided apparatus and directions needed to protect the ship. He also helped in steering the ship towards the island. The children suffered silently and patiently. Sue did not want to bother her father with her troubles. Jon acted courageously. He was not afraid to die if all of them perished together.

Question 2:

How does the story suggest the optimism helps to “endure the direst stress.

Answer:

The story suggests that optimism certainly helps to endure the direst stress. The behaviour of our adults during crisis bears it out. Larry Vigil and Herb Seigler were two crewmen. As the mighty waves smashed the deck, water entered the ship through many holes and openings. Right from the evening of January 2, Larry and Herb started pumping out water. They worked continuously, excitedly and feverishly for 36 hours. It was a result of their continuous pumping that they reached the last few centimetres of water on January 4. They remained cheerful and optimistic while facing extremely dangerous situations. The narrator did not lose his courage hope or presence of mind while facing problems. He did not worry about the loss of equipment. He used whatever was available there. His self confidence and practical knowledge helped them to steer out of storm and reach the Ile Amsterdam; and. Mary stayed at the wheel for all those crucial hours. She did not lose hope or courage either.

Question 3:

What lessons do we learn from such hazardous experiences when we are bound to face with death?

Answer:

Hazardous experiences may bring us face to face with death, but they impart us many important lessons of conduct. Life is not always a bed of roses. We must react to dangers and risks with patience and fortitude. Adversity is the true test of character. The purity of gold is judged by putting it in fire. The hazardous experiences bring out the best in us. Coward persons die many times before their death. Fear is a negative feeling and leads to inactivity and abject surrender in circumstances. Such sailors or soldiers lose the battle against the odds in life. On the other hand, persons with self confidence, courage, resourcefulness and presence of mind face all the dangers boldly and overcome all disasters. Their sharing and caring attitude inspires others also to face the adverse circumstances boldly and tide over them.

Question 4:

Why do you think people undertake such adventurous expeditions in spite of the risks involved?

Answer:

Man is adventurous by nature. The greater the risk, the more the thrill. The thrill of exploring unknown lands, discovering wealth and beauty lying hidden in far off lands inspires brave hearts to stake their life of rest and repose. Perhaps they value one crowded hour of glory more than a long uneventful life of sloth and inactivity. It is true that sometimes adventures

are quite risky and prove fatal. The failures of some persons do not daunt (discourage) the real lovers of adventure. They draw lessons from the shortcomings and errors of others and make fresh attempts with greater zeal. Part of the charm of an adventurous expedition lies in adapting oneself to the circumstances and overcoming the odds. The success of an adventurous expedition brings name, fame and wealth. History books are replete with accounts of famous explorers like Columbus, Vasco da Gama, Captain Cook and Captain Scott.

MULTIPLE CHOICE QUESTIONS BASED ON AN EXTRACT

‘The first indication of impending disaster came at about 6 p.m., with an ominous silence. The wind dropped, and the sky immediately grew dark. Then came a growing roar, and an enormous cloud towered aft of the ship. With horror, I realised that it was not a cloud, but a wave like no other I had ever seen. It appeared perfectly vertical and almost twice the height of the other waves, with a frightful breaking crest.’

Question. 1. What was the first indication of the impending disaster?

- (a) around 6 p.m. when winds dropped and sky grew darker
- (b) next morning when the ship started creaking
- (c) when it started raining heavily
- (d) when winds were strong

Ans: (a)

2. What was the ‘enormous cloud’ that the narrator speaks of?

- (a) A huge cloud
- (b) A huge wave
- (c) Growing roar
- (d) Wavewalker

Ans: (b)

3. What is the meaning of the word ‘crest’?

- (a) Cloud
- (b) Wave
- (c) Roar of the wave
- (d) Top of the wave

Ans: (d)

3. Ominous silence means

- (a) Unpleasant silence
- (b) Pleasant silence
- (c) Holy silence
- (d) None of the above

Ans: (a)

MULTIPLE CHOICE QUESTIONS ON THE CHAPTER

- 1. Why did the author decide to go for a round-the-world voyage?**
 - (a) to show his children the world through ship
 - (b) to duplicate the voyage made 200 years ago by Captain James Cook
 - (c) to discover a new country
 - (d) to settle down in different country
- 2. The author hired the two crewmen to**
 - (a) take rest from long the voyage
 - (b) he wanted to spend some time with his family
 - (c) because he could no longer sail the ship
 - (d) help tackle one of the world's roughest seas, the southern Indian Ocean
- 3. What did narrator do to slow down the boat In the storm?**
 - (a) stopped sailing
 - (b) did nothing and waited for storm to calm down
 - (c) dropped the storm jib and lashed a heavy mooring rope
 - (d) dropped the storm jib
- 4 How did the explosion affect the ship?**
 - (a) torrent of green and white water broke over the ship
 - (b) the ship started sinking
 - (c) the ship turned upside down
 - (d) None of the above
- 5. The author accepted his approving death because**
 - (a) he was sinking below the waves
 - (b) his head smashed in the wheel injured by the explosion
 - (c) he was thrown in the sea
 - (d) all of the above
- 6. When the author's head popped out of the water, he saw the ship was**

(a) sinking	(b) nowhere to be seen
(c) near capsizing	(d) unaffected by the waves
- 7. "We're sinking!", said**

(a) the crewmen	(b) Mary
(c) sue	(d) Jonathan

8. What had happened to Sue when the author entered his children's cabin to check on them?
- her head hurt as there was a bump
 - She was unconscious
 - her legs were hurt and was bleeding
 - she was fine
9. What was the status of the ship on January 3?
- pumps had the water level sufficiently under control
 - condition was getting worse
 - they were still struggling to control the pumps
 - everything was just right
10. Why did the handpumps start to block?
- They were very old and useless
 - The debris from the ship wreckage blocked the pipes
 - The water flow was blocking the handpumps
 - All of the above
11. To save the people on board, the captain hoped to reach
- Australia
 - Mumbai, India
 - Japan
 - ILE Amsterdam
12. What are Mayday calls?
- Call made in the month of May
 - Distress call for help
 - Both A and B
 - None of these
13. What does the word 'catamaran;' mean?
- Calls made during distress
 - boat
 - part of a boat
 - life saving drill

Q.No.	Answer	Q.No.	Answer	Q.No.	Answer
1.	B	2.	D	3.	C
4.	A	5.	D	6.	C
7.	B	8.	A	9.	A
10.	B	11	D	12	B
13.	B				

Chapter - 3

Discovering Tut: the Saga Continues

By A. R. Williams

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.

- King Tut was the last ruler of his family's line, and his funeral brought an end to this powerful dynasty.
- 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.

Funerary Treasures

- In 1922, his tomb was discovered by Howard Carter.
 - Tut was buried with every day things that he'd want in the afterlife.
 - Board games, bronze razor, linen undergarments, cases of food and wine.
 - A shroud adorned with garlands of olive leaves, wild celery, lotus petals and cornflowers-Evidence of burial in March-April.
 - Glittering goods, precious collars, necklaces, bracelets, rings, sandals and now iconic inner coffin and mask—all of pure gold.
- The ritual resins had hardened, thereby cementing Tut to the bottom of his solid gold coffin. Carter finally had to chisel the mummy away

Intriguing Mystery of death of King Tut through computed tomography(CT)

- In 1968 an anatomy professor X-rayed the mummy and revealed that Tut's breast bone and front ribs were missing.

- This fact gives us a clue that Tut. in all likelihood did not die a natural death.
- At 6.00 pm on 5 January 2005 Tut's mummy was scanned under the supervision of Zahi Hawass. Secretary General of Egypt's Supreme Council of Antiquities.
- A portable CT machine donated by National geographic society and seimens scanned the mummy head to toe to record the minutest detail.
- Curse of the Pharoah-The fans of the CTscan machine got stuck with the sand and stopped working. Then the jokingly said it is the curse of the pharaoh. Later another pair of white plastic fans were arranged which worked well enough.
- Less than three hours after he was removed from his coffin, the pharaoh again rested in peace in the tomb.

SHORT ANSWER TYPE QUESTIONS (SOLVED)

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 cemented Tut's mummy to the bottom of his coffin. Carter tried to loosen the resins in sun's heat, but could not succeed. At last, he used a chisel 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 Tutankhamun?

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 might 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 Thebes to new City of Akhenaten.

SHORT ANSWER QUESTIONS (UNSOLVED)

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 (UNSOLVED)

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?

LONG ANSWER QUESTIONS (SOLVED)

Question 1. "The mummy is in a very bad condition because of what Carter did in the 1920s." What did Carter do and why?

Answer: Howard Carter was the British archaeologist who in 1922 discovered Tut's tomb. He searched its contents in haste. The tomb, which had stunning artefacts in gold, caused a sensation at the time of the discovery.

After months of carefully recording the treasures in the pharaoh's coffin, Carter began investigating the three nested coffins. When he finally reached the mummy, he found that the ritual resins had hardened. Thus, Tut's body was cemented to the bottom of his solid gold coffin. Carter set the mummy outside in blazing sun that heated it up to 149 degrees Fahrenheit, to no avail.

To prevent the thieves from ransacking, he chiselled the body free. To separate Tut from his embellishments, Carter's men removed the mummy's head and severed nearly every major joint.

Question 2. Describe the changing attitudes of the archaeologists over a span of time.

Answer: Archaeology has changed substantially in the intervening decades. It now focusses less on treasure and more on the interesting details of life and the intriguing mysteries of death. It also uses more sophisticated tools, including medical technology. In 1968, more than forty years after Carter's discovery, an anatomy professor X-rayed the mummy and revealed a startling fact: beneath the resin that caked King Tut's chest, his breast bone and front ribs were missing. Today, diagnostic imaging can be done with computed tomography, or CT, by which hundreds of X-rays in cross section are put together like slices of bread to create a three dimensional virtual body. It can even answer questions such as how a person died, and how old he was at the time of his death.

Question 3. What are the facts that are known about King Tut's lineage?

Answer: Amenhotep III, Tut's father or grandfather, was a powerful pharaoh who ruled for almost four decades at the height of the eighteenth dynasty's golden age. His son Amenhotep IV succeeded him and initiated one of the strangest periods in the history of ancient Egypt. The new pharaoh promoted the worship of the Aten, the sun disk, changed his name to Akhenaten, or 'servant of the Aten', and moved the religious capital from the old city of Thebes to the new city of Akhetaten, now known as Amarna. He further shocked the country by

attacking Amun, a major god, smashing his images and closing his temples. After Akhenaten's death, a mysterious ruler named Smenkhkare appeared briefly and exited with hardly a trace. A very young Tutankhaten took the throne as the king, thereafter.

LONG ANSWER QUESTIONS (UNSOLVED)

1. Do you think Carter was justified in using a chisel to remove the Tut's mummy from the ceremonial resins? 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?

MULTIPLE CHOICE QUESTIONS BASED ON AN EXTRACT

Passage A

'The mummy is in very bad condition because of what Carter did in the 1920s," said Zahi Hawass, Secretary General of Egypt's Supreme Council of Antiquities, as he leaned over the body for a long first look. Carter-Howard Carter, that is - was the British archaeologist who in 1922 discovered Tut's tomb after years of futile searching. Its contents, though hastily ransacked in antiquity, were surprisingly complete. They remain the richest royal collection ever found and have become part of the pharaoh's legend. Stunning artefacts in gold, their eternal brilliance meant to guarantee resurrection, caused a sensation at the time of the discovery - and still get the most attention.

Question 1. Who said 'The mummy is in very bad condition because of what Carter did in the 1920s'?"

- (a) Howard Carter
- (b) Zahi Hawass
- (c) an anatomy professor
- (d) An Egyptian historian

Ans. (b)

Question 2. What is meant by, 'hastily ransacked in antiquity'?

- (a) The tomb of Tut is ransacked and in very bad condition
- (b) Tut's treasures are antique and very expensive
- (c) articles and artefacts that were buried with Tut's body were found to be complete
- (d) All of the above

Ans: (c)

Question 3. What have become part of the pharaoh's legend?

- (a) Tut's tomb contents
- (b) Royal collection
- (c) Articles and artefacts
- (d) All of the above

Ans: (a)

Passage B

'All afternoon the usual line of tourists from a round the world had descended into the cramped, rock-cut tomb some 26 feet underground to pay their respects. They gazed at the murals on the walls of the burial chamber and peered at Tut's gilded face, the most striking feature of his mummy-shaped outer coffin lid.

1. To whom/what the tourists had the tourists come to respect to?

- (a) Tomb of Tut
- (b) mummy of tut
- (c) treasures in Tuf stomb
- (d) main coffin of Tut

Ans: (b)

2. What does the word 'murals' depict in the passage?

- (a) mummified body of Tut
- (b) treasures of the tomb
- (c) artwork on the coffin lid
- (d) artwork on the walls of the tomb

Ans: (d)

3. Where was Tut's gilded face?
- (a) on the burial chamber walls
 - (b) under the ground
 - (c) coffin lid
 - (d) on the murals

Ans: (c)

MULTIPLE CHOICE QUESTIONS ON THE CHAPTER

1. **Tut's tomb was discovered by _____ in _____ .**
- (a) Adam Cooper in 1901
 - (b) Zahi Hawass in 2005
 - (c) Howard Carter in 1922
 - (d) Howard Carter in 1930
2. **When was Tut's body taken for CT scan after being discovered?**
- A. After 1 year
 - B. After 30 years
 - C. After 50 years
 - D. After 80 years
3. **Whose dynasty was known as the golden age?**
- (a) Tutankhamun
 - (b) Amenhotep III
 - (c) Amenhotep IV
 - (d) None of the above
4. **_____ promoted the worship of Aten (the sun disk).**
- (a) Tutankhamun
 - (b) Amenhotep III
 - (c) Akhenaten
 - (d) None of the above
5. **Where did Akhenaten change his capital?**
- (a) Amarna
 - (b) Atual
 - (c) Akenaten
 - (d) Amenhotep III
6. **How would you describe Tut's tomb?**
- A. gold-plated
 - B. rock-cut
 - C. wall paintings with gold-plate
 - D. rock-cut, 26 feet underground, which had wall paintings

7. **What was in the first coffin?**
- A. garlands of olives, lotus petals, and cornflowers
 - B. flowers and coins
 - C. gold, wealth, bronze razor, games, clothes, cases of food and wine
 - D. It was empty
8. **Why did the third coffin put Carter in trouble?**
- A. It was empty
 - B. The resins used to cement Tut to the bottom of the solid gold coffin which was hardened enough
 - C. The material found inside was already looted
 - D. None of the above
9. **How did Carter remove the resins?**
- A. with the help of chisel and hammer
 - B. with the help of chemicals
 - C. with the help of machinery
 - D. with the help of man power
10. **What did Carter and his men do after cutting down his body?**
- A. they sent it for X-Ray
 - B. they examined them carefully
 - C. they placed it on the layer of sand in a wooden box
 - D. they clicked photographs
11. **Who is Osiris?**
- A. god of nature
 - B. god of afterlife
 - C. god of seasons
 - D. god of universe
12. **What facts were revealed when the mummy was X-Rayed in 1968.**
- A. his several possessions were missing
 - B. his hip bone was missing
 - C. his breast bone and front ribs were missing
 - D. his feet bone was missing

- 13. What does CT scan stand for?**
- A. Computed Telegraphy
 - B. Computed Tomography Scan
 - C. Car Topology
 - D. Computer Technology
- 14. Why did the procedure stop in between?**
- A. As spare fan stopped working
 - B. as the light went off
 - C. As the lift broken
 - D. none of the above ,Tiltcalled?
- 15. What is the Cemetery of Tut called.**
- A. Valley of the Kings
 - B. Tut's Resting Place
 - C. Resting Peace
 - D. Valley of Flowers
- 16. Tut was laid to rest, laden with _____”**
- A. platinum
 - B. aluminium
 - C. gold
 - D. silver
- 17. What was Tut lavished with?**
- A. gold, silver, flowers
 - B. lots of jewels
 - C. glittering goods: precious collars, inlaid necklaces and bracelets, rings, amulets, a ceremonial apron, sandals, sheaths for his fingers and toes all of pure gold”
 - D. expensive clothing
- 18. How has archeology changed through the decades?**
- A. focusses more on treasure
 - B. focusses more on physical findings
 - C. focusses on time factors more
 - D. focusing less on treasure and more on the fascinating details of life and mysteries of death

19. Howard Carter's investigations were resented because he:

- (a) spent too much money
- (b) opened the tomb after which thieves stole the treasure
- (c) damaged the body of Tut
- (d) invited the curse of the Pharaoh

20. Akhenaten was called 'whacky' by Ray Johnson as he

- (a) Attacked Amun images
- (b) shut down Amun temples
- (c) started worshipping Aten
- (d) all of the above Answer key

Q.No.	Answer	Q.No.	Answer	Q.No.	Answer
1.	C	2.	D	3.	B
4.	C	5.	A	6.	D
7.	A	8.	B	9.	A
10.	C	11.	B	12.	C
13.	B	14.	A	15.	A
16.	C	17.	C	18.	D
19.	C	20.	D		

Chapter - 4
Land scape of the Soul
By Nathalie Trouveroy

Wu Doazi

- a famous painter of eighth century
- made famous painting for the palace of Tang emperor Xuanzong
- after showing the painting to the King, Doazi, along with painting, vanished

Quinten Metsys

- loved his master's daughter
- but he didn't agree marrying his daughter to Quinten as he was not an artist
- Quinten painted a fly on a master's canvas masterpiece with delicacy and precision
- master agreed to his daughter's marriage

Asian or Chinese painting

- present an illusionistic view
- painter does not have a single viewpoint.
- his landscape is not a real one, need to enter it from mind
- one can enter it from any place
- Chinese landscape is spiritual and conceptual.

European or Western/Figurative painting

- create essence, inner life and spirit
- reproduces an actual view
- can view the landscape as the painter views it

Yin and Yang

- 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.

Art brut or Outsider Art

- It is the raw art of those who were talented but did not have any formal training.
- It has become the fastest growing area of interest in contemporary art internationally.
- The works of these artists are stimulating and thought provoking.
- One such art brut is Nek Chand, an untutored genius who created the famous Rock Garden using discarded (thrown away/waste) materials, stones and recycled it into beautiful art. For this show of talent and creativity, Nek Chand became a renowned figure all over the world.

Short Answer Type Questions (Unsolved)

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 daughter?
3. Describe Chinese view of art with example?
4. What is ‘outsider art’ or ‘raw art’ ? Describe Nekchand’s contribution to it?
5. Describe the concept of Shanshui in Chinese paintings.
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 “as untutored genius”?

SHORT ANSWERS TYPE QUESTIONS (SOLVED)

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.

SHORT ANSWER TYPE QUESTIONS (UNSOLVED)

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 daughter?
3. Describe Chinese view of art with example?
4. What is 'outsider art' or 'raw art'? Describe Nekchand's contribution to it?
5. Describe the concept of Shanshui in Chinese paintings.
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 "asuntutored genius"?

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?

Ans. 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.

LONG ANSWER TYPE QUESTIONS (UNSOLVED)

Q1. Scientific intervention is necessary to unearth buried mysteries. Comment.

Q2. Advanced technology gives us conclusive evidence of past events. Explain.

MULTIPLE CHOICE QUESTIONS BASED ON AN EXTRACT

In fifteenth century, Antwerp, a master blacksmith called Quinten Metsys fell in love with a painter's daughter. The father would not accept a son-in-law in such a profession. So Quinten sneaked into the painter's studio and painted a fly on his latest panel, with such delicate realism that the master tried to swat it away before he realised what had happened. Quinten was immediately admitted as an apprentice into his studio. He married his beloved and went on to become one of the most famous painters of his age.

1. In "Antwerp, a master blacksmith called Quinten Metsys fell in love with a _____ daughter"
- (a) emperor's (b) painter's
(c) minister's (d) master's

Ans: (b)

2. The father of Quinten's love interest did not accept Quinten's proposal for marriage because:
- (a) Quinten was not good looking
(b) Quinten was a blacksmith
(c) the father wanted an artist for his daughter
(d) the father himself was a great artist

Ans: (b)

3. Find the word from the passage which means the same as 'trainee' or 'learner'
- (a) delicate (b) admitted
(c) Antwerp (d) apprentice

Ans: (d)

4. Why did the master try to swat away the fly in the painting?
- (a) It was troubling the master
(b) It was hideous to look at
(c) It was drawn by Quinten who wanted to marry his daughter
(d) The master thought it was a real fly

Ans: (d)

MULTIPLE CHOICE QUESTIONS ON THE CHAPTER

1. The art by untrained artists is known as:
(a) brut art (b) raw art
(c) outsider art (d) all of the above
2. “The landscape is an inner one, a spiritual and conceptual space.” Which art is being discussed in these lines?
(a) Chinese or Asian art (b) western or European art
(c) Brut Art (d) None of the above
3. What two forms of art did the author contrast in this chapter?
(a) Indian Ancient Art and Chinese Art
(b) Chinese art and European art
(c) American Art and European Art
(d) European Art and Greek Art
4. Why didn't the painter want to draw an eye of a dragon?
(a) he feared that the painting would not look good
(b) he feared that the dragon would fly out of the painting
(d) he feared that dragon will seem real
(e) because he didnt want to work anymore
5. What do the books of Confucius and Zhuangzi teach?
(a) to guide his disciple in the right direction
(b) to not fear the superiors
(c) not to suppress your thoughts
(d) None of the above
6. What was the name of the blacksmith in the fifteenth century Antwerp?
(a) Adam Mulch (b) Sadern Metsys
(c) Lori Adam (d) Quinten Metsys
7. Why didn't the father approve of the love of his daughter and the blacksmith?
(a) due to his profession (b) due to his caste
(c) due to his appearance (d) None of the above

8. Whereas the European painter wants you to borrow his eyes and look at a particular landscape exactly as he saw it, from a specific angle, the Chinese painter does not choose a single viewpoint. Find the conjunction:
- (a) and, from (b) whereas, and
(c) and, the (d) whereas, the
9. Which one of the following represents the Daoist view of the universe?
- (a) figurative paintings (b) rock garden
(c) Quinten's fly (d) Yang and Yin
10. What did Quinten do to get into apprenticeship into his master's studio?
- (a) asked him to admit him too
(b) drew a fly on his latest panel that looked real
(c) gave an interview
(d) drew a dragon
11. What does the word 'Dao' mean?
- (a) perfection
(b) both the path or the method, and the mysterious works of the Universe
(c) mystery
(d) royal
12. The Chinese Painter want the viewer to
- (a) to enter his mind (b) to admire his painting
(c) to imagine the scene (d) to feel like they are inside of the scene
13. What does Yin mean?
- (a) water; horizontal and resting on the earth, fluid, moist and cool
(b) Mountain; vertically towards Heaven, stable, warm, and dry in the sun
(c) Neutral action
(d) None of the above
14. What does Yang mean?
- (a) Mountain; vertically towards Heaven, stable, warm, and dry in the sun
(b) water; horizontal and resting on the earth, fluid, moist and cool
(c) Neutral action
(d) receptive, feminine aspect of universal energy

15. What does the European Figurative painting mean to the viewer?
- (a) Illusion
 - (b) Imagination
 - (c) exactly as he sees it from a specific angle
 - (d) view of the painter
16. What is the essential third element?
- (a) Left Void
 - (b) Middle Void
 - (c) Yang
 - (d) Yin
17. What according to the painter dwells in the cave?
- (a) a spirit
 - (b) magic
 - (c) mystery
 - (d) dragon
18. Chinese art requires _____ participation of the viewer.
- (a) passive
 - (b) emotional
 - (c) active
 - (d) methodological

Q.No.	Answer	Q.No.	Answer	Q.No.	Answer
1.	D	2.	A	3.	B
4.	B	5.	A	6.	D
7.	A	8.	B	9.	D
10.	B	11.	B	12.	A
13.	A	14.	A	15.	C
16.	B	17.	A	18.	C

Chapter - 5

The Ailing Planet: the Green Movement's Role

By Nani Palkhivala

The article, The Ailing Planet: The Green Movement's Role appeared In The Indian Express on 24 November 1994. It focuses on deteriorating health of the Earth due to human greed, exploitation and intervention

Green Movement

1. started in 1972, founded in New Zealand
2. shifted human mindset from the mechanistic view to a holistic and ecological view of the world.
3. a shift in human perceptions as revolutionary as that need for **sustainable development**.

Sustainable development

- was popularised by World Commission on Environment and Development in 1987
- it is the "Development that meets the needs of the present, without compromising the ability of future generations to meet their needs.

Interesting fact

A Zoo at Lusaka, Zambia, has a notice board in a cage where it is written the most dangerous animal in this world. There is no animal but a mirror inside where one can see his image. Hence proving that man is the most dangerous creature on Earth.

A different perceptive 'Earth is a living organism'

- an enormous being
- has its own metabolic needs that must be respected and preserved.
- However, It's vital signs show declining health Concern of humans-
- Man has realised that we must live in partnership with 1.4 million other living beings.
- **Brandt commission** member L.K.Jha raised the question regarding the condition of the earth which we are going to leave for our successors.

The four biological systems, forming the basis of the global economic system **according to Mr Lester R. Brown**, providing all the raw materials for various industries are:

- fisheries
- forests
- grasslands
- croplands.

However now they are

- reaching an unsustainable level
- productivity is being impaired.

Hence fisheries collapse, forests disappear, grasslands are converted into barren wastelands, and croplands deteriorate. Meaning of the statement

(1) “what goes under the pot now costs more than what goes inside it”.

In poor countries, local forests are being decimated in order to procure firewood for cooking. In some places, firewood has become so expensive that 'fuel' to cook has become more expensive than the food that has to be cooked.

(2) “forests precede mankind; deserts follow”.

Or. Mayer said that tropical forests are the power house of evolution. The tropical forest of the world is now eroding at the rate of forty to fifty million acres a year. The growing use of dung for burning deprives the soil of an important natural fertiliser. This is leading our planet to becoming a desert in near future.

(3) “No generation has a freehold on this earth. All we have is a life tenancy, with a full repairing lease.” *Margret Thatcher*

(4) We have not inherited this from our forefather; we have borrowed it from our children.” *Mr Lester Brown*

Measures to be taken

- Population control is to be given top priority. Fertility falls as incomes rise, education spreads, and health improves. Thus, development is the best contraceptive.
- Industries have crucial role to play.

Important Statements

“No generation has a freehold on this earth. All we have is a life tenancy, with a full repairing lease.”

Margret Thatcher

We have not inherited this from our forefather; we have borrowed it from our children.”

Mr Lester Brown

SHORT ANSWER QUESTIONS (SOLVED)

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 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.

SHORT ANSWER TYPE QUESTIONS (UNSOLVED)

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 (SOLVED)

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 of 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 of coercion.

Long Answer Type Questions (Unsolved)

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.

MULTIPLE CHOICE QUESTIONS BASED ON AN EXTRACT

We have shifted - one hopes, irrevocably - from the mechanistic view to a holistic and ecological view of the world. It is a shift in human perceptions as revolutionary as that introduced by Copernicus who taught mankind in the sixteenth century that the earth and the other planets revolved round the sun. For the first time in human history, 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 and vital processes which need to be respected and preserved.

1. 'We have shifted – one hopes, irrevocably – from the mechanistic view to a holistic and ecological view of the world. The 'word' holistic will be best described by:
 - (a) refers to the view that calls for the preservation of the planet and look at it as a whole and not parts
 - (b) To look at Earth as an organism who is covered with forests as hair
 - (c) to look at earth as different parts depicting different parts
 - (d) none of the above

Ans: (a)

2. Who is being treated as an organism having its own metabolism?

(a) Man	(b) Copernicus
(c) Earth	(d) ecology

Ans: (c)

3. why is the shift from mechanistic view to holistic view important?
 - (a) To save the earth from further deterioration
 - (b) To treat earth as an organism
 - (c) to grow worldwide consciousness that the earth itself is a living organism
 - (d) all of the above

Ans: (d)

MULTIPLE CHOICE QUESTIONS ON THE CHAPTER

1. The world's first nationwide Green party was founded in
 - (a) New Zealand
 - (b) United States of America
 - (c) South Africa
 - (d) England
2. The _____ itself is a living organism - an enormous being of which we are parts. It has its own metabolic needs and vital processes which need to be respected and preserved. Who is the writer speaking about?
 - (a) rare species of Bengal tiger
 - (b) blue whale
 - (c) Universe
 - (d) Earth
3. What does the notice outside a cage, in Lusaka, Zambia, having a mirror, say about human image?
 - (a) the world's most greedy animal
 - (b) the world's most dangerous animal
 - (c) humble protector of the Earth
 - (d) all of the above
4. Mr Lester R. Brown in his thoughtful book, The Global Economic Prospect, points out that the earth's principal biological systems are four:
 - (a) metals, fisheries, forests and croplands
 - (b) fisheries, forests, grasslands and croplands
 - (c) fisheries, forests, grasslands, and Bio gas
 - (d) Coal, petrol, Bio gas and forests

Answers:

- | | |
|--------|--------|
| 1. (a) | 2. (d) |
| 3. (b) | 4. (b) |

Chapter - 6
The Browning Version
By Terence Rattigan

It is an extract from the play *The Browning Version* written by Terence Rattigan which is focused on a good but unpopular school teacher Mr Crocker Harris. It vividly brings about the agony of a dedicated teacher who has a strict attitude towards his students. Frank - young teacher, Crocker Harris- old teacher, Taplow-a boy of sixteen.

Crocker Harris

- Different kind of teacher
- Strict disciplinarian, hard working and fully devoted to his duties.
- 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 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 shrivelled up. Never respond to feelings shown by the students.
- Taplow admits that in spite of all this, he likes Mr. Crocker-Harris.

Taplow

- A boy of sixteen.
- Came to school to do extra work for Crocker Harris as he had missed a class a week ago.
- He dislikes the play *Agamemnon* and is more interested in science.
- He is a good mimic as he imitates Crocker Harris's voice and style very well.
- Liked Crocker Harris even though he was a strict teacher.
- He does not consider him a sadist. He admires Crocker Harris.
- He does not want to make Crocker Harris angry by displeasing him in any manner.
- When Frank suggests him that he could play and come back as there are very bleak chances of Crocker Harris's coming, he refuses to do so.

Frank

- Frank is a young teacher.

- He shows a better understanding of student behaviour and psychology.
- He is humble towards his students.
- He has a friendly attitude towards his students. His conversation with Taplow shows that Taplow is very comfortable discussing the matter with him.
- Even though Frank is easy in his attitude, he is not of the kind who will appreciate sarcasm on fellow teachers.
- He quickly points out to Taplow when he get too carried away mocking Crocker-Harris.

When Frank and Taplow were talking, Millie, the wife of Mr. Crocker-Harris arrives there and sends Taplow to a chemist's shop with a prescription.

SHORT ANSWER QUESTIONS (SOLVED)

Answer the following questions in not more than 30-40 words.

Q.1. Why did Crocker-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 total Taplow that her husband was at the Bursar's'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 radist because he gets after his students. But Taplow says after he understands he 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 does n'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 Crocker 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 lose his form.

SHORT ANSWER TYPE QUESTIONS (UNSOLVED)

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 Taplow 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.

LONG QUESTIONS (SOLVED)

Question 1. Write a brief character sketch of Frank Hunter Answer:

Frank Hunter was the popular, young science teacher. He is liked by the students who feel he can understand them better than Mr Crocker-Harris. He is also popular because he teaches science which the students find easier to comprehend than Classics which they think is “muck”. He however, feels students who take up science are slackers and don't take much interest in the subject. He is easy to talk to and approachable. His attitude puts them at their ease. Taplow finds he can confide his troubles to him. In fact, he forgets himself enough to refer to his teacher Mr Crocker-Harris as “the Crock”. However, he encourages students to talk ill of other teachers. He probes the details of the relationship between Mr Crocker-Harris and Taplow. He also encourages Taplow to disobey the teacher's orders and go off before meeting Mr Crocker-Harris.

Question 2. What idea do you form of Taplow after reading the play 'The Browning Version'?

Answer: Taplow is a young boy of seventeen, studying in the lower fifth grade. He is an obedient and hard-working student. He has great liking for science. He was summoned for extra work by Mr Crocker-Harris for missing school for a day. Though he wishes to play golf on the last day before school closes, he obediently turns up to wait for his teacher. He is devoted to Mr Crocker-Harris. When Taplow comes across Mr Frank, the science teacher, Mr Frank, gets Taplow to discuss Mr Crocker- Harris and also encourages him to leave. Taplow replies that he cannot "cut" as Mr Harris would probably follow him home. When Mr Frank insinuates that his teacher might award him with a fine result for doing extra work, Taplow refutes it calling Mr Harris a man of principles. He reiterates that Mr Crocker-Harris had told him that he had given him exactly what he deserved. Taplow is a sincere student who respected his teachers.

LONG QUESTIONS (UNSOLVED)

1. What perspective do you find of Taplow as a student?
2. What were the views of Taplow about Crocker Harris?

MULTIPLE CHOICE QUESTIONS BASED ON AN EXTRACT

1. Who are the three characters of the play "The Browning Version"?
 - A. Taplow, Alice and Mr. Harrow
 - B. Taplow, Frank and Mrs. Harris
 - C. Taplow, Frank, and Mr. Crocker - Harris
 - D. Alice, Frank and Mr. Crocker - Harris

2. Who is Mr. Crocker-Harris ?
A. Principal B. School Teacher
C. middle-aged schoolmaster D. Don't know
3. What was Taplow doing on the last day of school?
A. Extra Work
B. Time pass
C. Can't say
D. completing homework
5. Why did Taplow call Mr. Crocker - Harris "Hardly Human"?
A. because he is a sadist B. he is all shrivelled up
C. he is very rude to everyone D. he finds peace in failing students
6. What book was Taplow reading?
A. History textbook B. The Agamemnon
C. Julius Caesar D. English Novel
7. Why was Frank jealous of Mr. Crocker - Harris?
A. because of the effect he has on students
B. because of his fame
C. because he was senior schoolmaster
D. because he was paid well
8. How does Taplow react when Mr. Crocker - Harris cracked a joke in the class?
A. he laughed B. he ignored it
C. he asked him what it meant D. he did nothing
9. How would you describe Millie Crocker - Harris?
A. thin Woman, late thirties, smartly dressed
B. fat woman, forties
C. thin woman, in her twenties
D. thin women, smartly dressed
10. Who said the lines, 'Come along, Taplow. Do not be so selfish as to keep a good joke to yourself.'?
A. Mr. Crocker-Harris B. Millie
C. Frank D. Principal

Chapter - 7

The Adventure

By Jayant Narlikar

This fictional narrative by Jayant Narlikar belongs to the genre of science fiction and deals with the much intriguing aspect of time. 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.

- At that time he was thinking of the catastrophe theory and its implications for history.
- He found himself in another Bombay-which looked more like England (cleaner, big English shops).
- The East India Company was flourishing. In this different Bombay, he went to the Asiatic Society library in the town hall, to read some History books, including the ones he had written.
- Most of the history was as he knew it in his world-but the point where history had changed was the Battle of Panipat. In this different world, the Marathas had won.
- The Marathas had not allowed the East India Company to expand. In fact, its influence was limited to a few places like Bombay, Calcutta and Madras. India had become a democracy but allowed the British to carry on for commercial reasons.
- Prof. G wanted to find out how the Marathas had won the battle. According to one history book, the Maratha army's morale was boosted when Vishwasrao managed to escape death narrowly.

Next morning he went for a stroll to Azad Maidan.

- There was a lecture and Prof. Gaitonde went and sat on the vacant presidential chair.
- It turned out that in this world people were fed up of long speeches and had abolished the 'chairing' custom.
- They got angry because Prof. Gaitonde would not stop talking. They threw things at him and then got onto the stage to throw him out. Suddenly Prof G vanished.
- He was found in the Azad Maidan in his own familiar world. But where had he been for two days remained a mystery.?
- He showed Rajender Deshpande the proof that he had been somewhere else and not

just imagining things- the torn-off page of the history book from the other world, about Vishwasrao escaping death.

- In his book in his own world, the account was given as Vishwasrao being hit by the bullet and dying. So in our world, the Marathas had not won, the East India Company had not flourished and so on.
- Through discussions. Prof Gaitonde and Rajender Deshpande came to the conclusion that there could be many 'different worlds' at different points of time.' They could all have a different history.
- Prof. Gaitonde had been to another world. The time was the present but their history was completely different!

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 'Bhauasahebanchi Bakhar'? Why was he shocked?
9. How did Rajendra Deshpande try to rationalise Gangadhar Pant's experience at Azad Maindan 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. It was just contrary to what his own history book said. And he wanted to know the facts.

Q.2. How did Rajendra explain the concept of reality with the example of movement of an electron?

Ans. Rajendra 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 their 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 not 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 worlds, one that was present, in other that might have been.

MULTIPLE CHOICE QUESTIONS ON THE CHAPTER

1. Professor Gaitonde was travelling from _____.
(a) Pune to Bombay (b) Pune to Delhi
(c) Bombay to Pune (d) Delhi to Bombay
2. Why did the professor go to the hall?
(a) To check facts from history books (b) To pass his free time
(c) To read books (d) To meet a friend
3. What did the professor notice at the lecture going on in the pandal?
(a) There was no crowd (b) Presidential chair was empty
(c) The speaker was very old
(d) The language in which lecture was being given
4. Which theory as explained by Rajender Prasad States in a shift in behaviour?
(a) Quantum theory (b) Theory of relativity
(c) Big Bang theory (d) Catastrophe theory

Answer Key

- | | |
|--------|--------|
| 1. (a) | 2. (a) |
| 3. (b) | 4. (d) |

Chapter - 8

Silk Road

By Nick Middleton

The lesson 'Silk Road'

- an extract from the author's travelogue
- describes only a small part of his journey
- journey from Ravu, a small mountain village to Darchen, at the foot of Mt. Kailash
Lahmo gives a farewell present to author, a long sleeved sheep skin coat. Worn by men.
- The author left Ravu in the company of Daniel and Tsetan.
- Tsetan knew a short-cut. He said the journey would be smooth if there was no snow.
- From the gently rolling hills of Ravu they took a short through cut.
- On the way they saw a few gazelles and a herd of wild asses.
- passing by the hills they could see the lonely drokbas tending their flocks.
- Men and women would pause and stare at their car, occasionally waving as they passed by.
- passing by nomad's tents, saw **Tibetan mastiffs** who would explode into action as they neared the tents, barked furiously, were fearless, would chase the car for some distance, then would go back on
- at 5210 meters above the sea level, the road became bumpier
- icy top layer of the snow was very dangerous; the car could slip off the road
- snow continued blocking their way
- when reached 5515 meters above the sea level 1. atmospheric pressure became very low, 2. Tsetan opened the lid of the petrol tank to release the evaporated fuel 3. author experienced severe headache
- by late afternoon, reached the small town of Hor, grim, miserable place on shores of lake Mansarovar
- no vegetation, just dust and rocks
- Mansarovar a source of four main Indian rivers-the Indus, the Ganges, the Sutlej and the Brahmaputra. "Hor was grim, miserable place. There was
- reached a guest house in Darchen by 10.30 p.m

- author had a very troubled night, sinus blocked, not able to get enough oxygen, found difficulty in sleeping
- Next day Tsetan took him to the Darchen Medical College
- Doctor told him it was just cold and the altitude, gave him some medicine, slept well that night
- like Hor, Darchen was dusty, heaps of refuse seen all around, not many shops, appeared to be sparsely populated
- Author felt lonely as no pilgrims could be seen, had reached there very early in the season

Meeting Norbu:

- Author wanted to reach Mount Kailash to do kora
- But didn't want to do it alone
- was looking for someone who could speak or understand English. Found Norbu in a cafe
- saw him reading an English book
- He was a Tibetan, worked in Beijing at the Chinese Academy of Social Sciences
- He too was there to do kora, but not a religious person
- Both decided to climb Mount Kailash
- Norbu became an ideal companion for author

SHORT ANSWERS TYPE QUESTIONS (UNSOLVED)

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 affect 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?

SHORT ANSWER TYPE QUESTIONS (SOLVED)

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 fore 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.

LONGANSWERS 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, they came across several mountaineous animals. He saw nomad's tents with huge Tibetan dogs guarding them. The author had his first physical problem when he felt the pressure mounting up in his ears. When Tsetan saw snow lying across the tracks, he sprayed 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 cold and mountain sickness. He took some medicine from Tibetan doctor. The next day he met Norbu, who could speak English. Both decided to continue their "Kora" together.

LONG ANSWER TYPE QUESTION (UNSOLVED)

1. The narrator on his way to Mount Kailash came across a lot of topographic variation. Comment.
2. The narrator realized that the snow was both dangerous as well as beautiful. Justify.

MCQ chapter

1. What is the meaning of 'Kyang'?
(a) flower petals (b) sun rays
(c) huge pile of dust (d) huge pile of grass

Ans: (c)

2. Why was the protagonist facing communication problems in Darchen?
(a) as he never wanted to talk to locals
(b) as he was always busy in his meditation
(c) as no one knew English (d) None of the above

Ans: (c)

3. Why was Hor an ugly and miserable place?
(a) it had no modern markets (b) it had no vegetation
(c) it didn't have any proper medical facilities
(d) it had no place to live

Ans: (b)

4. What are the names of four rivers that Lake Mansarovar consists of?
(a) the Ganges, the Yamuna and the Sutlej
(b) the Yamuna, the Ganga and the Indus
(c) the Indus, the Ganges, the Sutlej, and the Brahmaputra
(d) the Indus, the Ganges and the Yamuna

Ans: (c)

SNAPSHOTS-(Supplementary Reader)

SUMMER OF THE BEAUTIFUL WHITE HORSE

By: William Saroyan

STORY ABOUT THE ADVENTURES OF TWO COUSINS ARAM AND MOURAD WHO BELONG TO A FAMILY KNOWN FOR ITS HONESTY AND PRIDE

MOURAD
STEALS
A BEAUTIFUL
WHITE HORSE

INVITES ARAM
FOR AN EARLY
MORNING RIDE
ON THE HORSE

BOTH OF THEM
VENTURE OUT
INTO THE
COUNTRYSIDE

ARAM TRIES TO
RIDE ALONE
BUT THE HORSE
THROWS HIM
OFF AND RUNS
ASTRAY

ON THE OTHER
HAND, MOURAD
RIDES WITH EASE
AND SAYS "I HAVE
A WAY WITH A
HORSE". THEN
HIDES IT IN A
DESERTED BARN

ARAM REALISES THAT
THE HORSE HAS BEEN
STOLEN BUT REFUSES
TO BELIEVE IT BECAUSE
OF THEIR TRIBE'S
PRINCIPLES, MOREOVER
HE IS ENJOYING THE
RIDING SESSION

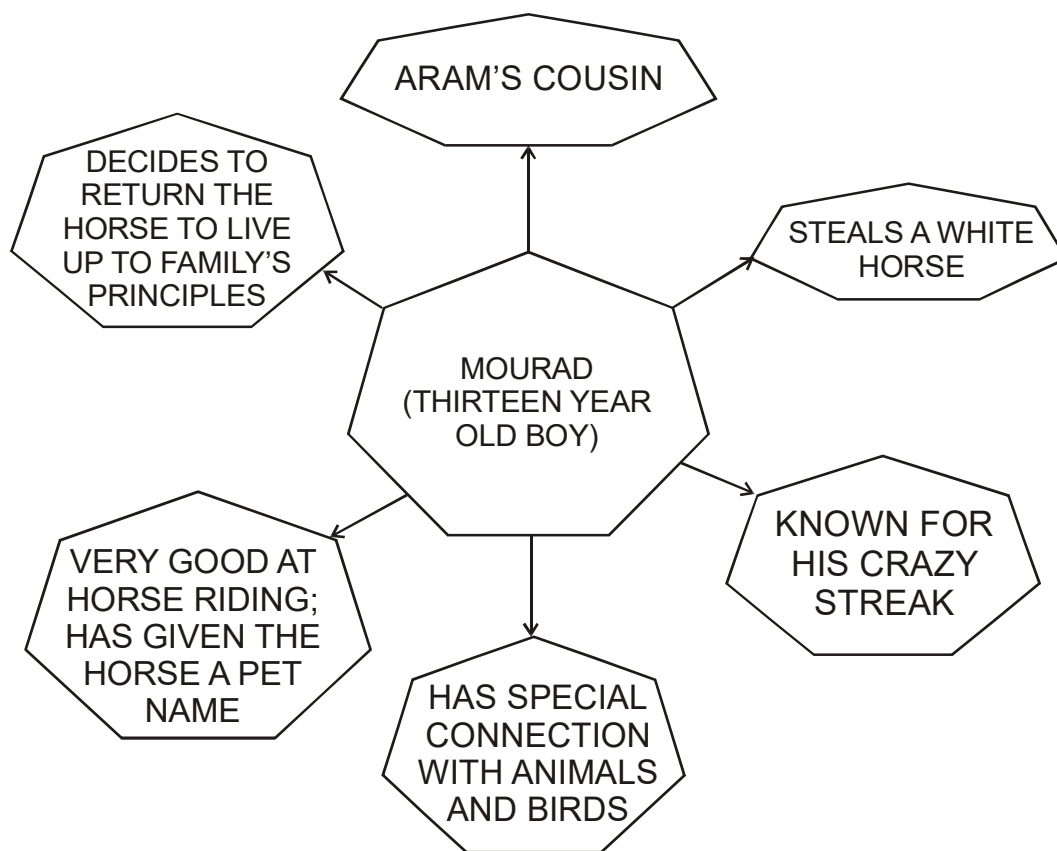
THEY CONTINUE TO
RIDE ON EARLY
MORNING OVER
SEVERAL DAYS UNTIL
THEY COME ACROSS
JOHN BYRO, THE
OWNER OF THE HORSE

JOHN BYRO
RECOGNISES THE
WHITE HORSE BUT
LETS THE BOYS
GO BECAUSE HE
HAS KNOWN THEIR
FAMILY FOR A
LONG TIME AND
BELIEVES IN THEIR
HONESTY

ARAM
AND MOURAD ARE
FILLED WITH
CONSCIENCE AND
DECIDE TO
RETURN THE
HORSE TO LIVE UP
TO THE
PRINCIPLES OF
THEIR TRIBE

THE STORY TEACHES US
IMPORTANCE OF HONESTY
EVEN IN THE FACE OF
GREED AND PASSION

MOURAD'S CHARACTERSKETCH



SNAPSHOT — (Supplementary Reader)

1. The Summer of the Beautiful White Horse

By William Saroyan

Main Points:

- This is a story of two tribal Armenian boys who belonged to the Garoghlanian tribe.
- Their tribe lives in extreme poverty yet, nothing could match their honesty.
- They never did anything wrong and never lied or never even stole anything.
- The story talks about an incident that revolves around two cousins Aram who is nine years old and Mourad who is thirteen.
- Mourad was considered to be crazy by everybody he knew. He was considered the natural descendent of his uncle Khusrove, an enormous man with a roaring voice.
- The story opens with Mourad coming to Aram's house at four in the morning . He tapped on the window to Aram's room. When Aram looked out of the window, he was taken aback and startled to see Mourad riding a beautiful white horse.
- This was too unbelievable because Aram knew that they were too poor to be able to afford to buy a horse.
- The only way Mourad could possess it could be by stealing. They were too honest to lie and yet too crazy to ride a horse.
- Thus, they decided to keep the horse for two weeks to enjoy its ride in cool air. They justified their action by saying that stealing a horse for money was not the same as stealing it for riding.
- They hid it from the rest of the world by keeping it in a barn of the deserted vineyard.
- One day while returning from horse riding they came across John Byro, a farmer who was the owner of that horse.
- John Byro was sure that it was his horse, yet, he did not suspect the boys
- He even counted the horse's teeth and was just amazed at the resemblance and said: "I would swear it is my horse if I did not know your parents."
- This moving experience led the boys towards John's vineyard the very next morning. They left the horse in the barn after patting it affectionately.
- Later that day, John seemed to be very pleased and shared the news of the return of his horse with Aram's mother.

- The story teaches us the importance and necessity of honesty even in the face of greed and passion.
- Mourad has been described in the story as a kind-hearted animal lover. He has a way with animals.
- He loves the horse and shows his affection by whispering to it. He is able to tame the horse quite easily and rides it well.
- At another point he is shown trying to mend the broken wings of a bird and talking softly to it.

SHORT ANSWER TYPE QUESTIONS (30 TO 40 WORDS)

Q1. Why was Aram surprised when he saw Mourad in the Morning?

Ans. Aram was surprised to see Mourad 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.

Q2. Who was uncle Khosrove? Why was he considered the craziest member of his tribe?

Ans. Uncle Khosrove 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".

Q3. 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 distances as his surrey was useless without a horse.

Q4. 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 accuse for him to keep the horse after this incident.

Q5. Why did John Byro not accuse Mourad of stealing the horse, though he recognised his horse?

Ans. Though John Byro could recognise the horse, he did not blame Mourad of stealing because he knew his parents well. He knew that Mourad's family and tribe was famous for honesty.

MULTIPLE CHOICE QUESTIONS BASED ON AN EXTRACT

Read the following extract from the lesson and answer the questions that follow :-

A. My cousin Mourad was considered the natural descendant of this man, although Mourad's father was Zorab, who was practical and nothing else. That's how it was in our tribe.

- (i) Who was Mourad's cousin?
- | | |
|---------------|--------------|
| (a) John Byro | (b) Zorab |
| (c) Aram | (d) Khosrove |
- (ii) What was the name of the tribe to which Mourad belonged?
- | | |
|-------------------|-----------------|
| (a) Gharoghlanian | (b) San Joaquin |
| (c) Vagrant | (d) Capricious |
- (iii) Who was the son of Zorab?
- | | |
|---------------|--------------|
| (a) Aram | (b) Khosrove |
| (c) John Bryo | (d) Mourad |

B. The farmer looked into the mouth of the horse. Tooth for tooth, he said, I would swear it is my horse if I didn't know your parents. The fame of your family for honesty is well known to me. Yet the horse is the twin of my horse. A suspicious man would believe his eyes instead of his heart. Good day, my young friends.

- (i) What is the name of the farmer?
- | | |
|---------------|---------------------|
| (a) Zorab | (b) Khosrove |
| (c) John Byro | (d) William Saroyan |
- (ii) Whom does "My young friends" refer to?
- | | |
|--------------------------|------------------------|
| (a) Author of the lesson | (b) Zorab and Khosrove |
| (c) Aram and Mourad | (d) None of the above |
- (iii) Find a word from the PARA which means the same as "Doubtful".
- | | |
|----------------|-------------|
| (a) Swear | (b) Instead |
| (c) Suspicious | (d) Honesty |

MULTIPLE CHOICE QUESTIONS ON THE CHAPTER

- Q1. Mourad liked being _____ more than anybody else.
- | | |
|------------|--------------|
| (a) Crazy | (b) Alive |
| (c) Honest | (d) Truthful |

- Q2. What according to Aram, was his first longing?
- (a) To own a horse (b) To become rich
(c) To ride a horse (c) To visit a vineyard
- Q3. How would you describe Uncle Khosrove?
- (a) Hot tempered (b) Irritable
(c) Impatient (d) All of the above
- Q4. John Byro learned to speak Armenian out of _____.
- (a) Necessity (b) Fun (c) Eagerness (d) Loneliness

QUESTION FOR PRACTICE (30 TO 40 WORDS), 2 MARKS EACH

1. Why Mourad came so early in the morning?
2. Aram could not believe his eyes when he looked out of the window. Comment
3. How did Aram and Mourad feel during the ride on the beautiful white horse?
4. How did the boys justify their act of stealing?
5. Which place was used by the boys for hiding the horse? Why?
6. Who was John Byro? What was his reaction on seeing the two boys with the white horse?
7. Why did the narrator and his cousin return the horse?
8. How did Aram conclude that Mourad had stolen the horse?
9. What consideration(s) did the boys have in making a choice of the place to hide the stolen horse?
10. What happened during the narrator's solo ride?
11. Were the boys able to prove the hallmarks of their tribe? Why/Why not?

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.

2. The Address

By Marga Minco

MAIN POINTS:

- Marga Minco is the narrator. She was a girl of fifteen or seventeen. Her family was Jewish and Hitler was planning to kill all the Jews in Germany, Holland, Austria, etc..
- The war led to exodus of Jewish families towards safer places. They were forced to abandon their homes and belongings.
- This short story is a touching account of a daughter who goes in search of her mother's belongings after the War, in Holland.
- When she finds them, the objects evoke memories of her old life. However, she decides to leave them all behind and resolves to move on
- A lady named Mrs. Dorling comes to Mrs. S's house to give pre-war info to Mrs. S.
- The narrator happens to meet Mrs. Dorling on one of her visits to her house and remembers her taking away a suitcase full of their belongings.
- Mrs. S tells her daughter that Mrs. Dorling has good intentions of keeping their belongings safe during the war time. She has offered to help the narrator's family by carrying their household utensils, furniture and all the other valuables.
- When the war was over and the Jews were feeling safe in these countries, Marga (the narrator) returned to her house (which was no more!) and lived in a small hut. She has lost her mother and misses her dearly.
- One day, Marga thinks of the woman (Mrs. Dorling) who had taken all her possessions. She recalls her address - 46, Marconi Street and goes to the address by train.
- Mrs. Dorling opens the door and is surprised to see the narrator. When the narrator introduces herself she refuses to recognize her. Perhaps Mrs. Dorling was not expecting that she would ever return after the war.
- On the other hand, the narrator recognizes the woollen cardigan which Mrs. Dorling was wearing as it belonged to her mother.
- Marga was terribly pinched, hurt, disappointed and betrayed by the behavior of Mrs. Dorling. Anyhow, the first visit ends on a sad note.
- She grew impatient after a while and decided to visit Mrs. Dorling once again.

- When she rang the bell at house number 46, Mrs. Dorling's daughter - meets the narrator and offers her a cup of tea. Marga goes inside.
- She recognizes many articles that once belonged to her mother but were now being used in a distasteful manner by the Dorling family.
- Marga is hurt and disgusted at the shrewdness of Mrs. Dorling. She loses the desire of taking back her mother's belongings as they evoke sad memories of the war and painful loss of the mother in her heart.
- She resolves to forget the address and move on in life.

Read this prose extract and answer the questions that follow :-

1. 'Every time she leaves here she takes something home with her', said my mother. 'She took all the table silver in one go. and then the antique plates that hung there, she had trouble lugging those huge vases, and I'm worried she got a crick in her back from the crockery'. My mother shook her head pityingly. 'I would never have dared ask her. She suggested it to me herself. She even insisted she wanted to save all my nice things. If we have to leave here we shall lose everything, she says'.

(i) Whom does "she" refer to here?

- | | |
|------------------|-----------------------|
| (a) Marga Minco | (b) Author's mother |
| (c) Mrs. Dorling | (d) None of the above |

(ii) Why is "she" taking away things which belong to the author's mother?

- | |
|--|
| (a) Because the author and her mother are taking refuge in some other place due to war. |
| (b) Because the author and her mother are trying to sell their house as they need money. |
| (c) Because "she" is the best friend of author's mother |
| (d) Because the author and her mother are planning to move to a bigger house |

(iii) Where does "she" live?

- | | |
|-----------------------|-----------------------|
| (a) 43 Alberto Lane | (b) 46 Alberto Lane |
| (c) 46 Marconi Street | (d) 46 Varconi Street |

2. The address was correct but now I didn't want to remember it anymore. I wouldn't go back there because the objects that are linked in your memory with the familiar life of former times instantly lose their value when, severed from them, you see them again in strange surroundings. And what should I have done with them in a small rented room where the shreds of black-out paper still hung along the windows and no more than a handful of cutlery fitted into the narrow table drawer?
- (i) Who lives at the "address"?
- (a) Marga Minco herself (b) Marga Minco's mother
(c) Mrs. Dorling (d) Both (a) and (b)
- (ii) What kind of emotions are filled in the narrator's heart at this time.
- (a) She's ecstatic upon finding her mother's belongings
(b) She's sad and feeling betrayed by Mrs. Dorling
(c) She's full of gratitude for Mrs. Dorling for taking care of her mother's belongings
(d) All of the above
- (iii) Which word from the paragraph which means the same as "small pieces".
- (a) Severed (b) Cutlery
(c) Instantly (d) Shreds

MCQs BASED ON LESSON

Q1. How did Mrs. Dorling treat the author when the author visited her?

- (a) Warm and welcoming
(b) Cold and inhospitable
(c) Overjoyed
(d) Both (a) and (c)

Q2. "Her face gave absolutely no sign of recognition." Who is her?

- (a) Mrs. S
(b) Mrs. Dorling's daughter
(c) Mrs. Dorling
(d) Mrs. S's daughter

Q3. In what attire did the author find Mrs. Dorling?

- (a) Author's mother's green knitted cardigan
- (b) Author's green Knitted cardigan
- (c) Author's is unable to recognise it
- (d) Not mentioned in the story

Q4. "I thought that no one had come back." Why does Mrs. Dorling say this?

- (a) Because she was happy to see the protagonist
- (b) Because she had been waiting for the protagonist for a long time
- (c) Because she thought everyone in the protagonist's family was dead
- (d) None of the above

SHORT ANSWER TYPE QUESTIONS (30 TO 40 WORDS)

Q1. 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.

Q2. Why was the narrator confident that she had reached the correct address?

Ans. The narrator remembered the house No. 46, on Marconi street, which her mother had told her about. She also recognized the green knitted cardigan with wooden buttons which Mrs. Dorling was wearing as it belonged to her mother.

Q3. 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.

Q4. Why did the narrator decide not to collect her belongings?

Ans. The narrator was disappointed after recognising her belongings in a stale and dirty environment. She didn't feel comfortable on seeing all those valuable articles placed in a distasteful manner at Mrs. Dorling's house.

Q5. 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 valuable household articles to Mrs. Dorling during the war time. She thought that her daughter would collect all that after the war was over.

QUESTIONS FOR PRACTICE

1. Why was Mrs. Dorling surprised upon seeing the author?
2. Why did the author feel upset on her first visit to Mrs. Dorling's house?
3. How did the author feel towards the 'stored stuff' at Mrs. Dorling's house? Why did she feel so?
4. What type of a girl was the author? How did you form this opinion? [Hint:- Possessive.]
5. Describe the author's meeting with Mrs. Dorling's daughter?
6. Why did she resolve to forget the address?
7. 'I resolved to forget the address. Of all the things I had to forget, that would be the easiest.' Comment.
8. Which address had the narrator remembered for years? Why?
9. Why did the narrator desire to see the 'stored stuff' after so long?
10. What do you gather about the character of Mrs. Dorling in the story?

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 is to make the best of our present. Explain with reference to the story 'The Address'.

3. Ranga's Marriage

By Masti Venkatesha Iyengar

- The story is about a boy who returns to his village after receiving education in English medium from Bangalore.
- The boy is the son of the accountant of the village. They live in the village Hosahalli in Mysore.
- When the boy returns, the whole village floods over him to see if there is any change in his appearance.
- The courtyard turns black with heads of villagers. This incident has been compared with a historical event known as the “Black-hole of Calcutta”.
- Shyama, the narrator too goes inside the courtyard to see Ranga. The young boy recognizes him and greets him respectfully. Shyama is deeply impressed with his manners and immediately decides to find a suitable match for his marriage.
- But Ranga has starkly opposite views about marriage. He tells Shyama that he had no interest in getting married as he believed in equality of age and maturity for getting married.
- Shyama meets disappointment, yet, he gets determined to get him married to Ratna, an eleven year old girl, the niece of his friend Rama Rao.
- She was from a big town and knew how to play veena and harmonium.
- He came up with a plan. He asked Rama Rao's wife to send Ratna to his place to fetch some buttermilk. So she came on Friday wearing a grand saree. He requested Ratna to sing.
- Ranga also reached the narrator's place and stopped outside the room as he did not want to disrupt the singing but was curious to see her face, so he peeped in.
- Ratna noticed the stranger and stopped abruptly. Ranga came in and the girl left.
- Curiously he inquired about the girl and narrator cleverly played at his words. He told Ranga that the girl was married off a year ago and noticed that Ranga's face had shrivelled up like a roasted brinjal out of disappointment.
- Ranga was attracted to the girl but was yet to admit this. Shyama was happy as his plan was working.
- Later, the narrator takes Ranga to Rama Rao's home and asks him to wait outside. When he comes outside he confirms that Ratna was not married. Light returns to Ranga's face.

- Then Shyama takes Ranga to the house of his astrologer friend Shashtri with whom he has already hatched a plan to know Ranga's feelings for Ratna.
- Ranga falls into the trap and admits his attraction towards Ratna.
- The story moves forward ten years. Ranga has come to invite the narrator at his son Shyama's third birthday. Obviously, Ratna and Ranga had been married. They have named their son Shyama as a tribute for the efforts he made to get the two of them married.
- Ranga is an educated boy with exposure to English, which is a rare achievement in those days. He proclaims to be modern and open-minded about equality in marriage. Yet, he marries a girl merely eleven years old. It clearly exposes his hypocrisy (double standards) and indicates that child marriage is as much prevalent in educated families.

MULTIPLE CHOICE QUESTIONS BASED ON AN EXTRACT

1. I was distressed that the boy I thought would make a good husband, had decided to remain a bachelor, after chatting for a little longer, Ranga left. I made up my mind right then....
 - (i) Who is the narrator?

(a) the author	(b) the accountant
(c) Ranga	(d) Shyama
 - (ii) Why was the narrator distressed?

(a) because Ranga had decided to remain a bachelor
(b) Because Ranga had rejected Ratna
(c) Because Ranga had changed a lot after coming from bangalore
(d) None of the above
 - (iii) What did the narrator resolve to do after ranga left?

(a) To enquire about Ranga's whereabouts from his father
(b) To find a suitable girl for Ranga and get him married
(c) To create awareness in the society about benefits of marriage
(d) To create awareness in society about equality of gender
2. "Come' Let's go and see Shastri," I suggested. "We will find out whether guru and shani are favourable for you or not." Ranga accompanied without any protest. As

soon as Shastri saw us, he exclaimed, “What a surprise, Shyama! Haven’t seen you for a long time.”

- (i) Who was Shastri?
 - (a) The author
 - (b) The accountant
 - (c) The astrologer
 - (d) The village head
- (ii) Why did Ranga agree to go to Shastri?
 - (a) Because he couldn’t say “no” to Shyama
 - (b) Because his behaviour had changed after coming back from Bangalore
 - (c) Because he was in need of some money
 - (d) Because he was upset after knowing that Ratna was married and wanted some solution of his problem
- (iii) Why did Shastri express surprise after seeing Shyama?
 - (a) Because it was a part of their plan to learn about Ranga’s feelings for Ratna
 - (b) Because Shastri had indeed seen shyama after a very long time
 - (c) Because shastri had not expected Ranga to be accompanied by Shyama
 - (d) None of these

MCQs BASED ON LESSON

Q1. What does the narrator mention as a ‘priceless commodity’?

- A. his native language
- B. mangoes of his village
- C. flowers of his village
- D. English language

Q2. An old lady checked for Ranga’s _____ .

- A. birthmark
- B. sacred piercing
- C. sacred tattoo
- D. sacred thread

Q3. After knowing that Ranga was the same, the crowd was _____.

- A. disappointed
- B. happy
- C. angry
- D. irritated

Q4. What was Ranga’s initial take on marriage?

- A. He wanted to marry immediately
- B. He wanted to marry a girl chosen by his parents
- C. He wanted to remain a bachelor
- D. He wanted an arranged marriage

Q5. According to Ranga, what type of girl should one marry?

- | | |
|---------------------|-------------------------------|
| A. Mature | B. Admirable |
| C. Both (a) and (b) | D. Not mentioned in the story |

SHORT ANSWER QUESTIONS (SOLVED)

Q1. Why was Hosahalli famous?

Ans. The village Hosahalli was famous for mangoes which were extremely sour and huge leaves of a creeper to serve meals.

Q2. 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.

Q3. Why were the villagers disappointed on seeing Rangappa?

Ans. The villagers had anticipated that Ranga would have changed after going to Bangalore. But they were disappointed when they saw that he had not changed. Even his Janewara was intact. He was the same person with the same features.

Q4. Who was Ratna? Why did Ranga decide to marry her?

Ans. Ratna was Rama Rao's niece, who had 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.

SHORT ANSWER QUESTIONS (2 MARKS)

1. Why is the village accountant called "courageous" by the author?
2. What made people rush to the accountant's house?
3. 'Everyone was surprised to see that Ranga was the same as he had been six months ago.' Why?
4. Why did the old lady run her hand over Ranga's chest?
5. Why was the narrator upset on knowing about the Ranga's decision to remain a bachelor?
6. Describe the meeting when the narrator took Ranga to Shastri.
7. Why was Ranga's homecoming a great event?
8. Why is the Black Hole of Calcutta referred to in the story?
9. 'The crowd melted away like a lump of sugar in a child's mouth.' Why did the crowd melt away?

10. How did Ranga greet the author when he noticed his presence?
11. What were Ranga's views on marriage?
12. Ranga was grateful towards the author for his marriage with Ratna. How did he express his gratitude?

LONG ANSWER QUESTIONS (5 MARKS)

Question 1. What was special about Rangappa? How did the villagers react to it?

Answer: Ten years ago, there were not many people in Hosahalli village who knew English. Rangappa, the accountant's son enjoyed a unique distinction. He was the first one to be sent to Bangalore to pursue his studies. This was considered an act of courage on the part of his father. It was an important event in the village — a sort of first of its type.

Naturally, Ranga's homecoming was a great event. The crowds of villagers milled around his house to see whether he had changed or not. People were quite excited because Ranga had returned home after studying English at Bangalore. An old lady ran her hand over Ranga's chest. She looked into his eyes. She was satisfied to find the sacred thread on his body. She felt happy that he had not lost his caste. People disappeared from the scene, once they realised that Ranga had not undergone any material change.

Question 2. Give a brief account of the narrator's two meetings with Ranga after the latter's return from Bangalore. What opinion did he form about the young man?

Answer: When Ranga returned home after getting his education in Bangalore people collected round his home to see him. The narrator was attracted by the crowd. He too went and stood in the courtyard. Ranga came out with smile on his face. After every one had gone, the narrator asked Rangappa how he was. Ranga noticed him and came near him. He folded his hands and touched narrator's feet. He said that he was all right, with the narrator's blessings. The narrator blessed him and wished that he might get married soon. They exchanged some polite friendly remarks. Then the narrator left.

That afternoon, when the narrator was resting, Ranga came to his house with a couple of oranges in his hand. The narrator thought that Ranga was a generous, considerate fellow. He was of the opinion that it would be fine to have him marry, settle down and be of service to the society.

Question 3. What were Ranga's ideas about marriage? Do you find any change in them during the course of the story?

Answer: Ranga was influenced by the English way of life in the matter of marriage. He was not in favour of arranged marriages of the time where the brides were quite young.

He told the narrator that he was not getting married just then. He gave two reasons. First, he must find the right girl. She must be mature enough to understand his love-talk. A very young girl might take his words spoken in love as words spoken in anger. He gives examples of a thirty year old officer who married a twenty-five year old lady and that of king Dushyanta falling in love with Shakuntla. The second reason he gave was that one should marry a girl one loves.

During the course of the story we find a change in Ranga's ideas about marriage. Not only is he fascinated by Rama Rao's eleven year old niece Ratna, he also marries her in the old traditional way of arranged marriages.

Question 4. What steps did the narrator take to get Ranga married to Ratna?

Answer: The narrator was intimate with Rama Rao's family. He knew that his niece Ratna would be a suitable wife for Ranga. He proceeded systematically. First he created an opportunity where Ranga might listen to Ratna's song and have a glimpse of her. He arranged this sudden encounter of two strangers at his home. The reaction of two youngsters was on expected lines. Ranga felt interested in her. Ratna felt shy, lowered her head and went to the other room.

In order to test the intensity of Ranga's feelings towards Ratna, the narrator said that she had been married a year ago. Ranga looked crestfallen. Then the narrator tutored an astrologer and took Ranga to him. Shastri, the astrologer, gave sufficient assurance that there was no hitch in his marriage to a girl whose name was that of something found in the ocean.

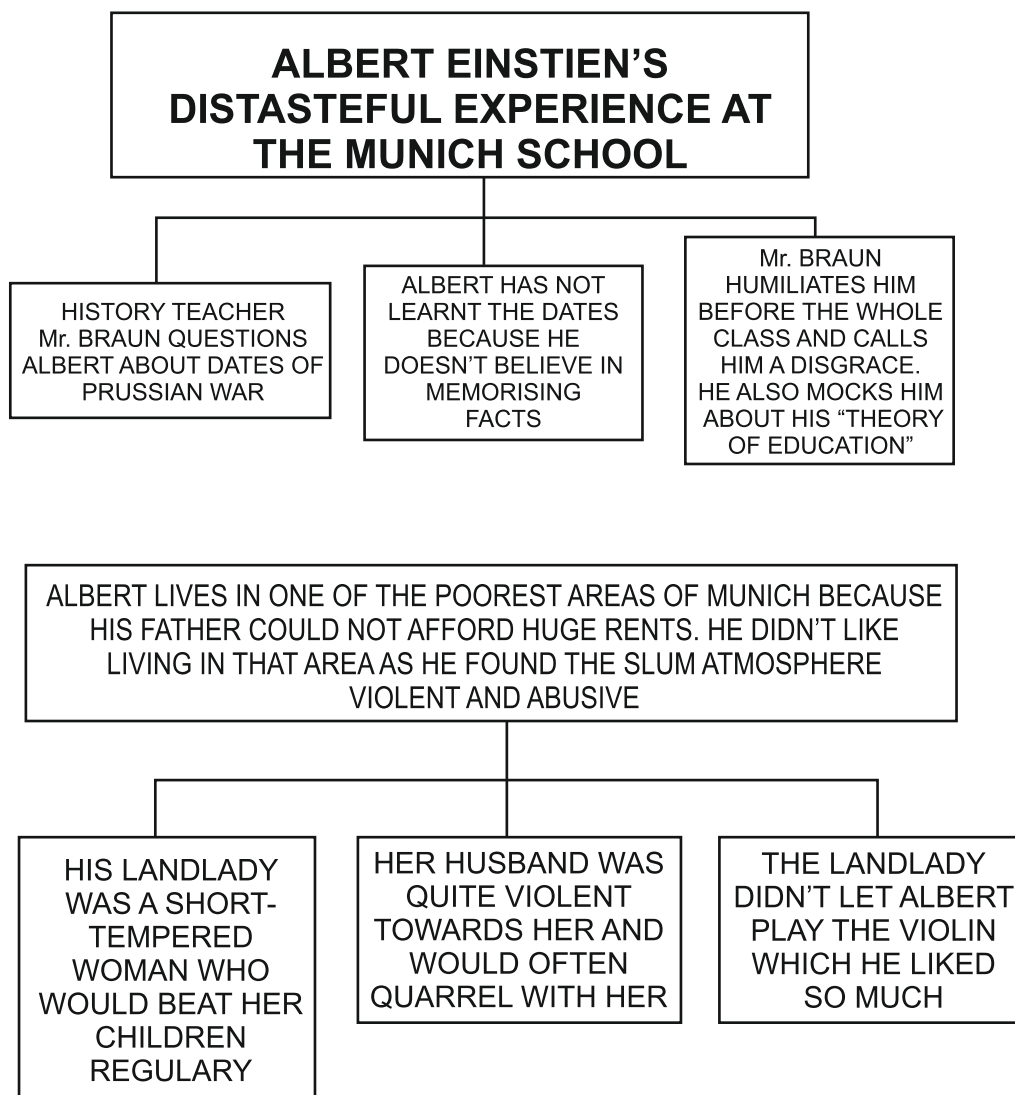
While returning from the Shastri's house, they saw Ratna standing alone in her uncle's house. The narrator went in for a moment and brought the news that Ratna was not married. After ascertaining Ranga's views, the marriage was settled.

Question 5. Write a brief note on the ending of the story 'Ranga's Marriage'.

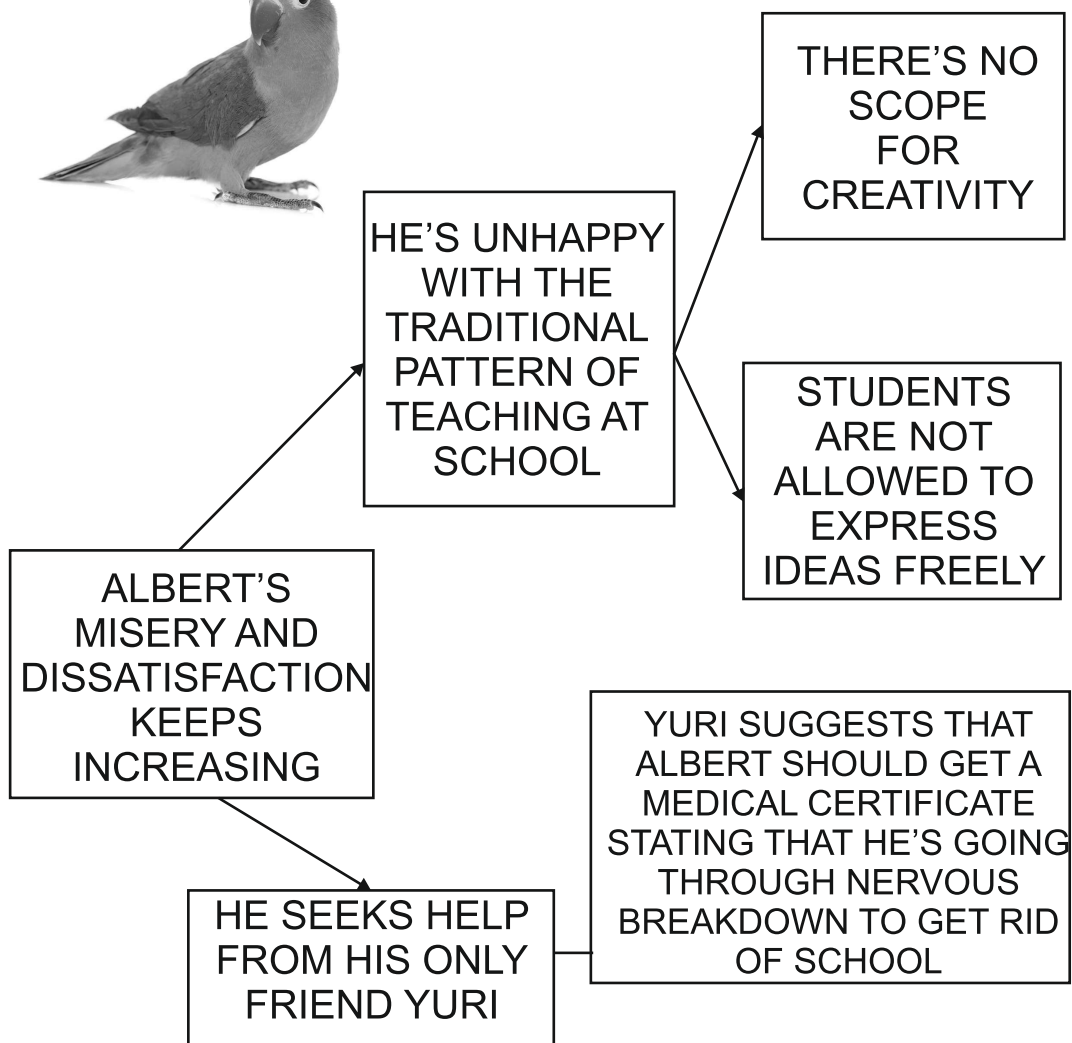
Answer: The ending of the story is superb. Like all the tales of romance where the hero and heroine are finally united, the caption "...and they lived happily ever after" is usually displayed. The writer goes here one step further. He presents Ranga as a happily married husband, a proud father and a good member of the joint family. He has a three year old son, a golden child, whom he had named Shyam' after the narrator to express his love and gratitude to the elderly person. We also learn that Ratna is about to deliver another child and Ranga's sister has come there with his mother. They will not only look after household affairs but Ratna as well. The scene of a toddler putting his arms round the legs of an elder and the latter kissing him on his cheek and placing a ring on his tiny little finger as a birthday gift presents a lovely emotional scene full of tender affection and love. What a happy ending.

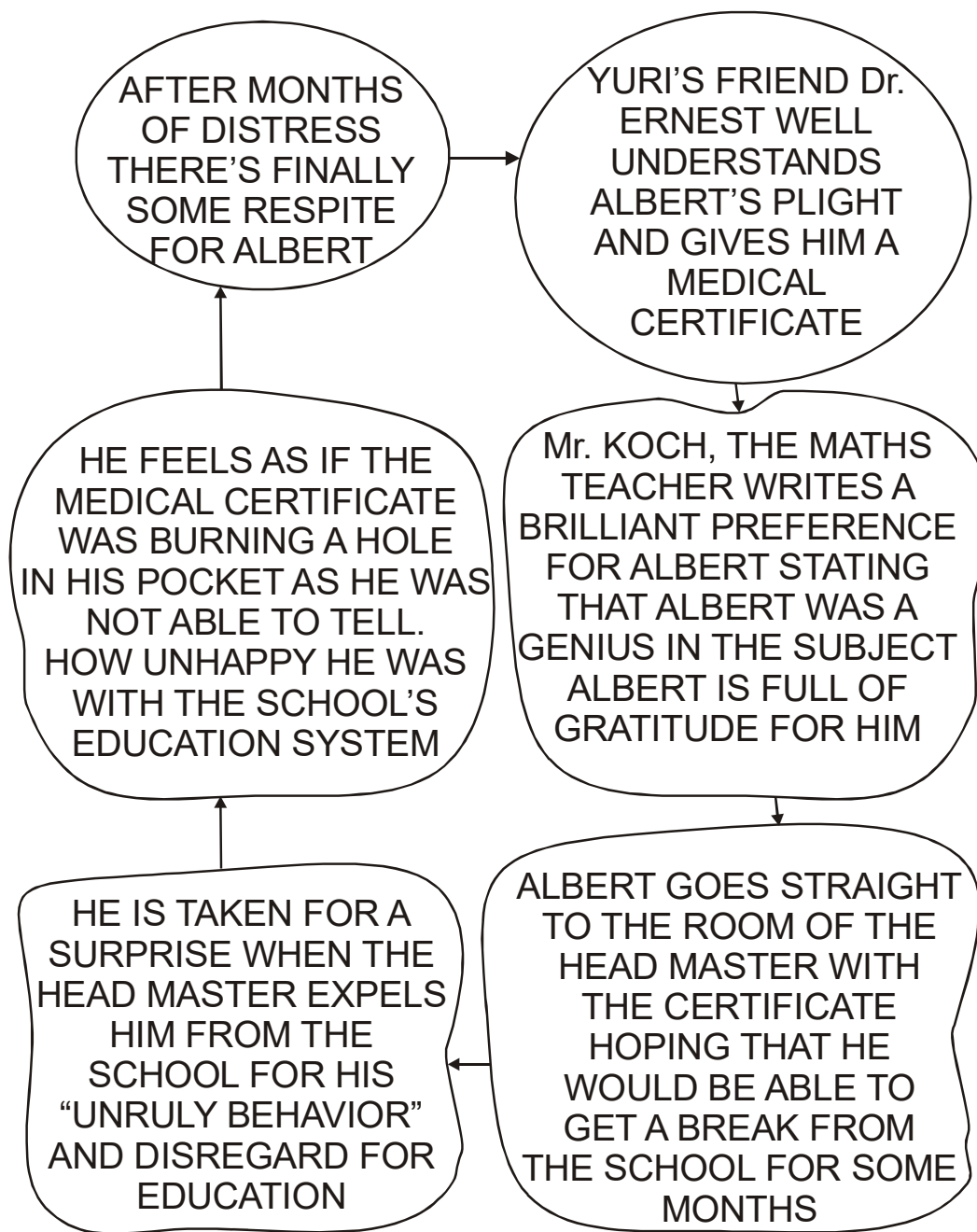
ALBERT EINSTEIN AT SCHOOL

BY: PATRICK PRINGLE



Once his cousin Elsa visited him in Munich. When Albert shared his experience and views about education's he told him that passing an examination was an easy thing. She gave example of some stupid boys who had easily passed in exams by merely rote learning facts like a parrot





4. Albert Einstein at School

By Patrick Pringle

- In the history class, the teacher Mr. Braun questioned Albert about the year in which the Prussians defeated the French to Waterloo. Albert told him that he didn't know and he must have forgotten. This irritated the teacher.
- On being asked the reason for his ignorance of the subject Albert replied that he didn't see a point in learning dates of battles. According to him, it was more important to know the causes of a battle.
- The teacher felt insulted and taunted Albert to explain his "theory of education". Albert told him that education should be about ideas and not facts.
- The teacher said that Albert was a disgrace to the class and that he disrupted the discipline with his unruly behavior.
- Albert felt miserable when he left the school that afternoon. He didn't like this school
- He found no peace/solace at his living quarters. He lived in a small room in one of the poorest quarters of Munich.
- His landlady would beat her children regularly who would then wail all the time. Her husband was quite violent towards her. Moreover, the landlady didn't let Albert play the violin which he liked so much. He complained to his only friend Yuri about his miserable life. He hated the atmosphere of slum violence.
- Once his cousin Elsa visited him in Munich. When Albert shared his experience and views about education, she told him that passing an examination was an easy thing. She gave examples of some stupid boys who had easily passed in exams by merely rote learning facts like a parrot. Few more months elapse but there is no respite for Albert. He is still feeling miserable at his school due to traditional education pattern which doesn't leave any scope for creativity and expression of ideas.
- He meets Yuri after a long gap and seeks his help. He has an idea. He tells Yuri that if he is able to obtain a medical certificate stating that he's suffering from nervous breakdown, then perhaps he could get rid of school.
- Yuri agrees to help him because he understands his tense state of mind. He finds Dr. Ernest Weil who could help Albert.
- However, Yuri advises Albert against lying before the doctor. He suggests that Albert must share his problems frankly with the doctor.
- When Albert visited Dr. Ernest Weil he had really come near a nervous breakdown because he was too worried about presenting his problems.

- Dr. Ernest understood his mental state and issued him the certificate.
- Albert thanks Yuri for his help. Yuri advises him to take a reference from the mathematics teacher before leaving the school.
- Mr. Koch, the mathematics teacher writes a brilliant reference for Albert stating that Albert was a genius in the subject. Albert is full of gratitude for his mathematics teacher.
- Albert goes straight to the room of the head master with the certificate hoping that he would be able to get a break from the school for some months.
- He is taken for a surprise when the head master expels him from the school due to his unruly behavior and disregard for education. He feels as if the medical certificate was burning a hole in his pocket because he could not tell the head master how unhappy he was with their education system.
- Anyways, he goes to Milan and joins another school. The whole world knows his journey thereafter.

SHORT ANSWER TYPE QUESTIONS (30 TO 40 WORDS)

Q1. 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, he annoyed him by giving statements against education. He told the teacher that learning the dates of historical events was meaningless.

Q2. Why was Albert tense about this neighborhood?

Ans. Albert did not like the environment of his neighbourhood as the land lord often beat his wife. The wife also beat children. There was a lot of violence in the neighbourhood. The landlady did not let him play violin.

Q3. 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.

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]

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.

MCQs TYPE BASED ON EXTRACTS FROM THE LESSON

1. “I am sure you could learn enough to pass the exams, Albert, if you tried,” she said, “I know a lot of boy who are much more stupid than you are, who get through. They say you don’t have to know anything you don’t have to understand what you are taught, just be able to repeat it in exams.
- (i) Who is the speaker in these lines?
 - (a) Albert einstein
 - (b) Yuri
 - (c) Dr. Ernest well
 - (d) Elsa
 - (ii) In what context has the speaker spoken these lines?
 - (a) When Albert complained about the slum violence
 - (b) When Albert said that he would hardly pass in the exams
 - (c) When Albert discussed how he had been treated by his history teacher
 - (d) None of the above
 - (iii) What do you lean about the education system from the speaker’s remarks?
 - (a) The education at Munich school is learner centric
 - (b) More emphasis is laid at the school on hands-on learning
 - (c) Education at Munich school is based on memorization of facts rather than conceptual understanding
 - (d) All teacher at the munich school are verys strict and they do not respect the students.
2. “If I say I can’t teach you any more, and probably you’ll soon be able to teach me, will that be all right?” He asked. “That’s saying too much, sir,” said Albert. “It’s the only truth. But alright. I’ll put it more seriously.”
- (i) Who is Albert speaking to in these lines?
 - (a) Mr. Koch
 - (b) Mr. Braun
 - (c) Dr. Ernest Weil
 - (d) The headmaster
 - (ii) What does “He” intend to convey about Albert through these lines?
 - (a) That Albert was very unruly and disturbed the whole class with his “theory of education”.
 - (b) That Albert was a natural genius in mathematics and he knew more than his maths teacher
 - (c) That Albert had hadly learnt any mathematics and he knew more than his

maths teacher

- (d) That Albert was qualified to become a maths teacher because he had completed the basic course
- (iii) Why does Albert need a reference from the maths teacher?
 - (a) Because Albert wants to take admission in another college in milan
 - (b) Because Albert's headmaster did not give him the report card
 - (c) Because Albert's history teacher and complained to Albert's father about his unruly behaviour
 - (d) None of above

MCQs BASED ON LESSON

Q1. How did Albert Einstein plan to leave the school?

- A. By getting a certificate of nervous breakdown from a doctor.
- B. By running away
- C. By calling his father to help him out of school
- D. By asking the head teacher

Q2. Einstein was _____ about his own idea of leaving school.

- A. sad
- B. joyous
- C. terrified
- D. doubtful

Q3. Who helped Albert in finding a doctor who would help him in fulfilling his plan to leave the school?

- A. His father
- B. Elsa
- C. Yuri
- D. No one

Q4. Apart from books on science, what comforted Albert Einstein?

- A. Playing on streets
- B. Drawing and painting
- C. Calligraphy
- D. Music and playing violin

5. Mother's Day

By J. B. Priestley

- Mrs. Pearson is a dedicated wife and mother who tends to each and every demand of her husband George and children Doris and Lyril, both of whom are adults.
- Yet, she is disrespected and taken for granted by them. All the three family members lack gratitude towards her. In fact they treat her like a domestic help.
- Mrs. Pearson shares her grief with her neighbour Mrs. Fitzgerald. Mrs. Fitzgerald tells her that her own soft behavior is responsible for the misgivings for the family members.
- Mrs. Fitzgerald has a plan for her. With the magic that she once learnt in the far east, she suggests that the two of them should exchange their spirits with each other.
- Initially reluctant, Mrs. Pearson agrees to the idea. They both hold hands and their spirits get exchanged when Mrs. Fitzgerald reads a spell.
- Doris is shocked to find her mother smoking when she comes home. She orders her mother to prepare tea. But Mrs. Pearson remains indifferent towards her demand. This sudden change baffles Doris.
- She goes to her room to find that her yellow dress has not been ironed. She gets really upset and almost scolds her mother for not doing this work.
- Upon hearing her words, Mrs. Pearson replies with disgust that Doris being a grown up should do her work on her own. Above that, she makes fun of her friend Charlie Spense and calls him a "half-witted buck tooth".
- Doris feels deeply offended and starts weeping.
- Then her son Cyril comes home and notices Doris crying and mother playing with cards. He too demands tea and snacks but is met with the same indifference from his mother.
- The children discuss their mother's strange behavior when they see her filling a glass of wine for herself.
- Doris hints that perhaps the mother has gone mad owing to some head injury after a fall or so.
- The mother chides them for their callousness and tries to give them a piece of mind.
- She tells them that she would not work for more than eight hours every day like them from then onwards and will also go for a vacation during weekend.
- She also proclaims that she would do some work on Saturday and Sunday only if she is thanked for everything.

- Her husband George Pearson enters the room and senses tension in the ambience.
- He is annoyed that instead of preparing tea his wife is sipping wine and relaxing. But Mrs. Pearson shows only indifference.
- He then tells her that he would have supper at the club. Mrs. Pearson gets annoyed at his attitude and rebukes him by telling him that people at the club make fun of him behind his back.
- All the family members are feeling miserable. Just then enters Mrs. Fitzgerald (actually Mrs. Pearson).
- Mrs. Pearson (actually Mrs. Fitzgerald) tells her that she was just putting everyone at place and that the things were alright.
- The family members look at each other in confusion when Mrs. Fitzgerald (actually Mrs. Pearson) requests to have their spirits re-exchanged. Mrs. Pearson (actually Mrs. Fitzgerald) agrees on a condition that Mrs. Pearson would not go soft on her family again. They get into their original bodies and Mrs. Fitzgerald leaves.
- The mother, the children and husband smile at each other with relief and it is decided that they all will have the dinner together and play a game of rummy.
- This play provides a glimpse into the miserable lives of house-wives and mothers who work tirelessly from morning to night for keeping their family members happy. Their sacrifices are taken for granted and they are treated as domestic helps. It teaches us to be thoughtful and respectful for our mothers.
- Mrs. Pearson is a dedicated wife and mother who tend to each and every demand of her husband and children, both of whom are adults.
- Yet, she is disrespected and taken for granted by all of them. They lack gratitude towards her, in fact they treat her like a servant.
- Mrs. Pearson shares her grief with her neighbour Mrs. Fitzgerald tells her that her own soft behaviour is responsible for the misgivings of her family members.

Main Events

1. The incident with Doris

- A. Doris is shocked to find her mother smoking when she comes home. She orders her mother to prepare tea. But Mrs. Pearson remains indifferent towards her demand. This sudden change baffles Doris.
- B. She goes to her room to find that her yellow dress has not been ironed. She gets really upset and almost scolds her mother for not doing this work.

- C. Upon hearing her words, Mrs. Pearson replies with disgust that Doris being a grown up should be her work on her own. Above that, she makes fun of her friend Charlie Spense and calls him a “half-witted buck tooth”.

2. Mrs. Pearson Takes Cyril to the Book

- A. Doris feels deeply offended and starts weeping.
- B. Then her son Cyril comes home and notices Doris crying and mother playing with cards. He too demands tea and snacks but is met with the same indifference from his mother.
- C. Both Cyril and Doris discuss the sudden change in their mother’s behavior.

3. Mrs. Pearson Declares her Agenda

- A. The mother chides them for their callousness and tries to give them a piece of mind.
- B. She tells them that she would not work for more than eight hours every day like them from then onwards and will also go for a vacation during weekend.
- C. She also proclaims that she would do some work on Saturday and Sunday only if she is thanked for everything.

4. Mrs. Pearson’s Attitude Towards George

- A. He is annoyed that instead of preparing tea his wife is sipping wine and relaxing. But Mrs. Pearson shows only indifference.
- B. He then tells her that he would have supper at the club. Mrs. Pearson gets annoyed at his attitude and rebukes him by telling him that people at the club make fun of him behind his back.

5. The Big Change

- A. When Mrs. Fitzgerald and Mrs. Pearson exchange their spirits again, the children and husband smile at each other with relief and decide that they will change their selfish attitudes and cooperate with their mother.
- B. This play provides a glimpse into the miserable lives of house-wives and mothers who work tirelessly from morning to night for keeping their family members happy. Their sacrifices are taken for granted and they are treated as servants. This lesson teaches us to be thoughtful and respectful for our mothers.

REFERENCE TO CONTEXT : EXTRACT 1

- 1. You think it does ’em good when you run after them all the time, take their orders as if you were the servant in the house, stay at home every night while they go out enjoying themselves? Never in all your life. It’s the ruin of them as well as you.

- (i) Who is the speaker in the above lines?
- A. Mrs. Pearson B. George
C. Cyril D. Mrs. Fitzgerald
- (ii) What message is the speaker trying to convey here? Tick the correct statement.
- A. A mother should take full responsibility of every household chore without thinking about herself because she is the epitome of sacrifice.
B. A mother should stay at home and take orders from the family members because being a housewife she is inferior to the others.
C. A mother should get the same rights and privileges as other family members because she is supporting the family by working selflessly for them.
D. Family members need not to be thoughtful about the feelings, desires and needs of the mother as she is a mature adult, grown up enough to look after herself.
- (iii) What kind of a person is the speaker?
- A. Bold and confident B. Docile and subservient
C. Both (a) and (b) D. None of the above
2. It's not me that's being silly—and I must say it's a bit much when I've been working hard all day and you can't even bother to get my tea ready. Did you hear what I said about my yellow silk?
- (i) Identify the speaker
- (a) Mrs. Fitzgerald (b) Mrs. Pearson
(c) Cyril (d) Doris
- (ii) What do you learn about the speaker's behaviour from these lines?
- (a) Speaker is very hard-working and diligent
(b) Speaker is very soft-hearted and caring
(c) Speaker is kind and generous
(d) Speaker lacks empathy and understanding
- (iii) Who is the speaker speaking to?
- (a) Cyril (b) George
(c) Annalee Pearson (d) Charlie Spence

MULTIPLE CHOICE QUESTIONS (MCQs) BASED ON LESSON

Q1. How does Mrs. Fitzgerald plan to help Mrs. Pearson?

- (a) By talking to Mrs. Pearson's family
- (b) By listening to Mrs. Pearson's complaints
- (c) By swapping personalities with Mrs. Pearson
- (d) Both (a) and (b)

Q2. Mrs. Pearson was _____ about Mrs. Fitzgerald's plan.

- A. excited
- B. hesitant
- C. sure
- D. envious

Q3. "Buck teeth and half-witted..." Who has been described here?

- A. Cyril Pearson
- E. George Pearson
- C. Charlie Spence
- D. Mrs. Fitzgerald

Q4. What are the 'changes' that Mrs. Pearson referred to Cyril?

- A. Change in the way she is treated by the family
- E. Changes in her daily routine
- C. Changes related to her work
- D. None of the above

Q5. Mrs. Pearson tells George that he is being _____ at the club.

- A. respected
- B. laughed upon
- C. called names
- D. Both (b) and (c)

SHORT ANSWER TYPE QUESTIONS (30 TO 40 WORDS)

Q1. How was Mrs. Pearson different from Mrs. Fitzgerald?

Ans. Mrs. Pearson was a pleasant but worried looking woman 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.

Q2. How does Mrs. Fitzgerald plan to deal with the family of Mrs. Pearson.

Ans. Mrs. Fitzgerald changed their bodies through magic spell. Now Mrs. Fitzgerald looked like Mrs. Pearson, while Mrs. Pearson looked like Mrs. Fitzgerald. Mrs. Fitzgerald in the body of Mrs. Pearson dealt with the family very sternly.

Q3. How did the members of the club use to treat George Pearson.

Ans. The members of the club used to call George Pearson, pompous-ompy Pearson because they used to think that he was slow and pompous.

(Take help from the notes to answer the following questions)

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.

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

MAIN POINTS:

- SHAHID is an expatriate who hails from Kashmir. He has been described as a 'gregarious' (very social) person who is very fond of throwing parties at his home in Brooklyn where he moved to in 1975.
- He is diagnosed with cancer. But even in his last days he likes to be surrounded by friends and family members. He still enjoys get-togethers. He has a keen taste for food and can tell by the aroma about the stage of each meal being cooked. Amitav's memoir inspires each one of us to live life one day at a time. He comes across as a fun-loving personality who loves his homeland deeply.
- Shahid is very patriotic and secular. He doesn't believe in boundaries created by religion. He has imbibed these qualities from his parents. As a child, he had built a small temple in a corner of his house. His parents too supported him
- Amitav Ghosh came in touch with him during his graduation years at Delhi University due to their common love for poetry.
- Both of them cross paths again when Amitav too migrates to America. They become close friends owing to shared love for Kashmiri food-Roganjosh, old Bollywood movies and poetry.
- Shahid suffers from a sudden blackout in February 2000. Soon it is discovered that he is suffering from a malignant brain tumor. Shahid is aware about the fact that he has only numbered days left in the world. But that doesn't change his spirit.
- In a very casual manner he asks Amitav to write a story on him. Amitav is taken for a surprise at this unusual request. Unable to refuse he starts keeping a record of each and every call and meeting with Shahid. Shahid's health declines continually as the tumor grows inside his brain but he becomes livelier with every passing day.
- Finally he surrenders before the disease after struggling for several months.

REFERENCE TO CONTEXT : EXTRACT 1

1. Although Shahid and I had talked a great deal over the last many weeks, I had never before heard him touch on the subject of death. I did not know how to respond. His voice was completely at odds with the content of what he had just said, light to the point of jocularity.

- (i) Who is the speaker?
 - (a) Amitav Ghosh
 - (b) Suketu Mehta
 - (c) Hena
 - (d) Iqbal
 - (ii) What has taken the narrator by surprise?
 - (a) Sudden news about Shahid's declining health
 - (b) The playfulness with which declares that he won't live long
 - (c) The serious tone in which shahid declares that he won't live long
 - (d) All of the above
 - (iii) Tick the synonym of "Humourousness".
 - (a) Odds
 - (b) Great deal
 - (c) Respond
 - (d) Jocular
2. Shahid's gregariousness had no limit: there was never an evening when there wasn't a party in his living room. 'I love it that so many people are here,' he told me once. 'I love it that people come and there's always food. I love this spirit of festivity; it means that I don't have time to be depressed.'
- (i) What do you learn about Shahid's nature from these lines?
 - (A) Shahid is very social and likes to be surrounded by people
 - (B) Shahid is fond of food and good company
 - (C) Shahid likes to be left alone to brood over his illness
 - (D) both (a) and (b)
 - (ii) Tick the statement which is true about the narrator.
 - (A) Narrator has very keen observation skills and he notes even the minutest things spoken by Shahid.
 - (B) Narrator is a friend of shahid and yet he writes all facts about him from a detached perspective to keep his account objective.
 - (C) Narrator understands all the emotions that Shahid has left unexpressed or unspoken
 - (D) All of the above
 - (iii) Which word from the paragraph means the opposite of "Aloof or reserved in nature" -
 - (A) Spirit
 - (B) Festivity
 - (C) Gregarious
 - (D) Depressed

Q1. According to the author, what was the most impressive work of Shahid?

- A. Barcelona Airport
- B. His writings of Kashmir
- C. The Country without a Post-Office
- D. None of the above

Q2. When did Shahid and the author become friends in a real sense?

- A. When they studied in the Delhi University
- B. When Shahid moved to Brooklyn
- C. When the author moved to Manhattan
- D. When a common friend introduced them to each other

Q3. Shahid and the author had shared love for _____ .

- A. Rogan josh
- B. Kishore Kumar
- C. Roshnara Begum
- D. All of the above

Q4. The author has described Shahid as a _____ person.

- A. unsociable
- B. pessimistic
- C. sociable
- D. None of the above

Q5. As a teacher, Shahid was _____ by his students.

- A. disliked
- B. adored
- C. envied
- D. worshipped

SHORT ANSWER TYPE QUESTIONS (2 MARKS EACH)

Q1. 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 learned 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.

Q2. What promise did the writer make with Shahid? How did he fulfil it?

Ans. Writer promised Shahid to fulfil his wish to write something about him after his death. To fulfill his wish the writer, Amitav, used to keep a record of all the conversations and meetings he had with Shahid. This record helped him to fulfil his promise.

USE THE GIVEN NOTES TO ANSWER THE FOLLOWING QUESTIONS

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 "The Ghat of the only World"?
10. What is meant 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

- BIRTH is the story of a doctor, just a fresher, who handles a complicated child delivery case in the most admirable way and brings back life in a dead born child.
- In doing so he applies his medical text book knowledge as well as determination. The story expresses the anxiety, dedication towards profession and gratitude towards god.
- Andrew Manson was returning home late night brooding over a disappointing evening with his girl friend, Christine.
- It was midnight and when he reached near his house and found a miner, Joe Morgan, awaiting him to attend to his wife immediately. She was expecting their first child after twenty years of marriage.
- At the patient's house, Andrew saw that the lady was being attended to by a midwife and Mrs. Morgan, an elderly woman.
- It took about two hours when the process of child birth began. Andrew was tired but he had no option to leave the patient.
- After about an hour long harsh struggle a child was born towards the dawn. But the child was still born.
- When Andrew gazed at the lifeless form, he shivered with horror. Then he looked at the mother. She required immediate attention. Andrew was in a dilemma- whom should he attend to first: the child or the mother?
- Andrew gave the child to the nurse and turned his attention to the mother who was unconscious. Gradually, her heart strengthened and Andrew could now leave her to attend to the baby.
- He asked about the child. The midwife was thoroughly frightened. Taking this still child, she had dumped it beneath the bed amongst soaked newspaper. He pulled out the child.
- The child was perfectly formed. Andrew could understand that it was a case of suffocation due to lack of oxygen and excess of carbon-dioxide in the blood.

- Andrew started giving the necessary treatment. He did not lose heart. The midwife again and again told him that it was a still born child. But Andrew did not heed. He kept on dipping the child's limp body in hot and cold water alternatively.
- After exhaustive efforts, a miracle happened. The child sighed and started crying. Its white skin turned pink and he was no longer still born.
- At last Andrew heaved a sigh of relief. He handed the child to the nurse. He told the entire story to Joe standing outside and walked down the street.
- The dawn was breaking by the time Andrew started towards home. He was full of gratitude towards god and felt a deep sense of satisfaction. He realized that he had done something real at last. It was the birth of his new life as a doctor.

MAIN POINTS:

BIRTH is the story of a doctor, just a fresher, who handles a complicated child delivery case in the most admirable way and brings back life in a dead born child.

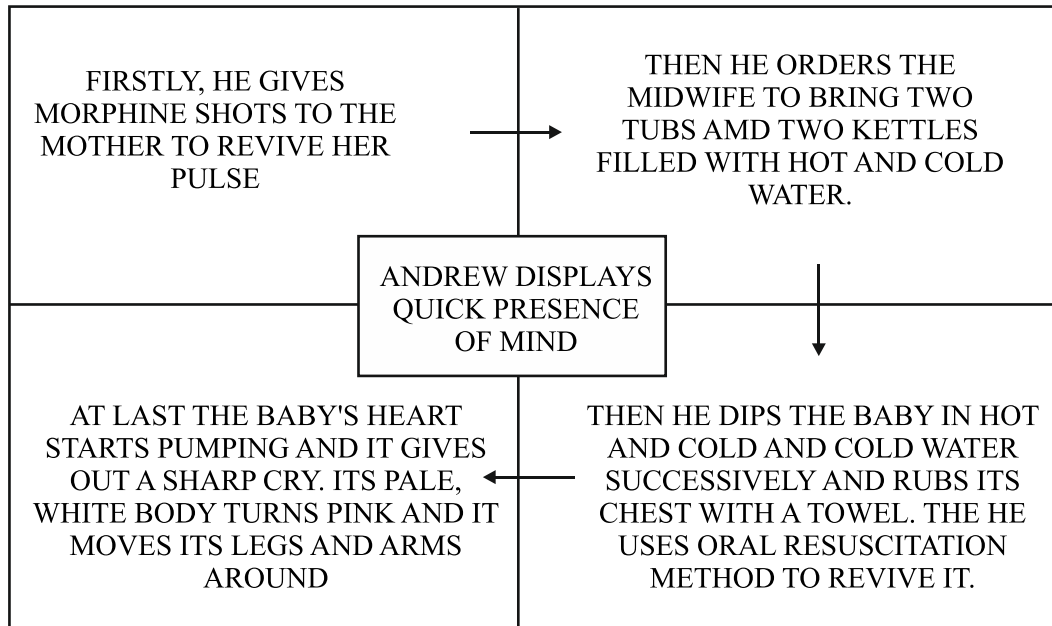
Andrew Manson was returning home late night, brooding over a disappointing evening with his girlfriend, Christine.

He reached home at midnight. Saw Joe Morgan awaiting him to attend to his wife Susan. She was expecting their first child after 20 years of marriage.

Susan was being looked after by her mother and a mid-wife. Both looked anxious and worried. Andrew was tired but patiently waited for the labor to begin.

After about an hour long harsh struggle a child was born towards dawn. But unfortunately it was still born. Andrew shivered with horror because he had promised the Morgans that everything would be alright.

THEN HE LOOKED AT THE MOTHER SHE WAS COLLAPSING AND REQUIRED IMMEDIATE ATTENTION. ANDREW WAS IN A DILEMMA - WHOM SHOULD HE ATTEND TO FIRST THE CHILD OR THE MOTHER?



IT WAS A MIRACLE THAT THE INFANT HAS SURVIVED AFTER ALMOST HALF AND HOUR OF BEING BORN STILL ANDREW'S CEASELESS EFFORTS HAD BROUGHT LIFE IN TO THE WORLD. HE HEAVED A SIGH OF RELIEF AND STARTED WALKING TOWARDS HOME WITH A DEEP SENSE OF SATISFACTION AND GRATITUDE TOWARDS GOD.

HE REALISED THAT HE HAD DONE SOMETHING REAL AT LAST. IT WAS THE BIRTH OF HIS NEW LIFE AS A DOCTOR.

REFERENCE TO CONTEXT : EXTRACT

1. Andrew did not heed her. Beaten, despairing, having laboured in vain for half an hour, he still persisted in one last effort, rubbing the child with a rough towel, crushing and releasing the little chest with both, his hands. Trying to get breath into that limp body.
- (i) Who has been referred to as “her” in these lines?
- (A) The old woman
 - (B) The midwife
 - (C) Susan morgan
 - (D) Joe morgan
- (ii) Why did Andrew not take heed of “her”?
- (A) Because he had no time to think about her words as he was pre-occupied with reviving the child
 - (B) Because he had a strong belief that the child would survive by a miracle
 - (C) Because the lady was trying to distract him from attaining his objective
 - (D) None of the above
- (iii) Which word from the lines means the same as “lifeless”:
- (A) Beaten
 - (B) Dispairing
 - (C) Persisted
 - (D) Limp

MULTIPLE CHOICE TYPE QUESTIONS

- Q1.** “Don’t fret, mother, I’ll not run away.” Why did Andrew say this?
- (a) To reassure Mrs. Morgan’s mother
 - (b) To fulfill his obligations
 - (c) To break the silence
 - (d) To handle a critical situation well
- Q2.** What did Andrew conclude from the whiteness of the child?
- (A) That he was dead
 - (B) That he suffered from lack of oxygen
 - (C) That he should be taken to hospital
 - (D) That Andrew couldn’t save him

- Q3.** What did Andrew remember about Samaritan?
- (A) Place he went to volunteer
 - (B) Someone he met there
 - (C) A treatment he witnessed
 - (D) Not mentioned in the story
- Q4.** How did Andrew try to save the still born?
- (A) Using a special method of respiration
 - (B) Calling Dr. Edward
 - (C) Taking him to a hospital
 - (D) Giving him blood
- Q5.** After trying for fifteen minutes, Andrew felt _____
- (A) accomplished
 - (B) hopeful
 - (C) hopeless
 - (D) confident

SHORT ANSWER TYPE QUESTIONS (30 TO 40 WORDS)

Q1. 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.

Q2. Why did a shiver of horror pass over Andrew?

Ans. Dr. Andrew Struggled for more than an hour to 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.

USE THE GIVEN NOTES TO ANSWER THE FOLLOWING QUESTIONS

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'?

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!'?
3. Justify the title of the story, 'Birth'.
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

- The Tale of Melon City by Vikram Seth is a humorous poem about a king who is just opposite the terms 'just and placid'.
- The poem is about one hasty decision of king that costs him his life.
- He orders to build an arch from where he can instruct the spectators. The arch is constructed within no time.
- But as soon as the king passes from under the arch, it touches his crown and it falls to the ground.
- The king feels humiliated and summons the chief of the builders. A noose is set up to hang him.
- The crowd gets excited at the prospect of a spectacle.
- But the chief of builders pleads for mercy and blames the workmen for fault.
- Next the workmen are taken to the death penalty; they too cry aloud saying that this is the mistake of a mason.
- The mason is then put next for the death punishment; well he passes the blame on the architecture.
- Well, the architecture being a clever guy says that the amendments in the plan were made by the king itself.
- This incident puts the king in a dilemma. He says that the situation is tricky.
- The king calls for the wisest man in the country for a decision. The oldest man is brought for the decision.
- The old man can neither walk nor see but he says that the culprit must be hanged. So according to his judgment, the arch is made to hang.
- The ministers find an opportunity to impress the king and glorify the arch for having touched the king's head.
- So the arch was spared. But now the crowd was becoming impatient. It demanded hanging.
- Finally, the king decided that whosoever fits the noose will be hanged. One by one all men were measured.

- Ironically, the tallest one of them was the king. So he was hanged. The king died because of his own foolishness.
- The ministers held a meeting to discuss that a king was needed immediately. But who is going to be the next king of the kingdom? So, as was the custom, the first man passing the City Gate would get to decide who would be the next king.
- Just then an idiot comes out as a passer-by. When asked he replied melon as it was his standard reply to all questions.
- A melon was crowned and declared as the king of the kingdom.
- This poem is a satire on the political scenario of our country.

REFERENCE TO CONTEXT : EXTRACT

The Tale of Melon City

1. *Under the arch he lost his crown
The arch was built too low. A frown
Appeared on his placid face.
The king said. 'This is a disgrace.
The chief of builders will be hanged'
The rope and gallows were arranged.*
 - (i) How was the crown lost?
 - (A) It got knocked off by the arch
 - (B) The king fell down
 - (C) The crown was imbalanced
 - (D) None of the above
 - (ii) The king has been described in these lines as :

(A) Disgraceful	(B) Cruel
(C) Egocentric	(D) Calm
 - (iii) What order did the king give after the incident?
 - (A) He ordered workmen to be hanged
 - (B) He ordered to hang the chief of builders
 - (C) He ordered to summon the architect
 - (D) He ordered to gather all people

2. *Have all the workmen hanged instead*
The workmen looked surprised, and said
O' king, you do not realise
The bricks were made of the wrong size.
'Summon the masons!' Said the king.
The mason is stood there quivering.

- (i) What reason did the workmen give to the king?
 - (A) Instructions given were wrong
 - (B) Less time was given to construct the arch
 - (C) The bricks were of wrong size
 - (D) Changes were made at the last point
- (ii) Why were the masons quivering?
 - (A) Because they were afraid of king's anger
 - (B) Because they were at fault
 - (C) The weather was chilly and frosty
 - (D) None of the above
- (iii) Which word means the same as "shaking"?

(A) Instead	(B) Quivering
(C) Summon	(D) All of the above

MCQs BASED ON LESSON

Q1. What did the king order to be constructed?

- | | |
|------------------------|----------------|
| (a) An arch | (b) A tomb |
| (c) A flight of stairs | (d) A building |

Q2. Listening about his own hanging, who did the King call for?

- (A) The oldest man in the country
- (B) The wisest man in the country
- (C) The wisest minister in his administration
- (D) All the people

Q3. Who according to the counsel was the culprit that, was brought before the King?

- (A) The King (B) The crown
(C) The arch (D) The chief of the builders

Q4. After all the Considerations and discussions, the crowd was getting

- (A) Restless (B) Amused
(C) Horrified (D) Bored

Q5. Finally, who was tall enough to reach the noose?

- (A) The chief of the builders (B) The architect
(C) Someone from the crowd (D) The king

SHORT ANSWER TYPE QUESTIONS (30 TO 40 WORDS)

Q1. What kind of king was the one who ruled over the state? What did he proclaim?

Ans. The king 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.

Q2. 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, he lost his crown under it. He felt himself disgraced.

Q3. 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.

SHORT ANSWER TYPE QUESTIONS

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?

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.
3. How has the poet made fun of the system of governance by using the phrase 'just and placid' for the king?

Note: CBSE has notified a special scheme of assessment for 2021-2022. Sample paper under the scheme have not been released as yet.

SOLVED PRACTICE PAPER -I

Subject: English Core

Class : XI

Time: 3 Hrs.]

[M.M.: 80

General Instructions:

- 1. This paper is divided into two parts; A and B. All questions are compulsory.*
- 2. Separate instructions are given with each section and question, wherever necessary. Read these instructions very carefully and follow them.*
- 3. Do not exceed the prescribed word limit while answering the questions.*

PART-A (40 MARKS)

Reading Comprehension (18 Marks)

Q.1. Read the passage given below: (10)

1. When M K Gandhi was thrown out of a train in South Africa he had a choice to make - either to ignore the event and live in peace or enter into a conflict and face harassment, hardship and the possibility of getting physically hurt. He chose the latter. Why? Did he not have a guru who had taught him that living in peace and tranquility was the ultimate objective of life and the best way to achieve this objective was to avoid situations of conflict? Why did he not walk away?
2. The Dalai Lama chose to live in exile rather than live in peace in Tibet. He is a spiritual master himself. He preaches peace around the world. Does he not know that living in peace requires avoiding situations of conflict?
3. Aung San Suu Kyi did not have to stay in jail. Winston Churchill did not have to join the World War. Nelson Mandela did not have to suffer in solitary confinement. Julius Nyerere did not have to fight a war with Idi Amin. There is a long list of people who have embraced conflict, despite standing for peace, otherwise. They had the courage to stand up against repression rather than submit to it.
4. Both the Ramayana and Mahabharata, revered Indian epics, are stories of war, not peace. Krishna did not tell the Pandavas to ignore the incident of Draupadi's humiliation in court (the Draupadi vastraharan). He encouraged them to go to war. The Gita says engaging in war to uphold truth is not a matter of choice for a

warrior; it is his duty. Islam says participation in jihad is the duty of a Muslim when the fight is to uphold justice when challenged by oppression, as a way of self-defence.

5. Most of us are confused between conflict and the method of resolving a conflict. We assume, incorrectly, that Gandhi, as a peace loving person, must have avoided situations of conflict. On the other hand, he faced conflict head-on. Bhagat Singh and Gandhi were both gearing themselves to deal with conflict, except that Gandhi tried to employ peaceful means while Bhagat Singh chose aggression.
 6. The duty of a scientist, artist or professor is also to engage in conflict against repressive regimes of knowledge. Any kind of limited knowledge is a form of bondage. Albert Einstein advanced the boundaries of scientific knowledge. James Joyce did the same in the world of literature. He flouted rules of writing as he saw them as restrictions on creativity. Picasso and M F Husain, for example, explored realms beyond accepted rules in visual art. Mother Teresa redefined the concept of caring. Every one of them faced criticism and controversy, yet they remained convinced of the nature of their work and the methods they used to fulfil their vision. They remained engaged.
 7. One can only conclude from this that the people we admire and even those we worship have all rejected the existing as being adequate and have chosen to engage in conflict to expand the existing. They have redefined the purpose of our life.
 8. The purpose of our life is not to live in passive acceptance but to engage with conflict in order to be creative. Creativity is the purpose of life. The purpose is to advance an individual soul and the collective consciousness. The only word of caution here is that we must first settle ourselves spiritually so that we know whether a conflict is justified or not.
- I. On the basis of your reading of the above passage, complete the following statements with the help of given options.
- (1) Peace loving personalities like Mahatma Gandhi, Dalai Lama, took the way of conflict so that they could challenge the forces of
 - (i) peace and harmony
 - (ii) war and peace
 - (iii) Tyranny and repression
 - (iv) peace and progress
 - (2) Bhagwad Gita says that waging war to uphold truth is
 - (i) the duty of a warrior
 - (ii) an excuse of a coward
 - (iii) a diplomatic stand of a cunning person
 - (iv) compulsion of an individual

- (3) Mahatma Gandhi faced the conflict head on by
- (i) aggression
 - (ii) peaceful means
 - (iii) strategic moves
 - (iv) surrendering tactics
- (4) The author wants the scientists, artists and teachers to
- (i) support repressive regime
 - (ii) challenge repressive knowledge
 - (iii) stand by old theories
 - (iv) refute old beliefs
- (5) The conflict must be
- (i) personal
 - (ii) general
 - (iii) justified
 - (iv) groundless
- (6) People like Albert Einstein, James Joyce, Mother Teresa, etc. have redefined
- (i) the literature of the World
 - (ii) the purpose of our life
 - (iii) creativity
 - (iv) controversy
- (7) Name any three people who have embraced conflict despite standing for peace.
- (i) Krishna, Pandavas, Draupadi
 - (ii) Albert Einstein, Picasso, M.F. Husain
 - (iii) Aung San Suu Kyi - Winston Churchill - Nelson Mandela
 - (iv) M.K. Gandhi, Pandavas, Draupadi
- (8) Find a word from the passage that means the same as: adversity (para 1)
- (i) hardship
 - (ii) ultimate
 - (iii) harassment
 - (iv) hurt

(9) _____ is the purpose of life.

- (i) worship
- (ii) creativity
- (iii) criticism
- (iv) controversy

(10) Identify the true statement.

- (i) Ramayana and Mahabharata depicted Peace
- (ii) The Dalai Lama chose to live in exile rather than live in peace in Tibet
- (iii) M.K. Gandhi was welcomed in the train in South Africa
- (iv) Mother Teresa believed in conflicts

II. Given below is the human needs. Read the given information and attempt any eight of the given nine questions: ($8 \times 1 = 8$ marks)

‘Maslow’s hierarchy of human needs.



Maslow’s hierarchy of needs is a motivational theory in psychology comprising a five tier model of human needs. This five-stage model can be divided into deficiency needs and growth needs. The first four levels are often referred to as deficiency needs (D-needs), and the top level is known as growth or being needs (B-needs). When a deficit need has been ‘more or less satisfied it will go away, and our activities become habitually directed towards meeting the next set of need that we have yet to satisfy. These then become our salient needs. However, growth needs continue to be felt and may even become stronger once they have been engaged. Growth needs do not stem from a lack of something, rather from a desire to grow as a person. Once these growth needs have been reasonably satisfied, one may be able to reach the highest level called self-actualisation. Every person is capable and has the desire to

move up the hierarchy toward a level of self-actualisation. Unfortunately, progress is often disrupted by a failure to meet lower level needs. Life experiences, including treachery and loss of a job, may cause an individual to fluctuate between levels of the hierarchy. Therefore, not everyone will move through the hierarchy in a uni-directional manner but may move back and forth between the different types of needs. It depends on the kind of experience one has in life. The pace of moving up the hierarchy also depends on these experiences. The better the experiences the better pace one would achieve for shifting to the next level of needs.

1. **Physiological needs are the _____ needs.**
 - (a) biological/basic
 - (b) growth
 - (c) highest level in the hierarchy of
 - (d) special
2. **Physiological needs are _____ .**
 - (a) individual specific
 - (b) situational
 - (c) common to all
 - (d) subject to change as per the requirement
3. **Shelter, clothing, food are a few examples of _____ .**
 - (a) safety need
 - (b) self actualization need
 - (c) esteem need
 - (d) physiological need
4. **Which of the following will be at the pinnacle of hierarchy of needs ?**
 - (a) Requirement for clean drinking water
 - (b) Seeking maximum personal growth
 - (c) Intimacy with a near and dear one
 - (d) Seeking help from one of the friends
5. **‘Securing a particular status in the society’ is a/an _____ .**
 - (a) part of self actualisation needs
 - (b) biological need
 - (c) example of safety needs.
 - (d) need to satisfy your esteem
6. **The need to feel loved and connected to others is _____ .**
 - (a) physiological need
 - (b) safety need
 - (c) belonging need
 - (d) esteem need

7. **Difference between deficiency needs and growth needs is:**
- (a) Deficiency need arises out of pressure from outside forces whereas growth need arises of inner pressure
 - (b) Deficiency needs occur after fulfillment of other existing needs whereas growth needs occur during the process of self growth.
 - (c) Deficiency needs arise due to lack and growth needs due to a desire to grow as a person
 - (d) All of the above
8. **Safety needs can be fulfilled by _____ .**
- (a) school and university
 - (b) family and society
 - (c) parents and teacher
 - (d) family and NGO
9. **The human body can't work optimally if _____ needs are not fulfilled.**
- (a) physiological
 - (b) safety
 - (c) esteem
 - (d) belonging

GRAMMAR

Choose the best option for each of the sentence given below to fill the gaps appropriately. (1×4 = 4 Marks)

1. This year my birthday _____ on a sunday.
- (a) falls
 - (b) is falling
 - (c) will fall
 - (d) will be falling
2. It's surprising! she can write with _____ hand just as neat as it can be.
- (a) both
 - (b) each
 - (c) neither
 - (d) either
3. There is _____ soup left in the fridge. The soup won't be sufficient for us.
- (a) some
 - (b) any
 - (c) much
 - (d) all
4. I think the delivery boy _____ to deliver our order.
- (a) forgot
 - (b) is forgotten
 - (c) has forgotten
 - (d) will forget

Q.4. Reorder the words or phrases given below to make meaningful sentences.

Attempt any four.

(1 × 4 = 4 Marks)

A.1. Do/believe/in/ghosts/you/of/the/existence?

- (a) Do you of the believe in ghosts existence?
- (b) Do you of believe in the ghosts existence?
- (c) Do you believe in the existence of ghosts?
- (d) Do you believe in existence the of ghosts?

2. No/at all/don't/not/I/exist/they/do

- (a) They don't exist at all, No, I don't
- (b) No, I don't, they do not exist at all
- (c) No, not at all, they don't exist I do
- (d) No, they don't at all, I do not exist

B.3. We all knew the place of their stay. (Rewrite as complex sentence)

- (a) We all knew about the place they stayed at
- (b) We all knew about the place of their stay
- (c) We all knew the place where they stayed
- (d) Their place of stay was known to all.

4. He likes tea. He likes coffee. (join the sentences)

- (a) He likes tea, he likes coffee
- (b) He likes both tea and coffee
- (c) He likes tea and coffee both
- (d) He likes tea and he likes coffee

5. I didn't sleep well last night (change to a positive statement)

- (a) I sleep well last night
- (b) I always sleep well
- (c) I slept well last night
- (d) I have slept well night

Literature (14 Marks)

Q.5. Read the extract given below and answer the questions that follow.

(3 × 1 = 3 Marks)

- (A) 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.
- (i) Why is the poet looking at the cardboard frame?**
(a) she loves looking at the pictures
(b) she is remembering her mother
(c) she is sorting out the old pictures
(d) she is wasting her time
- (ii) Who all are there in the photograph?**
(a) There are two people excluding poet's mother
(b) There are four people including poet's mother
(c) There are three people
(d) None of the above
- (iii) 'Each one holding one of my mother's hands' refers to:**
(a) The mother is very controlling
(b) The cousins are mischievous
(c) The mother is responsible and close to her cousins
(d) They are posing for the photograph

OR

- (B) I am the poem of Earth, said the voice of the rain Eternal I rise impalpable
out of the land and the bottomless sea.**
- (i) Who is 'I' in the above lines?**
(a) Rain (b) Sea
(c) Earth (d) Poet
- (ii) In which form the rain rises up?**
(a) In the form of clouds (b) In the form of rain
(c) In the form of water vapours (d) In the form of water droplets

- (iii) Why is the sea expressed as 'bottomless'?
 - (a) it is much below the earth's surface
 - (b) To denote the depth of the sea
 - (c) the surface of the sea is unknown to many
 - (d) none of the above

Q.6. Read the following extracts and answer the question that follow attempt any two out of the given three. (1 × 6 = 6 Marks)

(A) Down in the kitchen he drank the tea which she gave him. Over wrought as he was, he knew he could not snatch even an hour's sleep if he went home. He knew, too, that the case here would demand all his attention. A queer lethargy of spirit came upon him. He decided to remain until everything was over.

- (i) Who is 'he' mentioned in the extract?
 - (a) Andrew
 - (b) Joe Morgan
 - (c) Andrew's assistant
 - (d) None of the above
- (ii) Why was he 'over wrought'?
 - (a) He had a very busy day
 - (b) He had a bad meeting with his girl friend
 - (c) He had performed many surgeries
 - (d) It was already midning
- (iii) Why did he decide to remain there until everything was over?
 - (a) He felt active and everygetic
 - (b) His sense of professionalism shook him and he realised his responsibility
 - (c) The tea gave him instant energy
 - (d) All of the above

(B) Apart from books on science his only comfort was music, and he played his violin regularly until his landlady asked him to stop. "That waiting gets on my nerves," she said. "There's enough noise in this house, with all the kids howling".

Albert was tempted to point out that most of the time it was she who made them howl, but he decided it was better to say nothing.

- (i) Where would Einstein find solace?
 - (a) playing guitar
 - (b) playing violin
 - (c) listening to music
 - (d) painting and sketching

- (ii) Whom does 'she' refer to?
- (a) Elsa (b) The landlady
(c) His friend (d) His mom
- (iii) 'Wailing' means _____.
(a) rejoicing (b) sobbing
(c) lamenting (d) yelling
- (C)** I jumped out of bed and looked out of the window. I couldn't believe what I saw. It wasn't morning yet, but it was summer and with daybreak not many minutes around the corner of the world it was light enough for me to know I wasn't dreaming.
- (i) The protagonist in the extract is _____.
(a) Mourad (b) Aram
(c) Uncle khosrove (d) John Byro
- (ii) Why is the protagonist surprised?
- (a) to see much light outside
(b) to find Mourad outside his room window
(c) to find mourad sitting on a horse
(d) to find his uncle outside his room
- (iii) The synonym for the word 'dawn' is
(a) daybreak (b) morning
(c) light (d) none of the above
- Q.7.** Choose the best option for each of the given questions. Attempt any five out of the given six questions. (1 × 5 = 5 Marks)
- (1) How did Jonathan and family prepare themselves for the voyage?
- (a) They hired professional help to practice as much as possible
(b) They spent their leisure time honing their seafaring skills in British waters
(c) They gathered best of paraphernalia to support the voyage
(d) 'Try try again' was the they followed.
- (2) Why is Taplow present at school on the last day?
- (a) He loves mong to school
(b) He has come to play golf

- (c) He has come to meet Mr. Frank
 - (d) He has come to compensate for the day he had missed the previous week due to illness
- (3) Which evidence indicates that Tut's death occurred in the months of March. April?
- (a) Hardening of the ritual resins
 - (b) A shroud adorned with garlands of Willow and Olive leaves, wild celery, lotus petals and cornflowers in one of the coffins.
 - (c) People's verdict who lived with Tut
 - (d) All of the above
- (4) Which danger was first faced by the narrator during his journey to Mt. Kailash?
- (a) The sharper bends
 - (b) Bumpier ride
 - (c) A Swathe of snow
 - (d) Coming across Tibetan dogs
- (5) What did the poet discover about hell and Heaven?
- (a) They were hot physical entities
 - (b) They were in the sky
 - (c) They existed just in stories
 - (d) They can only be visited in an aeroplane
- (6) The four biological systems mentioned in 'The Ailing Planet' are.
- (a) rainforests, deserts, marine life, valleys
 - (b) water, air, land, mountains
 - (c) Fisheries, forests, grasslands and croplands
 - (d) Ocean, plains, rocks, forests

PART-B READING

Q.1. Read the passage given below carefully:

1. Research has shown that the human mind can process words at the rate of about 500 words per minute, whereas a speaker speaks at the rate of about 150 words a minute. The difference between the two at 350 words is quite large.
2. So a speaker must make every effort to retain the attention of the audience. The listener should also be careful not to let his mind wander. Good communication calls for good listening skills. A good speaker must necessarily be a good listener.

3. Listening starts with hearing but goes beyond. Hearing, in other words is necessary, but is not a sufficient condition for listening. Listening involves hearing with attention. Listening is a process that calls for concentration. While listening, one should also be observant. In other words, listening has to do with the ears, as well as with the eyes and the mind. Listening is to be understood as the total process that involves hearing with attention, being observant and making interpretations. Good communication is essentially an interactive process. It calls for participation and involvement. It is quite often a dialogue rather than a monologue. It is necessary to be interested and also show or make it abundantly clear that one is interested in knowing what the other person has to say.
4. Good listening is an art that can be cultivated. It relates to skills that can be developed. A good listener knows the art of getting much more than what the speaker is trying to convey. He knows how to prompt, persuade but not to cut off or interrupt what the other person has to say. At times the speaker may or may not be coherent, articulate and well-organized in his thoughts and expressions. He may have it in his mind and yet he may fail to marshal the right words while communicating his thoughts. Nevertheless a good listener puts him at ease, helps him articulate and facilitates him to get across the message that he wants to convey. For listening to be effective, it is also necessary that barriers to listening are removed. Such barriers can be both physical and psychological. Physical barriers generally relate to hindrance to proper hearing whereas psychological barriers are more fundamental and relate to the interpretation and evaluation of the speaker and the message.
- (a) on the basis of your reading of the above passage, make notes on the contents of the above passage, using recognisable abbreviations. Give a suitable title also. 5 Marks
- (b) Write a summary of the above passage in about 80 words. 3 Marks

WRITING SECTION (16 MARKS)

- Q.2.** You are Amit/Amita, Head Boy/Head girl of your school. Your school is organising a career counselling session for class XI and XII. Write a notice is 50 words giving details. (3 Marks)

OR

You are the General Manager of Pioneer Software Solutions, Hyderabad. You need three software engineers for your organisation. Draft an advertisement for the classified column of a national daily.

- Q.3.** Water is precious and each one of us must stop wastage of water. Prepare a poster in not more than 50 words urging people to employ various methods of rain water harvesting in their colonies and measure to save water. (3 Marks)

OR

Design a poster, highlighting the benefits of eating right, to be displayed in your school exhibition.

- Q.4.** You are Kiran/Kanhaiya of model school, Champa Nagar. The road leading to your school is full of pot holes which causes a lot of congestion. Students and parents are often caught in traffic Jam. Write a letter to the Municipal commissioner of your town requesting to take action to solve the problem at the earliest.

OR

You recently bought a smart phone from Teleword, Ashok Nagar. It functioned well for a month but has now developed some snags. The screen goes blank in a minutes' time and its ringer goes off. Write a letter to the store manager asking for replacement of the item since it is still in warranty period. (5 Marks)

- Q.5.** It is believed that empowering women is a major step to wards empowering a nation. Write an article on women Empowerment in 120-150 words.

OR

"Our Good Earth" an environmental awareness magazine has launched a marathon "clean your city" campaign. As an active participant write a speech to be delivered in the morning assembly urging students to participate in the campaign in 120-150 words. (5 Marks)

Literature (16 Marks)

- Q.6.** Answer only two questions. (one from poetry and one from prose) in 30 to 40 words. (2 × 2 = 4 Marks)

- (a) How did the sparrows mourn the death of the grandmother.

OR

What happened when Daozi clapped his hands in front of the painting?

- (b) What does the child discover about the adults in the poem 'childhood'?

OR

How did the goldfinch bring about the sudden transformation in the tree?

Q.7. Answer anyone of the following two questions in 39-40 words.

What type of a girl Ranga said he would marry? What reason did he give for his choice?

OR

How did the author recognise that the woman who was at the door was Mrs. Dorling?

Q.8. Answer anyone of the following questions in about 120-150 words.

Highlight the tremendous courage and endurance shown by the two children during the struggle in the story 'we're not afraid to die.....'

OR

Mr. Lecter R. Brown talks about four principal biosystems. What are they and what is happening to them?

Q.9. Answer anyone of the following questions in about 120-150 words.

Did the boys return the horse because they were conscience stricken or were they really afraid? Give reasons for your answer.

OR

How does the exchange of roles prove to be rewarding for Mrs. Pearson?

UNSOVLED SMAPLE PAPER FOR PRACTICE

Subject: English Core (301)

M.M.: 80 Marks

Class: XI

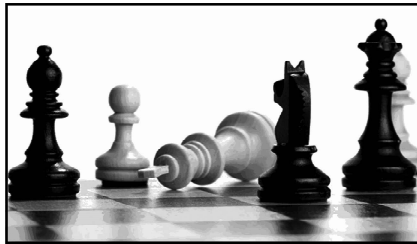
Time: 3 hours

General Instructions.

- 1. This paper is divided into two parts, A and B. All questions are compulsory.*
- 2. Separate Instructions are given with each section and question, wherever necessary. Read these instructions very carefully and follow them.*
- 3. Do not exceed the prescribed word limit while answering the questions.*

1. Read the passage given below.

1. Chess is called the game of kings. It has been around for a long time. People have been playing it for over 500 years. Chess is based on an even older game from India. The chess we play today is from Europe.



2. Chess is a two-player game. One player uses the white pieces while the other uses the black pieces. Each piece moves in a special way. One piece is called the king. Each player has one. The players take turns moving their pieces. If a player lands on a piece, he or she takes it. The game ends when a player loses his or her king. There are a few more rules, but these are the basics.
3. Some people think that chess is more than a game. They think that it makes the mind stronger. Good chess players use their brains. They take their time. They think about what will happen next. These skills are useful in life and in chess. Chess is kind of a work out for the mind.
4. You don't always have lots of time to think when playing chess. There is a type of chess with short time limits. It's called blitz chess. In blitz chess, each player gets ten minutes to use for the whole game. Your clock runs during your turn. You hit the time clock after your move. This stops your dock. It also starts the other player's clock. If you run out of time, you lose. Games of blitz chess are fast-paced.

5. Chess is not just for people. Computers have been playing chess since the 1970s. At first they did not play well. They made mistakes. As time went on they grew stronger. In 1997, a computer beat the best player in the world for the first time. It was a computer called Deep Blue. Deep Blue was big. It took up a whole room. By 2006 a cell phone could beat the best players in the world. Chess sure has come a long way. Don't you think so?

On the basis of your understanding of the above passage, answer ANY TEN questions from the ELEVEN given below. (1×10 = 10)

- (i) What is the author's purpose in writing the second paragraph?
 - (a) To explain the rules of chess
 - (b) To compare different types of games
 - (c) To talk about game pieces
 - (d) To persuade people to play chess
- (ii) Which is not a reason that chess is a good workout for the mind according to the text?
 - (a) Good chess players think about what will happen next.
 - (b) Good chess players take a lot of risks.
 - (c) Good chess players take their time.
 - (d) Good chess players use their brains.
- (iii) How long have people been playing chess?
 - (a) Over 100 years
 - (b) Over 500 years
 - (c) Over 1000 years
 - (d) Over 5000 years
- (iv) Where did the game that chess is based on come from?
 - (a) Europe
 - (b) America
 - (c) India
 - (d) All of these
- (v) Which best describes the main idea in the fourth paragraph?
 - (a) This paragraph argues that players should think less.
 - (b) This paragraph explains how blitz chess is played.
 - (c) This paragraph explains how time clocks work.
 - (d) This paragraph describes many different ways to play chess.

- (vi) How does a game of chess end according to the text?
- (a) One player takes all of the other player's pieces.
 - (b) One player makes it to the end of the board.
 - (c) One player becomes king.
 - (d) One player loses his or her king.
- (vii) Which happened first?
- (a) Computers did not play chess well.
 - (b) Deep Blue won an Important game.
 - (c) Cell phones got good at playing chess.
 - (d) Deep Blue took up a whole room.
- (viii) How is blitz chess different from regular chess?
- (a) Each player has two kings.
 - (b) Players are blindfolded.
 - (c) Players only have ten minutes to play
 - (d) Players start from a random position.
- (ix) If it's your turn in blitz chess, what happens when you hit the clock?
- (a) Both your clock and the other person's clock keep running.
 - (b) The other person's clock stops running and yours starts.
 - (c) Both clocks stop running.
 - (d) Your clock stops running and the other person's clock begins.
- (x) When did a computer first beat a strong human player In chess?
- (a) 2006
 - (b) 1997
 - (c) 1970
 - (d) 1976
- (xi) What is the meaning of the word "Blitz"?
- (a) a sudden effort or attack on somebody/something
 - (b) to dive fast
 - (c) very happy
 - (d) annoyed

2. Read the Information taken from the pain reliever bottles and answer the question that follow. (8 Marks)

<p>Medicine A - Aspirin</p> <ul style="list-style-type: none"> • Drug Facts <p>Active ingredient / Purpose (in each tablet)</p> <p>Pain reliever/ Aspirin 325 mg.....fever reducer</p>	<p>Medicine B - Acetaminophen</p> <ul style="list-style-type: none"> • Drug Facts <p>Active ingredient / Purpose (in each gelcap)</p> <p>Pain reliever/ Acetaminophen 500 mgfever reducer</p>
<p>Uses:</p> <p>provides temporary relief from</p> <ul style="list-style-type: none"> • headache • pain and fever of colds • toothache • menstrual pain • muscle pain • minor pain of arthritis 	<p>Uses:</p> <ul style="list-style-type: none"> • temporarily relieves minor aches and pains due to headache, muscular aches, backache, the common cold, toothache, menstrual cramps, minor pain of arthritis • temporarily reduces fever
<p>Warnings</p> <p>Reye's syndrome: Children and teenagers who have or are recovering from chicken pox or flu-like symptoms should not use this product. When using this product, if changes in behavior with nausea and vomiting occur, consult a doctor because these symptoms could be an early sign of Reye's syndrome, a rare but serious illness.</p>	<p>Warnings</p> <p>Alcohol warning: If you consume 3 or more alcoholic drinks every day, ask your doctor whether you should take acetaminophen or other pain relievers/ fever reducers. Acetaminophen may cause liver damage.</p>
<p>Alcohol warning:</p> <p>If you consume 3 or more alcoholic drinks every day, ask your doctor whether you should take aspirin or other pain relievers/ fever reducers. Aspirin may cause stomach bleeding.</p>	<p>Overdose warning: Taking more than the recommended dose (overdose) may cause liver, damage. In case of overdose, get medical help or contact a Poison Control Center right away. Quick medical attention is critical for adults as well as for children even if you do not notice any signs or symptoms.</p>

<p>Ask a doctor before use if you have</p> <ul style="list-style-type: none"> • asthma • stomach problems that persist or recurring ulcers • bleeding problems <p>Stop use and ask a doctor If</p> <ul style="list-style-type: none"> • pain worsens or lasts more than 10 days • fever worsens or lasts more than 3 days • new symptoms occur • redness or swelling is present • ringing in the ears or loss of hearing occurs 	<p>Directions</p> <ul style="list-style-type: none"> • do not take more than directed (see overdose warning) • adults and children 12 years and over take 2 gelcaps every 4 to 6 hours as needed. Do not take more than 8 gels in 24 hours. • Children under 12 years: do not use this adult product in children under 12 years of age; this will provide more than the recommended dose (overdose) of acetaminophen and may cause liver damage.
<p>Directions</p> <ul style="list-style-type: none"> • adults: 1 to 2 tablets with water. Dosage may be repeated every 4 hours, not to exceed 12 tablets in 24 hours. • children under 12: consult a doctor. 	

On the basis of your understanding of the above passage, answer ANY EIGHT questions from the NINE given below. (1 × 8 = 08)

- (i) Which medicine relieves pain from toothaches?
 - (a) Aspirin
 - (b) Acetaminophen
 - (c) Both medicines
 - (d) Neither medicine
- (ii) Which medicine should not be used by children recovering from chicken pox or flu-like symptoms?
 - (a) Aspirin
 - (b) Acetaminophen
 - (c) Both medicines
 - (d) Neither medicine
- (iii) Which medicine comes in gelcaps?
 - (a) Aspirin
 - (b) Acetaminophen
 - (c) Both medicines
 - (d) Neither medicine
- (iv) Which medicine comes in a 400 mg single dose?
 - (a) Aspirin
 - (b) Acetaminophen
 - (c) Both medicines
 - (d) Neither medicine

- (v) Which medicine may cause stomach bleeding if taken with alcohol?
- (a) Aspirin (b) Acetaminophen
(c) Both medicines (d) Neither medicine
- (vi) What is the maximum recommended dose of medicine A, aspirin, that an adult may take in a 24 hour period?
- (a) 2 tablets (b) 4 tablets
(c) 8 tablets (d) 12 tablets
- (vii) Which medicine may cause liver damage if it is misused?
- (a) Aspirin (b) Acetaminophen
(c) Both medicines (d) Neither medicine
- (viii) How often may an adult take 1 to 2 tablets of medicine A, the aspirin?
- (a) Every 2 hours (b) Every 4 hours
(c) Every 6 hours (d) Every 24 hours
- (ix) What is the maximum recommended dose of medicine B, acetaminophen, that an adult may take in a 24 hour period?
- (a) 2 gelcaps (b) 4 gelcaps
(c) 6 gelcaps (d) 8 gelcaps

GRAMMAR

(8 MARKS)

3. Choose the correct option to make meaningful sentence.

(Any four) (1 × 4 = 4 Marks)

- (i) The clerk _____ the money from the bank by one O'clock.
- (a) has withdrawn
(b) will have withdrawn
(c) is withdrawing
(d) had been withdrawing
- (ii) A journalist _____ to interview you later today.
- (a) had come
(b) came
(c) has been coming
(d) will be coming

- (iii) When I went back to my hometown three years ago, I found that a lot of changes _____
- (a) had taken place
 - (b) have taken place
 - (c) are taken place
 - (d) were taken place
- (iv) The report concludes sadly that students have some knowledge of nuclear physics.
- (a) both
 - (b) very few
 - (c) every
 - (d) none
- (v) We could barely get any information at the airport. Only a few people seemed to have _____ idea about the flight
- (a) Some
 - (b) Many
 - (c) Any
 - (d) none

4. Study the Jumbled words and choose the most meaningful sentence from the options given below It. (Any four) (4 Marks)

- (i) always / at nine o'clock / out of the garage / in the morning / drives / his car / he
- (a) He always drives his car out of the garage at nine o'clock in the morning.
 - (b) In the morning out of the garage he drives always at nine o'clock.
 - (c) His car drives he in the morning out of the garage at nine o'clock always.
 - (d) Always out of the garage at nine o'clock in the morning his car drives he.
- (ii) fly / with my parents / to Florida / sometimes / I / In winter
- (a) Sometimes with my parents I in winter fly to Florida.
 - (b) With my parents sometimes fly I to Florida
 - (c) In winter I sometimes fly to Florida with my parents.
 - (d) To Florida I fly in winter with my parents sometimes.
- (iii) smell / in spite of / its / it / tasted / wonderful
- (a) Its smell wonderful in spite of it tasted.
 - (b) It tasted wonderful in spite of its smell.
 - (c) Tasted its wonderful in spite of it smell.
 - (d) Wonderful its tasted in spite of it smell.

- (iv) enjoys / swimming / in our pool / always / in the morning / she
- Swimming always she enjoys in our pool In the morning.
 - In the morning always enjoys she swimming In our pool.
 - She enjoys In our pool in the morning always swimming.
 - She always enjoys swimming in our pool in the morning.
- (v) dirty / always / floor / Ellie / leaves / the / on / her / socks
- Ellie always leaves her dirty socks on the floor.
 - Her dirty socks always leaves Ellie on the floor
 - The floor always leaves Ellie on her socks
 - Her socks always leaves the dirty floor on Ellie

LITERATURE

(14 MARKS)

5. Read the extracts given below and attempt ANY ONE of the two given by answering the questions that follow. (1×3 = 3)

The sea holiday
was her past, mine is her laughter. Both wry
With the laboured ease of loss
Now she's has been dead nearly as many years
As that girl lived. And of this circumstance
There is nothing to say at all,
Its silence silences.

- (i) The name of the poem from which the above lines are taken is...
- Laburnum Top
 - A Photograph
 - The Photograph
 - Voice of the Rain
- (ii) Why is there nothing to say about the death of the poet's mother?
- Because the poet is confused
 - Because the poet was not in her senses when her mother expired
 - Because the death of the poet's mother has left a deep void in the poet's heart
 - Because the poet did not have a good relationship with her mother

- (iii) What is the figure of speech used in "Laboured ease"?
- (a) Onomatopoeia (b) Oxymoron
(c) Pun (d) Alliteration

OR

*Then sleek as a lizard, and alert, and abrupt,
She enters the thickness, and a machine starts up
Of chitterings, and a tremor of wings, and trillings
The whole tree trembles and thrills. U is the engine of her family.*

- (i) The name of the poet who has written the above lines is...
- (a) Shirley Toulson (b) Walt Whitman
(c) Ted Hughes (d) None of the above
- (ii) Who is 'she' in the second line of the extract....
- (a) Gold finch (b) Sparrow
(c) Peacock (d) Baby bird
- (iii) Name the figure of speech used in the first line?
- (a) Simile (b) Metaphor
(c) Pun (d) Personification

6. Read the extracts given below and attempt ANY TWO of the three given by answering the questions that follow. (Any two) (3+3 = 6 Marks)

A CT machine scanned the mummy head to toe, creating 1,700 digital X-ray images in cross section. Tut's head, scanned in 0.62 millimetre slices to register its intricate structures, takes on eerie detail in the resulting image. With Tut's entire body similarly recorded, a team of specialists in radiology, forensics, and anatomy began to probe the secrets that the winged goddesses of a gilded burial shrine protected for so long.

Questions:

- (i) Whose mummy was scanned by the CT Scan machine?
- (a) Amenhotep
(b) Akhetaten
(c) Tutankhamun
(d) Smenkhkare

- (ii) What was the reason behind scanning the mummy?
- (a) To find the reason of his death
 - (b) To find the age at which he died
 - (c) A and B both
 - (d) None of the above
- (iii) How many digital x-ray images were taken?
- (a) 17000
 - (b) 7100
 - (c) 71000
 - (d) 1700

OR

In July 1976, my wife Mary, son Jonathan, 6, daughter Suzanne, 7, and I set sail from Plymouth, England, to duplicate the round the- world voyage made 200 years earlier by Captain James Cook. For the longest time, Mary and I -a 37-year-old businessman-had dreamt of sailing in the wake of the famous explorer, and for the past 16 years we had spent all our leisure time honing our seafaring skills in British waters. Questions:

- (i) Whose voyage did the narrator and his family decide to copy?
- (a) Jonathan
 - (b) Suzanne
 - (c) Captain Mary
 - (d) Captain James Cook
- (ii) For how many years did the narrator practice improving his skills?
- (a) 16
 - (b) 17
 - (c) 6
 - (d) 18
- (iii) Who was Captain James Cook?
- (a) Famous explorer
 - (b) Fellow sailor
 - (c) Narrator's friend
 - (d) A 37-year-old businessman

OR

My cousin Mourad was considered the natural descendant of this man, although Mourad's father was Zorab. who was practical and nothing else That's how it was in our trioe. A man could be the father of his son's flesh, but that dtd not mean that he was also the lathur of his spirit. The distribution of the various kinds ot spirit of our tribe had been from the beginning capricious and vagrant.

Questions:

- (i) Who was Mourad's cousin?
- | | |
|---------------|--------------|
| (a) John Byro | (b) Zorab |
| (c) Aram | (d) Khosrove |
- (ii) What was the name of the tribe to which Mourad belong?
- | | |
|------------------|-----------------------|
| (a) Garoghlanian | (b) San Joaquin |
| (c) Vagrant | (d) Ojibway or Ojibwe |
- (iii) Who was the son of Zorab?
- | | |
|--------------------|---------------|
| (a) Mourad | (b) Aram |
| (c) Uncle Khosrove | (d) John Byro |

7. Attempt any five from the questions given below. (1× 5 = 5)

- (i) Where was the author's grandfather's portrait placed?
- | | |
|----------------------------|--------------------------------|
| (a) on a shelf | (b) hung above the mantelpiece |
| (c) put on the mantelpiece | (d) on a table |
- (ii) What was the address that the author's mother asked her to remember?
- | | |
|-------------------------------|-------------------------------|
| (a) Number 50, Marconi Street | (b) Number 46, Baker Street |
| (c) Number 54, Marconi Street | (d) Number 46, Marconi Street |
- (iii) What is the issue raised by the author in the chapter 'The Ailing Planet'?
- | | |
|----------------------|---------------------------------------|
| (a) Global Warming | (b) Save Water |
| (c) Save Electricity | (d) deteriorating health of the earth |
- (iv) Why was Ranga's homecoming a big event? Because he -
- | |
|---|
| (a) brought gifts for everyone |
| (b) was new in the village |
| (c) returned from Bangalore after studying there for six months |
| (d) All of the above |
- (v) What is the example of Transferred Epithet used in the poem 'The Laburnum Top'?
- | | |
|-----------------------------------|--------------------------|
| (a) her barred face identity mask | (b) engine of her family |
| (c) Sleek as a lizard | (d) September sunlight |

(vi) Who said, “we aren’t afraid of dying” we can all be together – you and Mummy, Sue and I”?

(a) Jonathan

(b) Crewmen to each other

(c) Sue

(d) Narrator

PART B (40 MARKS)

8 MARKS

8. Read the passage carefully and answer the questions that follow:

(5 + 3 = 8 Marks)

Stephen William Hawking was born on January 8, 1942, Oxfordshire, England and passed away on March 14, 2018, Cambridgeshire. The English theoretical physicist whose theory of exploding black holes drew upon relativity theory and quantum mechanics, he also worked with space-time singularities.

OR

In the early 1960s Hawking contracted amyotrophic lateral sclerosis, an incurable degenerative neuromuscular disease. He continued to work despite the disease’s progressively disabling effects. In 1971 he suggested the formation, following the big bang, of numerous objects containing as much as one billion tons of mass but occupying only the space of a proton. In 1974 Hawking proposed that, in accordance with the predictions of quantum theory, black holes emit subatomic particles until they exhaust their energy and finally explode. Hawking's work greatly spurred efforts to theoretically delineate the properties of black holes, objects about which it was previously thought that nothing could be known.

Hawking's contributions to physics earned him many exceptional honours. In 1974 the Royal Society elected him one of its youngest fellows. He became professor of gravitational .. physics at Cambridge in 1977 and in 1979, he was appointed to Cambridge's Lucasian professorship of mathematics, a post once held by Isaac Newton. Hawking was made a Commander of the British Empire in 1982 and a Companion of Honour in 1989. In 2008 he accepted a visiting research chair at the Perimeter Institute for Theoretical Physics in Waterloo, Ontario, Canada. He also received the Copley Medal from the Royal Society in 2006 and the U.S. Presidential Medal of Freedom in 2009.

I. On the basis of your reading of the above passage, make notes on it using headings and subheadings. Use recognizable abbreviations (minimum four) and a format you consider suitable. Supply a suitable title to it. 5

II. Make a summary of the above passage in about 50 words. 3

WRITING SECTION:

16 marks

9. Attempt ANY ONE of the following:

(3 marks)

- (A) You are Roopa/Ritesh (Head Boy/Girl) of Kendriya Vidyalaya, New Delhi. You have been assigned the duty to inform the students of Class XI and XII about an Inter-School Street Play Competition. Draft a notice in about 50 words with necessary detail to be put up on the school notice board.

OR

- (B) You are Ravi/Rachna As President of the Cultural Forum of your "school" ya have organised an Inter-School orchestra competition on the occasion of the Silver Jubilee celebrations of your school Write a notice in about 50 words, informing thy students of your school about this competition

10. Attempt ANY ONE of the following:

(3 marks)

- (A) As Preeti Preeti, the President of Lion's Club of Vesundhra City, design a poster in not more than 50 words for promoting good health through 'Health Mela' to be held at Central Community Hall of the city. Mention some of its attractions.

OR

- (B) As Sumesh/Suma, the President of the Residents' Welfare Association of Mayur Colony, Delhi, design a poster in not more than 50 words for promoting cleanliness in your colony.

1. Attempt ANY ONE of the following:

(5 Marks)

- (A) You are Tarun/Taruna who came across the following advertisement in a local newspaper. Write a letter to the Director of the Coaching institute in about 100-120 words inquiring about the duration and course fees you are interested in your colony.

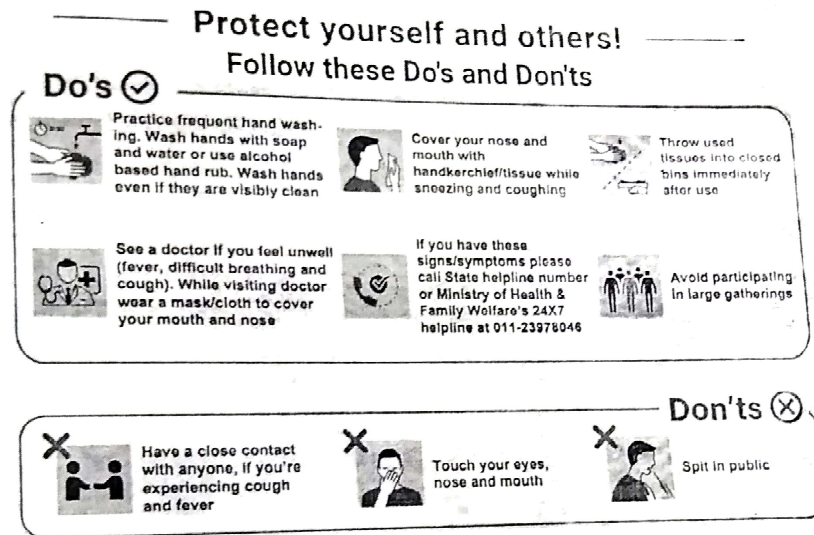


- (B) Write a letter to the Manager of Oberoi International in Lucknow in about 100-120 words to find out the rates for conducting the wedding reception of your sister on their lawn, enquiring specifically about the catering cost per head, service and decoration charges as well as the advance to be paid. You are Nandu/Nandini of Agra.

12. Attempt ANY ONE of the following:

(5 Marks)

- (A) You are Richi/Rachi. You are going to deliver a speech on "Dos and Don'ts during Covid 19 Pandemic" in an online speech competition. Prepare a speech in about 100-120 words for the same with the help of the poster given below.



OR

- (B) Some people feel that the newspapers will become a thing of the past soon due to the increasing interest for electronic media. Write a debate in about 100-120 words either in favour of or against the motion: Electronic Media will bring about the end of Print Media. You are Parth/Pari.

Value Points:

- | | |
|--|-----------------------------|
| • Use of visuals | • Even scandals become news |
| • Authentic and fast | • Print media - time tested |
| • Not enough news for 24-hour telecast | • Analysed, verified news |
| • Many fabricate news | • Editorial comments |
| • Become repetitive and dull | • Cater to all interests |

LITERATURE SECTION:

16 MARKS

13. Attempt ANY TWO out of the four questions given below in 30-40 words each: (2 × 2 = 4 MARKS)

- (i) Why does the narrator compare his grandmother to 'the winter landscape in the mountain'?
- (ii) "We have not inherited this earth from our forefathers; we have borrowed it from our children." Who said this and why?
- (iii) The sea 'appears to have changed less' in comparison to the three girls who enjoyed the sea holiday. What does this suggest?
- (iv) Who were the two crewmen in the Wavewalker? What was their contribution during the voyage?

14. Attempt ANY ONE of the following questions in 40-50 words: (1 × 2 = 2 Marks)

- (i) "I couldn't believe what I saw," says Aram. What was unbelievable? Why?
- (ii) Who had given Mrs. Dorling's address to the narrator? Why?

15. Attempt ANY ONE of the following questions in 120-150 words: (5 Marks)

- (A) Optimism helps to endure direst stress. Do you agree? Explain this with reference to the chapter. "We're not afraid to die... if we can all be together"

OR

- (b) What are the four principal biological systems that sustain life on earth? How are they being depleted?

16. Attempt ANY ONE of the following questions in 120-150 words: (5 Marks)

- (A) How does the story, The Summer of the Beautiful White Horse deal with moral duty and temptation?

OR

- (b) Comment on the element of humour in the story, Ranga's Marriage.



NOTES

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