

# **DIRECTORATE OF EDUCATION**

**GNCT of Delhi, Delhi Government**

## **SUPPORT MATERIAL (2021-2022)**

**Class : XII**

## **ENGLISH (CORE)**

Under the Guidance of

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### **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**  
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### **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  
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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)



# **DIRECTORATE OF EDUCATION**

**GNCT of Delhi, Delhi Government**

## **SUPPORT MATERIAL**

**(2021-2022)**

## **ENGLISH (CORE)**

**Class : XII**

**NOT FOR SALE**

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**PUBLISHED BY : DELHI BUREAU OF TEXTBOOKS**



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## SESSION 2021-2022

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**भारत का संविधान**  
भाग 4क  
**नागरिकों के मूल कर्तव्य**

**अनुच्छेद 51क**

**मूल कर्तव्य** – भारत के प्रत्येक नागरिक का यह कर्तव्य होगा कि वह –

1. संविधान का पालन करे और उसके आदर्शों, संस्थाओं, राष्ट्र ध्वज और राष्ट्रगान का आदर करें।
2. स्वतंत्रता के लिए हमारे राष्ट्रीय आंदोलन को प्रेरित करने वाले उच्च आदर्शों को हृदय में संजोए रखे और उनका पालन करे।
3. भारत की प्रभुता, एकता और अखंडता की रक्षा करे और उसे अक्षुण्ण रखे।
4. देश की रक्षा करे।
5. भारत के सभी लोगों में समरसता और समान भ्रातृत्व की भावना का निर्माण करे।
6. हमारी सामाजिक संस्कृति की गौरवशाली परंपरा का महत्त्व समझे और उसका निर्माण करे।
7. प्राकृतिक पर्यावरण की रक्षा और उसका संवर्धन करे।
8. वैज्ञानिक दृष्टिकोण और ज्ञानार्जन की भावना का विकास करे।
9. सार्वजनिक संपत्ति को सुरक्षित रखे।
10. व्यक्तिगत एवं सामूहिक गतिविधियों के सभी क्षेत्रों में उत्कर्ष की ओर बढ़ने का सतत प्रयास करे।
11. माता-पिता या संरक्षक द्वारा 6 से 14 वर्ष के बच्चों हेतु प्राथमिक शिक्षा प्रदान करना (86वां संशोधन)।

# 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 (सम्पूर्ण प्रभुत्व—सम्पन्न 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 करने के लिए,

तथा उन सब में,

व्यक्ति की गरिमा और (राष्ट्र की एकता

और अखंडता) सुनिश्चित करने वाली बंधुता

बढ़ाने के लिए

हम दृढ़संकल्प होकर इस संविधान को आत्मार्पित करते हैं।

# THE CONSTITUTION OF INDIA

## PREAMBLE

WE, THE PEOPLE OF INDIA, having solemnly resolved to constitute India into a **(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 **(unity an integrity of the Nation)**;

WE DO HEREBY GIVE TO OURSELVES THIS CONSTITUTION.

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## **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 professional domain. 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 focused 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 the vital portions of the text)
- identify the central/main point and supporting details, etc., to build communicative competence in various lexicons 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 acquire 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 IBC- 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.
- Convert 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 logically 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 & Speaking**

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 public speaking skills.

**II. Guidelines for Assessment in Listening and Speaking Skills****i. Activities:**

- Activities for listening and speaking available at [www.cbseacademic.in](http://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:

- Interactive competence (Initiation & turn taking, relevance to the topic).
- Fluency (cohesion, coherence and speed of delivery).
- Pronunciation
- Language (accuracy and vocabulary).
- 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 gratitude or render 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 of 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. 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 I 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 by 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 teacher.

## **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, although 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 XII (2021-22)**  
**Term Wise Syllabus**

SECTION	TERM I	WEIGHTAGE (IN MARKS)	TERM II	WEIGHTAGE (IN MARKS)
A	<b>Reading Comprehension : (Two Passage)</b> <ul style="list-style-type: none"> <li>Unseen passage (factual, descriptive or literary/ discursive or persuasive)</li> <li>Case Based Unseen (Factual) Passage</li> </ul>	14 (8+6 Marks)	<b>Reading Comprehension : (Two Passage)</b> <ul style="list-style-type: none"> <li>Unseen passage (factual, descriptive or literary/ discursive or persuasive)</li> <li>Case Based Unseen (Factual) Passage</li> </ul>	14 (8+6 Marks)
B	<b>Creative Writing Skill :</b> <p><b>Short Writing Tasks</b></p> <ul style="list-style-type: none"> <li>Notice Writing</li> <li>Classified Advertisements</li> </ul> <p><b>Long Writing Tasks(One)</b></p> <ul style="list-style-type: none"> <li>Letter to an Editor (giving suggestion or opinion on issues of public interest)</li> <li>Article Writing</li> </ul>	3+5 mark  Total=08	<b>Creative Writing Skill :</b> <p><b>Short Writing Tasks</b></p> <ul style="list-style-type: none"> <li>Formal &amp; Informal Invitation Cards or the Replies to Invitation/s</li> </ul> <p><b>Long Writing Tasks(One)</b></p> <ul style="list-style-type: none"> <li>Letter of Application for a Job</li> <li>Report Writing</li> </ul>	3+5 mark  Total=08
C	<b>Literature :</b> Literary-prose/poetry extracts (seen-texts) to assess comprehension and appreciation, analysis, inference, extrapolation <p><b>Questions Based on Texts to assess</b> comprehension and appreciation, analysis, inference, extrapolation</p> <p><b>Book- Flamingo (Prose)</b></p> <ul style="list-style-type: none"> <li>The Last Lesson</li> <li>Lost Spring</li> <li>Deep Water</li> </ul> <p><b>Book- Flamingo (Poetry)</b></p> <ul style="list-style-type: none"> <li>My Mother at Sixty-Six</li> <li>An Elementary School Classroom in a Slum</li> <li>Keeping Quiet</li> </ul> <p><b>Book- Vistas (Prose)</b></p> <ul style="list-style-type: none"> <li>The Third Level</li> <li>The Enemy</li> </ul>	11 Marks for Flamingo + 7 Marks for Vistas = 18 Marks	<b>Literature :</b> Questions based on extracts/texts to assess comprehension and appreciation, analysis, inference, extrapolation <p><b>Book- Flamingo (Prose)</b></p> <ul style="list-style-type: none"> <li>The Rattrap</li> <li>Indigo</li> </ul> <p><b>Book- Flamingo (Poetry)</b></p> <ul style="list-style-type: none"> <li>A Thing of Beauty</li> <li>Aunt Jennifer's Tigers</li> </ul> <p><b>Book- Vistas (Prose)</b></p> <ul style="list-style-type: none"> <li>Should Wizard Hit Mommy?</li> <li>On the Face of it</li> <li>Evans Tries an O Level</li> </ul>	11 Marks for Flamingo + 7 Marks for Vistas = 18 Marks
	<b>TOTAL</b>	<b>40</b>	<b>TOTAL</b>	<b>40</b>
	<b>ASL</b>	<b>10</b>	<b>ASL</b>	<b>10</b>
	<b>GRAND TOTAL</b>	<b>40 + 10 = 50</b>	<b>GRAND TOTAL</b>	<b>40 + 10 = 50</b>

**Prescribed Books**

- 1.Flamingo: English Reader published by National Council of Education Research and Training, New Delhi
- 2.Vistas: Supplementary Reader published by National Council of Education Research and Training, New Delhi

## Special Scheme : Internal Assessment Listing/Speaking and Project

<b>Subjects with Project Work, Assessment of Listening and Speaking Skills</b>	<p>1.Subjects with Project Work of 20 marks: (Economics, Business Studies, Accountancy, History, Political Science, Sociology, Legal Studies)</p> <p>There would be only ONE project for the session. The project work would be divided into two parts i.e. Term I (10 marks) and Term II (10 marks) for the purpose of assessment.</p> <p><i>(Detailed guidelines for project work are given at Annexure I of this circular)</i></p> <p>2.Subject with Project Work of 30 marks:  (Entrepreneurship)</p> <p>There would be only ONE project for the session. The project work would be divided into two parts i.e., Term I (15 marks) and Term II (15 marks) for the purpose of assessment. Detailed guidelines would be given in the term-wise curriculum.</p> <p>3.Subjects with Assessments of Listening and Speaking Skills (All Languages)</p> <p><b>Term-I</b> <b>Scenario I: if it is possible to conduct in-person assessment</b></p> <ul style="list-style-type: none"> <li>Assessment of Listening and Speaking Skills (10 marks) will be done in person by internal examiner.</li> </ul> <p><b>Scenario-II If schools remain closed</b></p> <ul style="list-style-type: none"> <li>Assessment of Listening and Speaking Skills (10 marks) will be done online by internal examiner.</li> </ul> <p><b>Term-II</b></p> <ul style="list-style-type: none"> <li>Assessment of Project and Viva based on the project work will be jointly done by external examiner and Internal Examiner. (10 marks)</li> <li>Project can be in the form of a neighbourhood survey/Role play performance (individual/group) etc. (Online or in-person as situation allows).</li> <li>Students shall submit a project report (5 marks) and Viva voce (5 marks) shall be conducted by external examiner.</li> </ul> <p>Assessment of Listening Speaking guidelines are given at Annexure II and also provided along with respective language curriculum.</p>
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The schools should ensure that internal assessment is reliable, fair, and transparent for all students. The evaluation done by teachers for internal assessment / practical / project work needs to be based on evidence of the students' performance throughout the academic session. The evidence of internal assessment/practical/project work needs to be presented/ uploaded by schools as per directions of Examination Unit/ Regional Office of CBSE for verification.

## **Annexure II**

### **Guidelines for Assessment in Listening and Speaking Skills (ALS)**

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 Skills:**

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. Inferential Listening
- v. Listening for Pleasure
- vi. Intensive Listening
- vii. Evaluative Listening

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

#### **Speaking Skills:**

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

#### **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.

iv. **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.**

**Classes XI-XII Total Marks: 20**

**Term I: 10 Marks**

**Assessment of Listening and Speaking Skills**

**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 (grammar and vocabulary)

A suggestive rubric is given below:

Interaction	1.	2.	3.	4.	5.
	<ul style="list-style-type: none"><li>Contributions are mainly unrelated to those of other speakers</li><li>Shows hardly any initiative in the development of conversation</li><li>Very limited interaction</li></ul>	<ul style="list-style-type: none"><li>Contributions are often unrelated to those of the other speaker</li><li>Generally passive in the development of conversation</li></ul>	<ul style="list-style-type: none"><li>Develops interaction adequately, makes however minimal effort to initiate conversation</li><li>Needs constant prompting to take turns</li></ul>	<ul style="list-style-type: none"><li>interaction is adequately initiated and develop</li><li>Can take turn but needs little prompting</li></ul>	<ul style="list-style-type: none"><li>Can initiate &amp; logically develop simple conversation on familiar topics</li><li>Can take turns appropriately</li></ul>
Pronunciation	<ul style="list-style-type: none"><li>Insufficient accuracy in pronunciation; many grammatical errors</li><li>Communication is severely affected</li></ul>	<ul style="list-style-type: none"><li>Frequently unintelligible articulation</li><li>Frequent phonological errors</li><li>Major communication problems</li></ul>	<ul style="list-style-type: none"><li>Largely correct pronunciation &amp; clear articulation except occasional errors</li><li>Some expressions cause stress without compromising with understanding of spoken discourse.</li></ul>	<ul style="list-style-type: none"><li>Mostly correct pronunciation &amp; clear articulation</li><li>Can be clearly understood most of the time: very few phonological errors</li></ul>	<ul style="list-style-type: none"><li>Can pronounce correctly &amp; articulate clearly</li><li>Is always comprehensible uses appropriate intonation</li></ul>



<b>Fluency &amp; Coherence</b>	<b>1.</b> <ul style="list-style-type: none"> <li>• Noticeably/long pauses; rate of Speech is slow</li> <li>• Frequent repetition and/or self-correction</li> <li>• Link only basic sentences; breakdown of coherence evident</li> </ul>	<b>2.</b> <ul style="list-style-type: none"> <li>• Usually fluent; produces simple speech fluently, but loses coherence in complex communication</li> <li>• Often hesitates and/or resorts to slow speech</li> <li>• Topics partly developed; not always concluded logically</li> </ul>	<b>3.</b> <ul style="list-style-type: none"> <li>• Is willing to speak at length, however repetition is noticeable</li> <li>• Hesitates and/or self corrects; occasionally loses coherence</li> <li>• Topics mainly developed, but usually not logically concluded</li> </ul>	<b>4.</b> <ul style="list-style-type: none"> <li>• Speaks without noticeable effort, with a little repetition</li> <li>• Demonstrates hesitation to find words or use correct grammatical structures and/or self-correction</li> <li>• Topics not fully development to merit</li> </ul>	<b>5.</b> <ul style="list-style-type: none"> <li>• Speaks fluently almost with no repetition &amp; minimal hesitation</li> <li>• Development fully &amp; coherently</li> </ul>
<b>Vocabulary &amp; Grammar</b>	<ul style="list-style-type: none"> <li>• Demonstrates almost no flexibility, and mostly struggles for appropriate words</li> <li>• Uses very basic vocabulary to express view-points</li> </ul>	<ul style="list-style-type: none"> <li>• Communicates with limited flexibility and appropriacy on some of the topics</li> <li>• Complex forms and sentences are rare; exhibits limited vocabulary to express new ideas</li> </ul>	<ul style="list-style-type: none"> <li>• Communicate's with limited flexibility and appropriacy on most of the topics</li> <li>• Sometimes uses complex forms and sentences; has limited vocabulary to describe/ express new points</li> </ul>	<ul style="list-style-type: none"> <li>• Can express with some flexibility and appropriacy on most of the topics</li> <li>• Demonstrates ability to use complex forms and sentences most of the time; expresses with adequate vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>• Can express with some flexibility and appropriacy on a variety of topics such as family, hobbies, work, travel and current events</li> <li>• Frequently uses complex forms and sentences structures; has enough vocabulary to express himself/ herself</li> </ul>

### iii. 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**

#### **Protect Work + Viva**

Out of ten marks allotted for the term, 5 marks will be allotted for the project report/script /essay etc. and 5 marks for the viva.

### **I. Schedule:**

- Schools may refer to the suggestive timeline given in these guidelines for the planning, preparation and viva-voce of ALS based projects.

- The final assessment of the skills may 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.

## **II. 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.

### **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 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 dialling 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.

### **III. 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)**

### **IV. 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 Mich 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.

V. **Project-Portfolio/ Project Report**

The Project-Portfolio/Project Report 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:**

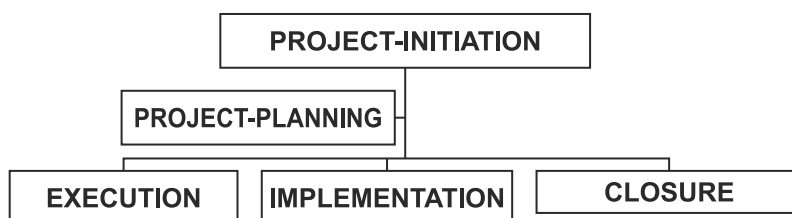
- Cover page, with title of project, school details/details of students.
- Statement of purpose/objectives/goals
- Certificate of completion under the guidance of the teacher.
- Action plan for the completion of assigned tasks.
- Materials such as scripts for the theatre/role play, questionnaires for 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 resource/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

**VI. Suggestive Timeline:**

**The FIVE Steps in Project Plan**



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

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# READING COMPREHENSION

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**Reading Comprehension** (1) decoding the texts. (2) is the perceptive of what a particular text means. (3) ideas the author is attempting to convey through the text.

**Reading Comprehension** is the ability to -

- process text and to understand its meaning, and to integrate it with what the reader already knows.
- understand meaning of the words from the context.
- follow organization of passage and to identify antecedents and references in it.
- draw inferences from a passage about its contents.
- identify the main thought of a passage.
- answer the asked questions on the basis of reading of the text.
- determine writer's purpose, intent and point of view.

**Tips to attempt Reading Comprehension during exam**

- read the passage at a reasonable pace to get the general idea of the text.
- do second reading at a slow pace to get the specific meaning
- underline the key words, phrases and sentences to identify antecedents and references in it.
- manage your time accordingly. A lot depends on how well you time yourself. Make sure, while you attempt the comprehension passages in the examination it should be in the limit of 18 to 20 minutes. If you spend too much time on the passage, you may run out of time while answering other questions.
- go through the questions in the beginning and while reading the passage keep the questions in mind. It would help you locate the answers easily.

- understand the questions and locate the answers.
- it is of utmost importance that you give your complete attention to the passage at hand.
- be accurate while opting the answer in multiple choice questions.
- the correct way to answer MCQ is by writing the part of the Q. No along with the correct statement only.

### **SOLVED UNSEEN PASSAGE - 1 (FACTUAL)**

Read the passage given below

1. The lack of space in urban locales, people's preference for fresh vegetables and some bit of out-of-the-box thinking has helped create businesses based on an indoor green revolution. These new-age nouveau farmers are growing romaine lettuce, oak leaves, mint, kale, basil etc. in their vertical plants in urban localities. There are Petri dishes that hold plants, there is artificial light and the setup has its humidity and temperature monitored and strictly controlled. This soil-less farming is called hydroponic (sustained on water and nutrients) farming, not a new idea all, but one that is now being widely adopted.
2. Hydroponics is the art of gardening without soil. Instead of using soil, water is deployed to provide nutrients, hydration, and oxygen to plant life. It requires very little space, 90 to 95% less water than traditional agriculture, and helps grow a garden full of fruits and no flowers in half the time.



3. Hydroponics cultivation yield reflects rapid growth, stronger yields, and superior quality. Since no soil is used, there are no pests and therefore no insecticide/pesticide is required.

Grown in an environment that is controlled in terms of water at the plants ' roots, moisture in the air, humidity in the air, ambient light (same spectrum as of sunlight) etc, the food thus grown is cleaner in physical , chemical, and biological nature.

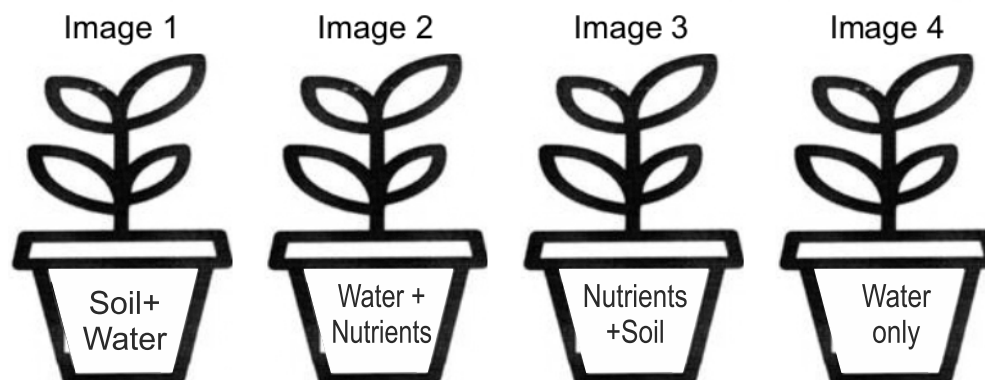
4. The global population is predicted to reach 9.7 billion by the year 2050 and to feed everyone, it 's estimated that global food production will need to increase by up to 70% in the next 30 years. This method will decentralize supply chains and give more business to local suppliers, thereby cutting fuel costs and carbon emissions.
- 5 The indoor farming technology market was valued at \$23 .75 billion in 2016 and is projected to reach \$40 .25 bill ion by 2022, as per a report in The Forbes. Indoor green farms may be an idea whose time has come.

On the basis of your understanding of the passage, answer questions from the following :-

- i. Which of the following statements DO NOT substantiates the benefits of hydroponic farming ?
  - a Requires little space.
  - b Gives better yield
  - c. Requires abundance of water.
  - d. Yield is chemical free.

- ii. Choose the option that lists the percentage TRUE with respect to water used in hydroponic farming than traditional agriculture
1. 90% more
  2. 90 to 95% less
  3. 95% more
  4. 90% less
- a. 1 and 3
  - b. 2 and 4
  - c. 1 and 2
  - d. 3 and 4
- iii. "Grown in an environment that is controlled", DOES NOT means that hydroponic cultivation is
- a. nutrition less without natural environment
  - b. done under 'strictly' monitored humidity and temperature.
  - c. chemical and pest free.
  - d. of superior quality.
- iv. Pick the option that correctly states what IS NOT the reason for adopting hydroponic farming
- a. It is just one of the current fashion trends.
  - b. lack of space in urban areas
  - c. Preference for fresh vegetables.
  - d. It promotes idea of sustainable living.
- v. "Indoor green farms may be an idea whose time has come" Pick the option in which the meaning of 'time has come' IS the same as it is in the passage.

- a. The old man lived a long life and now his time has come .
- b. The old laptop hangs so much seems its time has come for replacement.
- c. Electric vehicles are an eco-friendly option whose time has come.
- d. The party went on till late hours and now time has come to wind it up.
- vi As per a report in The Forbes. which is the option that correctly displays the projected farming technology market from 2016 to 2022:
- a. exactly double .
- b. more than double .
- c. exactly half.
- d. little less than double.
- vii. "Global food production will need to increase by up to 70% in the next 30 years". DOES NOT indicates:
- a. We need alternative cultivation practices to meet demand.
- b. We need environment friendly methods.
- c. Local supply will result in high fuel cost.
- d. Decentralized supply can reduce carbon emission.
- viii. Which option represents the correct method of hydroponic farming?



- a. Image 1
- b. Image 2
- c. Image 3
- d. Image 4
- ix. Pick the option showing the CORRECT use of the word 'nouveau'.
  - a. The famous Madhubani painting is a renowned nouveau art form.
  - b. The sudden success of the firm created several nouveau millionaires.
  - c. Ayurveda is a nouveau system of medicine.
  - d. Anouveau locomotive train engine at Museum was a treat to eyes.
- x. Benefits of Hydroponic farming DOES NOT include :
  - a. less water
  - b. zero soil.
  - c. superior yield.
  - d. high pesticides.
- xi. " It requires very little space, 90 to 95% less water than traditional agriculture. and helps grow a garden full of fruits and flowers in half time.", is a reference to hydroponic system
  - a. equal growth rate.
  - b. Fast growth rate.
  - c. slow growth rate.
  - d. medium growth rare .

**Answer Key :**

- i. c. Requires abundance of water.
- ii. b. 2 and 4
- iii. a. nutrition less without natural environment.
- iv. a. It is just one of the current fashion trends.

- v. c. Electric vehicles are an idea whose time has come.
- vi d. little less than double.
- vii. c. Local supply will result in high fuel cost.
- viii. b. Image2
- ix. b. The sudden success of the firm created several nouveau millionaires .
- x. d. high pesticides.
- xi. Fast growth rate.

### **UNSEEN PASSAGE - 2 (DESCRIPTIVE)**

**1. Read the passage given below.**

1. Plant -based milks line the shelves in the refrigerator section or most supermarkets these days soy milk, almond milk, and cashew milk, even milk made from rice, oats, or peas. Choosing a plant-based product seems like it would be a healthy option. But is it always? And is it better for you than drinking cow's milk?
2. Are plant- based milks healthier than cow's milk? Should people make the switch? If you drink cow's milk, there's really no reason to switch to a plant-based option. Cow's milk is a good dietary sources of necessary Vitamins and minerals. A serving of cow's milk contains calcium, vitamin D, vitamin A, and a host of micronutrients that you need in your diet. That said, there is no nutritional requirement that you drink milk or eat dairy products specifically. In the past, experts recommended eating dairy products to build bones and prevent fractures. It turns out there's not very strong evidence that drinking a lot of milk or eating dairy products has a real benefit when it comes to reducing fracture risk.
3. Should people make the switch? So, if you want to switch to a plant-based product or if you need to do so because of a milk allergy or lactose intolerance, you can get the same nutrients by meticulously choosing the right plant-based milk product instead.

4. How should I choose a plant-based milk if I do want to switch? The quality of plant based milks varies greatly when it comes to nutrients . Some contain virtually the same amount of vitamins and minerals as cow's milk ; others fall far short. For example, many almond milks are much lower in protein than cow's milk . If you are going to switch to a plant-based milk, be certain to read the label and find a product that contains good amounts of protein, vitamin D, iron, and calcium Ideally, aim for a milk that has at least 8 or 9 grams of protein per serving.
- 5 Are there other reasons to switch to a plant-based milk alternative? Plant-based milks are superior to cow's milk when it comes to the environment. Plant-based products are less environmentally taxing than animal-based products. So, if you're looking to reduce your carbon footprint, plant-based may be the way to go.

On the basis of your understanding of the above passage, answer questions given below.

- i. Pick the option that correctly states what IS NOT the reasons for the recent shift to plant based milk Plant based milk is:
- a. one of the steps in reducing carbon footprints
  - b. more environment friendly option.
  - c a better substitute for lactose intolerant people.
  - d. more nutritious and healthy option
- ii "If you are going to switch to a plant-based milk...." Pick the option in which the meaning of 'switch' is NOT the same as it is in the passage.
- a. The machine got switched off automatically.
  - b. They switch their furniture nearly every year.
  - c. Switching Diet plans for weight loss is a common practice.
  - d People keep switching to different jobs for a salary raise

- iii. Pick the option that lists statements that are NOT TRUE according to the passage.
1. Plant- based milk is superior to Cow's milk when it comes to nutrients.
  2. There is no nutritional requirement to drink milk or eat dairy products specifically.
  3. Cow's milk is a good dietary source of necessary vitamins and minerals.
  4. Cow's milk is superior to plant based milk when it comes to the environment .
- a. 1 & 2
  - b. 3 & 4
  - c. 2 & 3
  - d. 1 & 4
- iv. The word 'meticulously', as used in paragraph, means the same as
- a. 'negligently'
  - b. 'carelessly'
  - c. 'carefully'
  - d. 'vaguely'
- v. Which option represents the correct statement according to the passage ?
- a. Plant- based milks are superior to cow's milk.
  - b. Plant-based milks are inferior to cow's milk.
  - c. Plant-based milks are at par with cow's milk.
  - d. Plant-based milks can be an alternative to cow's milk .
- vi. According to the passage," there is no nutritional requirement that you drink milk or eat dairy products specifically", specifies that:

- a. It is futile to drink Cow's milk .
- b. It is unhealthy to drink plant based milk.
- c. It is unhealthy to drink Cow's milk.
- d. Cow's milk isn't the only source of required nutrients
- vii. The narrator talks about milk allergy or lactose intolerance. NOT having intolerance means, having
  - a. Resistance.
  - b. Proneness.
  - c. Weakness.
  - d. Sensitivity.
- viii. Cow's milk and its products can also be called:
  - a. Dairy products.
  - b. Non-dairy products
  - c. Non-lactose products
  - d. Micro-nutrients products.
- ix. Which option correctly represents the opinion about plant based milk?
  - a. Plant-based milks are superior to cow's milk
  - b. Plant-based milks are easily available in supermarkets.
  - c. Plant-based milks are at par with cow's milk.
  - d. Plant-based milks are an alternative to cow's milk.
- x. Choose the option that lists the statements that are TRUE with respect to consumption of dairy products to build bones:
  - 1. It is a myth and does not ensure protection from fracture.
  - 2. It does ensure protection from fracture.
  - 3. Lacks strong evidence to support.
  - 4. A universal truth which can't be denied.



- a. 1 and 3
  - b. 2 and 3
  - c. 1 and 4
  - d. 2 and 4
- xi. While choosing right plant based milk, one should ensure that :
- a. It must contain lesser vitamins and minerals as cow's milk
  - b. It should have at least 8 or 9 grams of protein per serving.
  - c. Its label must mention high prices.
  - d. Its label must mention added flavours.

### **UNSEEN PASSAGE 3(LITERARY)**

Read the extract given below and answer the following questions:

1. From the moment a baby first opens its eyes, it is learning, sight and sensation spark off a learning process which will determine in large measure the sort of person it will become. Language stands head and shoulders over all other tools as an instrument of learning. It is language that gives man his lead in intelligence over all other creatures. Only man can stand off and contemplate his own situation. No other creature can assemble a list of ideas, consider them, draw conclusions and then explain its reasoning. Man can do all this because he possesses language. And if thought depends on language, clearly the quality of an individual's thought will descend on that person's language-rudimentary or sophisticated, precise or approximate, stereotyped or original.
2. Very young babies are soothed by human voice comforting words close to them. This essentially emotional response provides early evidence that feeling is an important component of language learning. Children learn to use language in interaction with other human beings, and this learning precedes best against a

background of affectionate feedback from the person who is closest to them. This is seen to perfection in the interaction between parent and baby: eyes locked together, the adult almost physically drawing 'verbal' response from the baby, both engulfed by that unique experience of intimate and joyful 'connecting' which sets the pattern of relationships between two people.

3. Thus, long before they can speak, children are involved in a two way process of communication which is steadily building a foundation on which their later use of language will be based. Constantly surrounded by language, they are unconsciously building structures in their minds into which their speech and reading will later fit-grammatical constructions, tense sequences and so on. The forms of these structures will depend on the amount and complexity of speech they hear. The fortunate children are those who listen to articulate adults expressing ideas and defending opinions. They will know, long before they can contribute themselves that relationships are forged through this process of speaking and listening; that warmth and humor have a place in the process, as have all other human emotions.
4. Using books is the most important means of ensuring a child's adequate language development. None of us can endlessly initiate and maintain speech with very small children; we run out of ideas, or just get plain sick of it. Their lives are limited and the experience just isn't there to provide the raw material for constant verbal interaction , without inevitable boredom on the child's part and desperation on the adult's. (Adapted from *Babies Need Books* by Dorothy Butler).

On the basis of your understanding of the passage, answer the questions that follow.

- i. Of all other creatures man leads in intelligence due to
  - a. ideas
  - b. conclusions
  - c. reasoning
  - d. language
- ii. For very young babies an important component of language learning is.
  - a. feelings
  - b. interaction
  - c. experience
  - d. feedback
- iii. Based on your understanding of the passage, choose the option that lists the correct sequence of the process of language
  1. Can assemble a list of ideas.
  2. Draw conclusion.
  3. Consider listed ideas.
  4. Explain his reasoning.
  - a. 4,2,1,3
  - b. 1,3,2,4
  - C. 4,1,3,2
  - d. 1,2,4,3
- iv. The narrator says that "The fortunate children are those who listen to articulate adults expressing ideas and defending opinions".NOTBEING articulate mean:
  - a. expressive
  - b. fluent
  - C. incoherent
  - d. coherent

- v. "Learning process which will determine in large measure the sort of person it will become." Pick the option in which the meaning of 'sort' IS same as it is in the passage.
- a. He needs to sort out his matters with his friends.
  - b. Tom sorted out the mail.
  - c. For goodness sake, what sort of being are you?
  - d. We will just sit back and let the machines sort it all out.
- vi. Pick the option showing the CORRECT use of the word 'contemplate'.
- a. Once she completes her schooling she needs to contemplate on her future.
  - b. Rahul is an obese man. His unhealthy food habits evidently shows how much he always contemplates about his health.
  - c. A warning sign is always ignored by people, this shows their contemplation towards safety.
  - d. Chances of failure is relatively high, when we contemplate before our actions.
- vii. Feeling is an important component of language learning among :
- a. Adults
  - b. Teenagers
  - c. Young babies
  - d. Parents
- viii. What are the most important means of ensuring a child's adequate language development?
- a. Using books
  - b. Two-way process of communication
  - c. Uttering comforting words
  - d. Drawing verbal response.
- xi. Pick the option that correctly lists the process that sparks learning among babies just from birth.

1. verbal interaction
  2. sight
  3. loud cries
  4. sensation
  - a. 1 and 3
  - b. 3 and 4
  - c. 2 and 4
  - d. 1 and 2
- x. Pick the option that lists statements that are NOT TRUE according to the passage for language development in young babies.
1. It is not possible as they are too small to speak.
  2. It is visible as interaction between parents and babies.
  3. It forms an intimate and joyful relationship.
  4. babies show no affection and expression at all.
  - a. 1 & 2
  - b. 3 & 4
  - C. 2 & 3
  - d. 1 & 4
- xi. Books are important for child's adequate language development as:
- a. they keep children busy and parents can get free time
  - b. they are cheaper than toys and games.
  - c. they provide enough ideas for their imagination.
  - d. they are visually beautiful.

**SOLVED UNSEEN PASSAGE - 4 (CASE-BASED)**

Read the passage given below

- I Earthquakes are invariably linked to natural geomorphological phenomena, but scientists have claimed in a study that as many as 728 quakes in past 149 years might have been induced by human activities including mining, nuclear explosions and groundwater extraction. The research was published in journal 'Seismological Research Letters'.

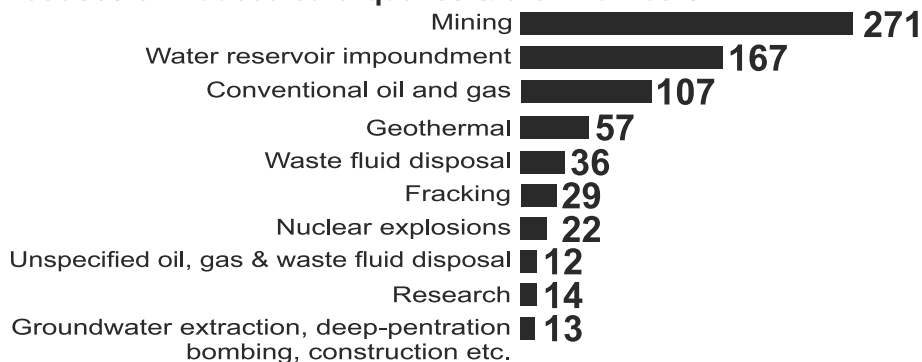
2. The list of the human-induced earthquakes include the catastrophic quake, with magnitude as high as 7.8 on Richter scale that struck Nepal in April, 2015. The journal claimed that the earthquake in Nepal was linked to groundwater pumping. "Indian scientists had in 2015 done a study on Nepal earthquakes and made this claim. I think more such studies must be carried out to find out the linkages, if any, between human activities and earthquakes", said Madhavan, Secretary of Ministry of Earth Sciences.

## SEISMIC FACTORS TAKEN INTO ACCOUNT

### Human-induced earthquake database (HiQuake)

No. of examples studied for human-induced seismicity from 1868-2017 | **728**

#### Causes of induced earthquakes & their numbers



No. of Indian examples

**18**

Mining 2 ●●

Water reservoir impoundment 16 ●●●●●●●●●●●●●●

(Source: inducedearthquakes.org and international science journal nature)

3. International science journal, Nature, has reported details of the latest findings of the geologists, referring to updated version of the 'Human-Induced Earthquake Database'

(Hi Quake.) Though most of the human-induced earthquakes were of lesser magnitude (2 to 3 on Richter scale), it also gave few examples where quakes of very high magnitude were triggered by human activities. The HiQuake carries details of 18 such examples of human-induced earthquakes that hit India over a period of time. Sixteen of such quakes were caused by water reservoir impoundment while the remaining two were caused by mining (one each due to coal and gold mining). "The largest event in the database is the magnitude-7.9 earthquake that struck in Sichuan, China in 2008, which some have linked with the filling of a nearby reservoir", said the 'Nature' report.

4. It reported that all the projects linked to earthquakes - whether blasting a mining tunnel, injecting waste-water or pumping ground water - involve moving mass around on earth's surface in ways that can nudge already-stressed faults. The HiQuake shows that the mining is the biggest cause of human-induced earthquakes. It accounted for 271 (37%) out of 728 total quakes listed in the database covering 1868-2017 period.

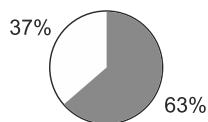
(October 06, 2017 By Vishwa Mohan/Times New Network)

On the basis of your understanding of the passage, answer the following questions.

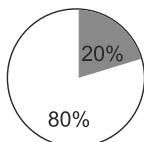
- I. According to the passage, the Human induced earthquake studies aim at
- Dismissing any linkage between human activities and earthquake.
  - Emphasizing the importance of human activities over earthquake.
  - Understanding the significant impact of human activities on earthquake.
  - Understanding the insignificant impact of human activities on earthquake.

- ii. Pick the option that lists statements that are NOT TRUE according to the passage:
1. There is coincidental increase in seismic rates due to human activities.
  2. Human induced earthquake pose no threat to infrastructure and human life.
  3. There is no linkage between human activities and earthquakes.
  4. The effects of human induced earthquakes may be similar to those created by nature.
- a. 1 and 2
  - b. 3 and 4
  - c. 1 and 4
  - d. 2 and 3
- iii. The word 'catastrophic', as used in paragraph 2, means the same as
- a. 'unforeseen'.
  - b. 'fortunate'.
  - c. 'destructive'.
  - d. 'astonishing'.
- iv. Based on information in paragraph 4, choose the option that correctly depicts percentage of biggest cause of HiQuake in comparison to other causes.

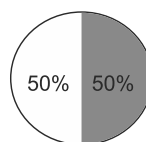
OPTION 1



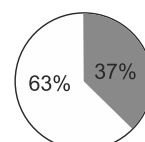
OPTION 2



OPTION 3



OPTION 4



■ MINING ■ OTHERS ■ MINING ■ OTHERS ■ MINING ■ OTHERS ■ MINING ■ OTHERS



- a. Option (1)
- b. Option (2)
- c. Option (3)
- d. Option (4)
- v. "Though most of the human-induced earthquakes were of lesser magnitude (2 to 3 on Richter scale), it surprisingly also gave few examples where quakes of very high magnitude were triggered by human activities" The idea of being surprised is mainly a reference to
  - a. Rare occurrence.
  - b. Mild intensity.
  - c. potential threat.
  - d. harmless impact.
- vi. Based on the given graphical representation of data in the passage, choose the option that lists the statements that are TRUE with respect to the causes and numbers of HiQuakes.
  - 1. Mining is the biggest cause of HiQuake in India.
  - 2. Number of HiQuake caused by Conventional oil and gas is almost double of Geothermal.
  - 3. Construction is one of the least quake causing factor in HiQuake.
  - 4. Combined number of Mining, Geothermal and Waste fluid disposal is 50% of total HiQuake recorded.
  - a. 1 and 3
  - b. 2 and 4
  - c. 1 and 2
  - d. 3 and 4
- vii Based on the given graphical chart, pick the option that is one the cause of induced earthquakes listed in database covering 1868-2017, which was also the potential cause of highest magnitude HiQuake that hit China in 2008 .

- a. Water reservoir impoundment
  - b. Geothermal
  - c. Mining
  - d. Fracking
- viii. Human activity responsible for earthquakes that hit India over a period of time, DOES NOT include:
- a. water reservoir impoundment.
  - b. gold mining.
  - c. coal mining.
  - d. geothermal
- ix Which of the following statements IS NOT linked to human induced earthquakes?
- a. Projects involving movement of mass around earth.
  - b. Natural geomorphological phenomena.
  - c. Unnatural explosions and blasts.
  - d. Weight of water collected in reservoirs.
- x. The recorded magnitude of Nepal 2015 HiQuake was \_\_\_\_\_ than biggest HiQuake recorded in China in 2008
- a. 0.1 less
  - b. 0.1 more
  - c. 1.0 less
  - d. 1.0 more
- xi. Arrange the given causes of induced earthquakes from the least causing to the most causing, from the following -
- 1. Fracking.
  - 2. Nuclear explosion.
  - 3. Research
  - 4. Geothermal

- a. 1, 3, 4, 2
- b. 2, 4, 3, 1
- c. 3, 2, 1, 4
- d. 4, 1, 2, 3

**Answer Key:**

- i. c. understanding the significant impact of human activities on earthquake .
- ii. d. 2 and 3
- iii. c. 'destructive'.
- iv. a. Option (1)
- v. c. potential threat.
- vi. b. 2 and 4
- vii. a. Water reservoir impoundment
- viii. d. geothermal
- ix. b. Natural geomorphological phenomena.
- x. a. 0.1 less
- xi. c. 3, 2, 1, 4

**UNSEEN PASSAGE - 5 ( CASE STUDY)**

Read the passage given below.

1. The Ministry of Education rolled out a new School Bag Policy for 2020 in which it is stated that the school bag weight for students should weigh 10 % of their body weight. This suggestion was on the basis of surveys and studies conducted by the NCERT.
2. Along with slashing the weight for school bags, the policy also suggests that no homework up to class 2. For classes 3, 4, and 5 homework hours should be limited to 2 per week For classes 6, 7 and 8 a maximum of 1 hour per day. From classes, 9 to 12 two hours per day should be allocated for homework.

3. The policy said there should be no bags in pre-primary For classes I and II the bag weight range should be between 1.6 kg to 2.5 kg. Like-wise it should be 1.7 kg to 2.5 kg, 2 kg to 3 kg, 2.5 to 4 kg 2.5 kg to 4.5 kg and 3.5 kg to 5 kg for classes III to V, classes VI and VII, class VIII, classes IX and X and classes XI and XII respectively.

#### **BODY WEIGHT AND WEIGHT OF SCHOOL BAG**

Class	Average body Weight in kg	Bag weight range in kg (recommended)
Pre Primary	10-16	No bag
Class I	16-22	1.6-2.2
Class II	16-22	1.6-2.2
Class III	17-25	1.7-2.5
Class IV	17-25	1.7-2.5
Class V	17-25	1.7-2.5
Class VI	20-30	2-3
Class VII	20-30	2-3
Class VIII	25-40	2.5-4
Class IX	25-45	2.5-4.5
Class X	25-45	2.5-4.5

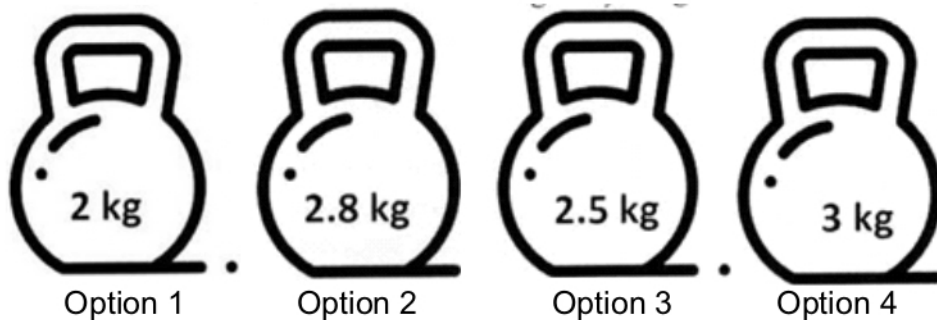
4. The new policy suggested that the homework given must suit the individual interests of students. In other words, teachers should create 'interesting homework'. To ensure that optimal weights of school bags are followed, the policy suggested that every school must have a digital weighing machine to ascertain the weight of the bag.
5. Heavy School Bags are a serious threat to the health and well being of the students. It has a severe, adverse physical effect on the growing children which can cause damage to their vertebral column and knees It also causes anxiety in them. Moreover, in the schools which are functioning in multistoried buildings. the children have to climb the steps with heavy School Bags, which further aggravates the problem and health consequences.

6. This heavy load is caused by the fact that the children bring textbooks, guides, homework notebooks, rough work notebooks etc., to the classroom every day. Therefore, clear Guidelines of what school item must be brought every day must be clearly outlined. One of the suggestions made by the policy is that a school bag needs to be light-weight with proper compartments, and should contain two padded and adjustable straps that can be squarely fit on both the shoulders. Wheeled carriers should not be allowed as it may hurt children while climbing stairs.

On the basis of your understanding of the passage, answer the questions that follow.

- i. According to the passage, one of the reasons for rolling out school bag policy 2020 is:
  - a. to fix the school bag weight to maintain uniformity.
  - b. to reduce pressure and rote learning.
  - c. to fix the responsibility of school and parents.
  - d. to calculate perfect weight of school bag
- ii. Pick the option that lists statements that are NOT TRUE according to the passage.
  1. School bag weight should be as per the student's capacity to carry weight
  2. Climbing steps with heavy school bags can affect student's health further.
  3. School bag weight should be as per the approved percentage of student's body weight.
  4. Maximum homework should be given to reduce school bag weight in classroom.
  - a. 1 & 2
  - b. 3 & 4
  - c. 2 & 3
  - d. 1 & 4

- iii. The word 'aggravate', as used in paragraph 3, means the same as
- 'improve' .
  - 'intensify' .
  - 'appease' .
  - 'alleviate' .
- iv. Based on the given table in the passage, choose the option that correctly states appropriate school bag weight for a class 7 student of 28 kg body weight :



- Option (1)
  - Option (2)
  - Option (3)
  - Option (4)
- v. "Every school must have a digital weighing machine to ascertain the weight of the bag", is suggested to
- fix responsibility of school only .
  - ensure school bag weight is not more than the recommended percent age.
  - ensure digital measuring system for school bag weight check
  - to encourage child to carry technically prescribed weight.
- vi. Based on the given graphical representation of data in the passage, choose the option that lists the statements that are TRUE with respect to
- Pre -primary students can carry minimum 1.6 kg school bag.
  - A Senior Secondary student average body weight is 35-50 k.g.

3. A class XIIth student can carry school bag of 5 k.g or more.
4. Minimum average body weight of a class Xth student is same as class VIIIth student.
  - a. 1 and 3
  - b. 2 and 4
  - c. 1 and 2
  - d. 3 and 4
- vii. 'no homework up to class 2' suggests that:
  - a. they don't need any homework
  - b. they are too young to sit for long hours
  - c. their learning should stop at school only.
  - d. they do not need to develop writing skills.
- viii. 'interesting homework' DOES NOT suggests
  - a. encouraging learning by doing.
  - b. reduce reliance on textbook only.
  - c. learning in accordance with interest.
  - d. homework for fun and frolic only
- ix. Which of the following statements is NOT substantiated by information in passage?
  - a. Maximum two homework per week for class 4 students.
  - b. No school bags at all upto class 2.
  - c. Maximum homework two hours per day for class 9 student .
  - d. No school bag for Pre-Primary students.
- x. According to the 'School Bag Policy 2020', which is the option that correctly states the appropriate school bag :
  1. School bag should be light weight.
  2. Wheeled carriers should be used.
  3. trap should be padded, adjustable and well fit on shoulders .
  4. No compartments are needed in a school bag.

- a. 2 and 4
  - b. 1 and 3
  - c. 2 and 3
  - d. 1 and 4
- xi. Choose right option which substantiate the reason cited for heavy load are:
- 1. Lack of clear guidelines about what to carry.
  - 2. Maximum load ensure maximum learning.
  - 3. Too many books are carried which can be avoided.
  - 4. Students feel good to carry everything in their bags
- a. 1 and 2
  - b. 3 and 4
  - c. 2 and 3
  - d. 1 and 3

#### **UNSEEN PASSAGE -6 (CASE STUDY)**

Read the passage given below:

1. The Bird flu has been reported among wild geese in Himachal Pradesh, crows in Rajasthan and Madhya Pradesh and ducks in Kerala. In Haryana, around one lakh poultry birds have died mysteriously in the last few days. In Himachal Pradesh's Pong Dam Lake, around 1,800 migratory birds have been found dead. In Kerala, the flu has been detected in two districts, prompting authorities to order culling of ducks. A bird flu alert has been sounded in Rajasthan, where more than 250 crows were found dead in half a dozen districts.
2. Wild aquatic birds such as ducks and geese are the natural reservoir of Influenza. A viruses and the central players in the ecology of these viruses. Many birds carry the flu without developing sickness, and shed it in their droppings. Since birds excrete even while flying, they provide "a nice aerosol of influenza virus shedding it all over the world", in the words of American, virology professor Vincent Racaniello. From water birds, many of whom migrate and travel long distances, the viruses are thus further spread to poultry and terrestrial birds. Sometimes, the virus jumps over to mammals such as pigs, horses, cats and dogs.

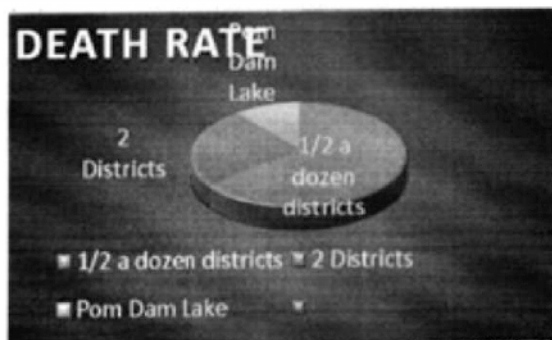


3. Bird flu outbreaks have been affecting poultry around the globe for decades, and culling of infected birds has been a common measure to contain the spread. But it was in 1997 when humans are first known to have contracted bird flu following an outbreak in a live bird market in Hong Kong. It was the H5N1 strain of the virus, and 6 out of 18 infected humans died of the disease.
4. It re-emerged a few years later in various other parts of the globe and caused hundreds of human deaths, particularly in Southeast Asia. Movement of infected poultry and migratory birds, and an illegal bird trade are believed to be the causes of the spread. Some mammals such as cats and lions were also infected.
5. Subsequently, several other strains of the virus such as H5N2 and H9N2 spread from animals to humans, thus becoming a global public health concern. Generally, people coming in close contact with infected alive or dead birds have contracted the H5N1 bird flu, and it does not usually spread from person to person, as per the WHO. The WHO says, that the disease can not spread to people through properly prepared and cooked poultry food. The virus is sensitive to heat, and dies in cooking temperatures. If the virus mutates and becomes easily transmissible from person to person, say by altering its shape to grab human cells much more effectively, it can potentially cause a pandemic.

On the basis of your understanding of the above passage, answer questions given below.

- (i) The recent news update reveals mysterious deaths of
  - a) ducks and geese
  - b) poultry
  - c) cats and dogs
  - d) ducks, crows and wild geese

- (ii) Bird flu alert is a clear indication of the fact that the death rate district wise is enormous in the state of



- a) Rajasthan                      b) Himachal Pradesh  
c) Kerala                          d) one or these
- (iii) Wild Aquatic birds are the natural reservoir of
- a) H5N1                          b) Influenza A  
c) H9N2                          d) H5N2
- (iv) Which of the statements hold true as per the words of Vincent Racaniello
1. Birds excrete while flying
  2. Shed it all over the world
  3. provide a nice aerosol of influenza virus
  4. ducks and geese are central players to ecology of viruses
- a) 1 and 2                      b) 2 and 3                      c) 3 and 4                      d) 2 and 3
- (v) Humans first contracted bird flu
- a) In 1997 in live fish market of Hongkong  
b) In 1998 in live bird market or Hongkong  
c) In 1997 in live bird market of Hongkong  
d) In 1997 in live bird market or Singapore
- (vi) Re-emergence of the flu was due to
- a) infected pigs                      b) infected poultry and migratory birds  
c) illegal trade                      d) all of these

(vii) The spread of the virus as depicted through the images from



- a) water birds to migratory birds
- b) mammals to migratory birds
- c) water birds to poultry
- d) migratory birds to terrestrial birds

(viii) The probability of the transmission of the virus is more

- a) when exposed to heat      b) through cooked food
- c) when it mutates              d) at high temperatures

(ix) WHO proclaims those who contracted the H5N1 flu

- a) were in close contact with infected alive or dead birds
- b) had poultry and fish
- c) consumed raw vegetables
- d) none of these

(x) The following strains of virus spread from animals to humans

- a) H5N2 and H9N2
- b) H5N1 and H5N2
- c) H6N1 and H6N2
- d) H5N1 and H6N1

(xi) The word "culling" used in paragraph 1 means

- a) to collect parts
- b) selective slaughtering
- c) killing in large numbers
- d) torturing

## **SECTION B**

### **ADVANCE WRITING SKILL (WEIGHTAGE - 8 MARKS)**

#### **SHORT WRITING SKILL**

##### **1. Advertisement**

An advertisement is an announcement in a public media for promoting products, events, jobs, sales and services.

##### **TYPES OF ADVERTISEMENT**

1. Classified
2. Commercial / Display / Non – Classified

##### **Marks allotted-3**

##### **GUIDELINES FOR CLASSIFIED ADVERTISEMENTS**

1. To be written in short and in catchy phrases and words.
2. The language used should be simple, factual and formal, concise and to the point.
3. Relevant information should be provided.
4. Provide contact name and address as per content
5. Should be enclosed in a box.
6. Classified ads should be very well covered in a range of around 50 words.

##### **CATEGORIES OF CLASSIFIED ADVERTISEMENT UNDER DIFFERENT HEADINGS**

- a. Situation Vacant / Situation Wanted
- b. Sale/Purchase of Property/ Vehicles / Household goods/office furniture
- c. Missing Person / Pet animal
- d. Lost and Found
- e. Travels and Tours/Packers and Movers
- f. Education / Language Course / Hobby Classes
- g. Matrimonial

# SITUATION VACANT

“Situation Vacant” is where an institution/organization wants to fill a vacancy of an empty space.

## Points to Remember

- Keep Heading – Situation Vacant
- Begin with 'Wanted' or 'Required'
- Mention the name of the company.
- Number of posts lying vacant and name of post.
- Required age limit, educational and professional qualifications, experience.
- Job requisites (desirable knowledge of computers, fluency in English, etc.)
- Personality requisites (impressive, pleasing)
- Salary and perks (commensurate with experience, negotiable).
- Mode of applying and time limit for submission
- Contact Address and phone number
- Word Limit - (50 Words)

## Example

You are Principal, Himalaya Public School. Draft an advertisement for the post of receptionist in the school. Mention qualifications, experience, requirements suited to the post.

### SITUATION VACANT

Wanted a receptionist for the school, Candidate should be well qualified, must possess impressive communication skills with fluent English and should have pleasing personality. Interested candidates between 22-30 years may send their resume with latest passport size photograph to Principal, Himalaya Public School, Sector-29, Rohini, Delhi within 10 days. Contact No. 9899xxxxxx.

Test your skill-

**[ analysis, using appropriate format and fluency, appropriacy of style and tone ]**

- (a) You are the General Manager of a leading concern. You need an IT Assistant for your office. Draft an advertisement to be published in the local daily.
- (b) Mohini Devi International Public School needs two Post Graduate Teachers for their school in the subjects English and Hindi. As the Chairman of the school draft an advertisement for leading newspaper inviting applications from suitable candidates at PO Box No. 26, Rajpura Road, New Delhi.
- (c) Sanskar International School requires a receptionist. As the Administrative Officer draft an advertisement for publication in the Situations Vacant column of the local newspaper, inviting applications for a walk-in-interview. Mention all the necessary details.
- (d) You are the Manager of Indira Industries. Draft an advertisement to hire Computer Operator for your company in not more than 50 words. Invent necessary details.
- (e) National hospital requires experienced Nurses for their hospital. As Manager of the hospital draft an advertisement in not more than 50 words. Invent necessary details.

### **SITUATION WANTED**

“Situation Wanted” is where an individual seeks/looks for a job.

#### **Points to Remember**

- Keep the Heading ‘Situation Wanted’
- Qualification and experience
- Age and sex
- Nature of job sought
- Minimum salary acceptable
- Contact address and phone number
- Word Limit - 50

#### **Example :**

You are Sneha F-46, Sec.-9, Rohini, Delhi. You are well qualified in music and dance forms (Classical). Draft an advertisement for seeking work/ job to be published in local daily in about 50 words.

## **SITUATION WANTED**

A well qualified and experienced professional, with a Post Graduate Degree in Classical music and dance, willing to teach the art to the girls in evening, 4 p.m. to 7 p.m., moderate charges, transport facility available. Interested candidates may contact Sneha, Director, Indian Musical Centre, F-46, Sec-9, Rohini, Delhi or Contact 9546xxxxxx.

Test your skill-

- (a) You are Sunil Verma of 57, Civil Lines Rohtak. You are a youngman of 32 with seven years of experience as an expert executive in a reputed medical firm. You seek an immediate change to some other medical firm Mumbai/Pune. Draft a suitable advertisement for the 'Situation Wanted' column of a National Daily.
- (b) You are a Computer Engineer seeking a job. Write a suitable advertisement stating your qualifications, experience for 'Situation Wanted' column of a National Daily'.
- (c) You are Arun of Pragati Nagar, Kanpur. You are a CA and are capable of handling accounts and managing finances. You have 05 years experience. Draft an advertisement for a National Daily seeking a suitable position.
- (d) You are a first class graduate in English from Delhi University with on experience of 4 years in teaching in leading International school. You seek a job in Delhi, NCR. Draft an advertisement in 'Situation Wanted' column of The Hindustan Times in 50 words.
- (e) You are Manak, a hardware engineer looking for a suitable job opportunity. Draft an advertisement for local daily giving details about yourself in 50 words.

## **SALE / PURCHASE / RENTING OF PROPERTY**

### **Points to Remember**

- Keep heading for Sale / Purchase / To Let
- Begin with 'Available' - e.g. 'Available for Sale', 'Available for Purchase', 'Available for Rent'.
- Types of House (Flat, independent floors/offices etc) accomodation
- Size, floor, no of rooms etc.
- Fixture & fittings

- Surroundings - Centrally located, facing park, nearby market, school, hospital, bank, bus stand etc.
- Company or bank lease preferred (In case of 'To Let')
- Expected price : fixed / negotiable
- Contact address and Ph. No.
- Word limit - 50

## **FOR SALE OF PROPERTY**

Example :

You are Ranveer / Ravina of 254 Greater Kailash, New Delhi. You want to sell the first floor of your newly constructed house. Draft an advertisement for local daily under its classified column 'Property for Sale' in not more than 50 words. Include the relevant details like location, type of accommodation, cost and contact address including telephone number etc.

### **FOR SALE**

Available for sale the first floor of a newly constructed house at Greater Kailash comprising two spacious bedrooms with attached bathrooms, a large drawing room cum dining room and a large modular kitchen, East facing, located near Shopping Plaza, price negotiable. Interested parties may contact Ranveer/Ravina 254 Greater Kailash, New Delhi, Mobile No. 9818xxxxxx.

### **Test your skills-**

- You own an independent house in West Delhi and want to sell it. Draft an advertisement for a local daily giving all necessary details.
- You have a prime space approximately 5000 sq. ft. near Mathura Road suitable for show rooms, Mall/Plaza etc. Draft an advertisement for the 'For Sale' column of a daily newspaper.
- You possess one acre of land in Punjab. You want to dispose of this agricultural land. Write an advertisement to be published in National Daily giving all necessary details. You are Harpreet of Purana Street, Punjab.



- (d) As you are going abroad, you want to sell your 3 BHK (Bedroom + Hall + Kitchen) villa with pool and tennis court located in a gated society. Draft an advertisement for a National Daily classified advertisement column in 50 words.
- (e) You want to sell your 20,000 sq ft built up area industrial plot in Pushpanjali, Brijwasan. Draft an advertisement for classified column 'FOR SALE' in 50 words.

### FOR PURCHASE OF PROPERTY

**Example :** You are Ranveer / Radhika. You want to purchase a flat. Write an advertisement for the newspaper giving full details of your requirements and capacity to pay.

#### FOR PURCHASE

For purchase, a DDA HIG Flat in North Delhi, Rohini with three bedrooms, attached baths, drawing cum dining room with family lounge. Price negotiable, well ventilated, modern facilities, near big market and metro station will be preferred. Owners or dealers may contact Ranveer / Radhika, Janta Apartments, Lajpat Nagar, Delhi.

#### Test your skills-

1. You are Suraj Nanda, Director to Study Plus Academic Centre. You want to purchase land for setting up a school in India. Write a suitable advertisement inviting offers from land owners. Give necessary details like required plot size, location. Do include your address in India.
2. A nationalized bank requires premises to open an ATM in a prime market area. Draft an advertisement to be published in a local newspaper.
3. You are interested in buying a flat in a co-operative group housing society. As per your requirement draft an advertisement to be published in HT newspaper.
4. You got a job in Delhi. You want to buy a flat 2 BHK near your office in Dwarka. Draft an advertisement in 50 words.
5. You want to open an eating point near DDA market Vikas Puri. Draft an advertisement for purchase of small space (10 ft × 12 ft) in market.

## **TO LET**

**To let means available for renting, as the word suggests 'To-Let'**

- Begin with 'Wanted' or 'Available'.
- Type of accommodation - size, floor, number of rooms etc.
- Location and surrounding
- Rent expected, bank company lease preferred
- Contact address, email address or telephone number.
- Word limit - 50

### **Renting of Property**

**Example :** You want to let out a portion of your newly constructed independent house. Write an advertisement to be published in the 'To Let' classified columns of the Hindustan Times. (Word Limit : 50)  
To Let

### **Test your skills-**

- (a) You want to rent out your newly constructed office in a prime location of Preet Vihar, Vikas Marg, New Delhi. Draft an advertisement stating the facilities, price etc.
- (b) You have a space of 18 x 18 sq. ft. in a Commercial Market. Draft an advertisement to be published in 'To Let' column of the national daily stating all your requirements and expected rent.
- (c) You have a 2 bedroom flat in Rohini, which you want to let out on rent. Draft an advertisement in not more than 50 words to be published in a newspaper.
- (d) You are Nitin of 115 Vivek Vihar, Delhi. You want to let your newly constructed shop on rent. Draft an advertisement in 50 words.
- (e) You are Nihal Singh of 22, Model Town Delhi. You have parking space in the basement of your 1000 sq. mtr. kothi. Draft an advertisement 'To Let' this space for parking purpose.

**Example :** You are R.V. Singh looking for an independent house in East Delhi on rent. Draft a suitable advertisement to be published in a newspaper starting all your requirements and expected rent.

### **ACCOMMODATION WANTED**

Required a newly built independent house in East Delhi. Having three bed rooms with attached baths, drawing and dining area along with modular kitchen, and parking. East end park facing, near school, bank and shopping complex. Rent Rs. 15,000 per month. Contact Mr. R.V. Singh, 90122xxxxx (M).

#### **Test your skills-**

1. You need to take a 2BHK flat on rent. Draft an advertisement for local newspaper giving all necessary details of your requirement.
2. You want to take on rent a newly constructed office in a prime location of Preet Vihar, Vikas Marg. Draft an advertisement as per your requirements about location and price etc.
3. You are Dr. Meena a child specialist. You are looking for an independent house in Patel Nagar on a reasonable rent for your residence-cum-clinic. Draft a suitable advertisement to be published in HT.
4. You want to open a boutique. You are looking for a space/shop in a locality on a reasonable rent. Draft an advertisement to be published in 'Accommodation Wanted' column of the newspaper.
5. As manager of Akash Institute of Studies draft an advertisement in 'Accommodation Wanted' column of newspaper for a building with 3 floors on rent to run classes for competitive examinations.

### **VEHICLE FOR SALE**

#### **Points to Remember**

- Begin with 'Available'
- Model No. Year of manufacturing
- Colour, accessories (new seat covers, mats, music system A/C etc)
- Single hand driven, good condition, new tyres, non accidental, good mileage, authorised CNG kit/diesel petrol version

- Insurance, Road Tax, and Pollution Certificate.
- Expected price (fixed/negotiable).
- Contact address and telephone No.
- Word limit - 50

**Example :** You are Mohan / Mohini, a car dealer at Mahindra Automobiles Moti Nagar, New Delhi. Draft an advertisement for a Maruti WagonR that has come to your showroom for sale to be published in a local daily.

### **FOR SALE**

Available, Maruti Wagon RLX 2010 Model for sale, Metallic Grey with new seat covers, new tyres, A/C and stereo fitted. Single hand driven, non accidental, sparingly used with beautiful interior, Insurance, Road Tax and PUC done. Price negotiable. Contact Mohan / Mohini, Mahindra Automobiles, Moti Nagar, New Delhi at 011-27xxxxxx

#### **Test your skills-**

- You want to sell your Honda City as you are going abroad. Draft an advertisement for the classified columns of a local daily giving the necessary details.
- You plan to sell your two-wheeler. Draft a suitable advertisement in not more than 50 words under the classified column of a local daily, giving all necessary details.
- A multinational company wants to sell its 5 cars. Draft an advertisement in FOR SALE column of newspaper giving the specification/condition of cars. You are Nitin/Neha, Manager of company.

### **HOUSE HOLD / OFFICE GOODS FOR SALE**

#### **Points to Remember**

- Begin with 'Available'
- Item, brand and year of manufacturing
- General condition - excellent working condition, brand new etc.
- Specify material in case of furniture.

- Price offered / expected
- Contact address and Ph. No.

**Example :** You are going abroad. You want to sell your LCD TV, AC and refrigerator. Draft an advertisement in not more than 50 words to be published in a local daily. You are Uday / Udita 12, B.G. Lane, Bengaluru.

### **FOR SALE**

Available a Samsung LED TV 32", Voltas Golden AC 1.5 Ton and a Kelvinator Refrigerator 320 litres for immediate sale. All items in excellent condition and bought only few months ago. Price reasonable and negotiable. Owner going abroad. Interested Parties may contact Uday / Udita, 12, B.G. Lane, Bengaluru. at 97xxxxxxx.

#### **Test your skills-**

(a) Your family is moving out of Delhi since your father is transferred. You want to sell some of households items at a reasonable rate. Draft an advertisement for a local daily giving necessary details.

(b) You want to sell off some office furniture such as table with chair, cupboards etc. as you are moving out of Delhi. Draft an advertisement for a local daily.

### **MISSING PERSON / PET ANIMALS**

#### **Points to Remember**

- Begin with 'Missing'.
- Physical description
  - (a) Person's name, age, sex, height, complexion, built, clothes and other identifying features.
  - (b) Pet animal's name, breed, colour of fur or skin
- Since when and from where missing
- Reward if any
- Contact Address and Phone No.
- Word limit - 50

**Example 4 :** You are the sister of a boy who has been missing from his home for the last two days. Draft an advertisement under the caption 'Missing' for a local newspaper. Provide necessary details and also offer a reward.

### **MISSING**

Suresh Kumar, 14 years, 5'3", Wheatish complexion, average built, wearing white T-Shirt and blue Jeans, injury mark over the right eye brow. Missing since 4 May 2021 from Central Market, Lajpat Nagar. Informer will be duly rewarded. Inform Lajpat Nagar Police Station or call at : 9010xxxxxx (M.).

#### **Test your skills-**

- (a) Your grand mother aged 80 years, having problem of dementia, has been missing for three days. Draft an advertisement for 'Missing' column mentioning all details. (Word Limit : 50).
- (b) Your nephew, a boy of 12 years has got lost. He did not return home after school. Write an advertisement for local newspaper giving full details of the missing boy.

### **MISSING PET**

Example : Your cat named Tessa is missing since 5th Aug. 2021. Draft an advertisement under the 'Missing' column of a local daily newspaper providing all details in about 50 words.

### **MISSING PET**

Lovely cat Tessa, white and brown fur, 1 year old with a red ribbon round its neck, missing since 5th April. 2021 from the Central Park Dilshad Garden, Delhi. Contact A.B. Singh. Finder / informer to be rewarded. Call at 90123xxxxx (M.).

#### **Test your skills-**

- (a) You are Mohan / Mona of 21 New Friends Colony Delhi. Your dog Scooby, a labrador, is missing since 13 Aug. 2021. Draft an advertisement for the 'Missing Pet' Column of a local daily in about 50 words.

- (b) You are Vinita/Varun of Prince Estate Nanital. Your beautiful white horse is missing from the stable since yesterday. Draft an advertisement for local daily in 'Missing Pet Column' in 50 words.

## LOST AND FOUND

### Points to Remember

- Begin with 'Lost' or 'Found'.
- Brief physical description :Name of the object / article, brand, colour, size, condition.
- When / Where - Lost or found
- Reward if any
- Contact address and Phone Number
- For 'Lost' give all details whereas for 'Found' the details need not be given completely.

**Example :** You lost your briefcase in Metro between Uttam Nagar and Dwarka while going for an interview. It contains a file having important certificates. Draft an advertisement for a local daily under column 'Lost and Found' in not more than 50 words.

### LOST AND FOUND

Lost a Black VIP Bag, 16" x 20" containing certificates and important papers, in Metro, between Uttam Nagar and Dwarka on 4th August. 2017 between 9 to 9.40 a.m.. If found, kindly contact Mr. Rajeev Kumar 3-B, Sector-2, Rajendra Nagar, Delhi or call at 9998xxxxxx (M). Finder will be duly rewarded.

### Test your skills-

- (a) You are Puran Singh, a property dealer. You lost a bag containing valuable documents, while travelling by bus between Model Town and Rohini on Route No. 982. Draft an advertisement in not more than 50 words.
- (b) You are Manisha. You have lost your mark sheets and educational certificates while commuting to Delhi University by bus. Draft an advertisement published in national daily giving details of the missing documents.

Example : You found a wrist watch in the public park of your area. Draft an advertisement for a local newspaper in not more than 50 words.

### **LOST AND FOUND**

Found a ladies wrist watch in Diamond Park, Janak Puri on 5th Aug. 2018 at around 11.30 a.m. The owner can take it from the finder after providing details about the wrist watch. Contact Mr. Sharma at Ph. 9998xxxxxx (M).

#### **Test your skills-**

- (a) You have found a bag in the compartment of Chennai Express while travelling from Delhi to Chennai. Draft an advertisement in classified columns of a National Daily.

### **TRAVELS AND TOURS**

#### **Points to Remember**

- Begin with 'Package available' etc.
- Destination and Duration / Dates.
- Details of Package - food / boarding / lodging / sight seeing, etc.
- Cost and special discounts
- Name of the travel agency, contact address and phone number.
- Word limit 50

**Example :** You are Amit / Amita, a travel agent with Triveni Travels, Delhi. Write an advertisement to be published in the local daily for a tour package to Goa.

### **TRAVELS AND TOURS**

Attractive package available for Goa, 5 nights / 6 days, breakfast, dinner, sight seeing and return air tickets included at rupees 20,000 per person. Special discount of 10% for groups. Booking open till 10 August 2019. Contact Amit / Amita, Triveni Travels, Delhi at 98xxxxxxx.



1. Draft an advertisement for a tour package to Switzerland during summer vacation. You are a travel agent with Raj travels, Delhi.
2. You are manager of 'Arrange My Trip' company Draft an advertisement in 'Tours and Travel' column of newspaper for arrangement of trips to holy places in groups.
3. You are a tour operator. Draft an advertisement to be published in local daily. You specialize in organising local and outstation tours for school students.

## **EDUCATION / LANGUAGE COURSE / HOBBY CLASSES**

### **Points to Remembers**

- Name of the Institution
- Courses offered, duration
- Eligibility condition
- Facilities and fee structure
- Last date for registration
- Contact address and phone no.

**Example :** You are Geet / Geeta. Your institute has started classes for all foreign languages. Giving all relevant details, draft an advertisement for a local newspaper.

### **JEEVAN INSTITUTE OF FOREIGN LANGUAGES**

JIFL announces commencement of courses in English, German, French and Italian. Duration of 3 months. Fresh batches start from 01 May 2019. Incentives for early birds. Eligibility 10+2. Computer aided learning. Apply latest by 28 April 2019 to Geet / Geeta, JIFL, Wazirpur, New Delhi.

### **Test your skills-**

- (a) You have planned to organise hobby classes for children of age group 5-15 years in your play school during summer vacation. Draft an advertisement to be published in a local daily giving all details.

- (b) You are Activity Incharge of your school. Your school has decided to conduct a three week Summer Camp for Class VI students to engage them in productive activity during vacations. Draft an advertisement to be published in local daily giving full details.
- (c) Delhi Institute of Food Technology offers courses in food safety and quality management and food processing. As the Principal of the institute draft an advertisement to be published in classified column of local daily in 50 words.

## MATRIMONIAL

### Points to Remember

- Begin with 'Wanted / Alliance' or 'Proposal Invited'.
- Physical description : Age, Height, Complexion Build (Slim/Tall).
- Academic, Professional Qualifications, Job Status, Salary etc.
- Caste / Sub-Caste, Religion etc.
- Contact / Post Box No.
- Word limit 50.

**Example :** After completing his M.B.A. from a reputed University, your son is working as a Manager in an M.N.C. in Noida. He wants to marry a beautiful, educated, well cultured girl. Draft an advertisement for the "Matrimonial" columns of a national newspaper.

### BRIDE WANTED

Proposals are invited for 26 years, 5'8" tall, handsome, fair complexioned MBA, MNC Executive, settled in Noida from the daughter of reputed and cultured family. The girl, 5'5", 24 years, Science graduate, computer savvy will be suitable match. Caste no Bar. Contact at Post Box 678, Times of India, New Delhi-110001

### Test your skills-

1. A retired army officer is looking for a suitable match for his smart, convent educated son Write a matrimonial advertisement for a local newspaper.
2. Draft an advertisement for the matrimonial column of a newspaper for your brother who is physically handicapped and working as an IAS officer with Govt. of India.

**Example :** Mr. S.K. Jain is looking for a suitable match in Delhi for his daughter aged 23 years.

Draft a matrimonial advertisement for him to be published in local daily inventing all details.

### **GROOM WANTED**

Compatible match for a pretty, sharp, featured, 23/165, convent educated graduate Jain Girl of fair complexion. Contact S.K. Jain 9810xxxxxx(M).

#### **Test your skills-**

1. Draft an advertisement for the matrimonial column of a newspaper for your sister who is working in an MNC as a Manager.
2. Draft a matrimonial for your younger sister who is 25 years old, a software engineer with an MBA degree. Caste and religion are no constraints.

## NOTICE

A notice is a medium to convey a message to masses together at the same time. It should be simple, precise, clear and comprehensive.

**Where Used** : School, organisations, government boards.

**Why Used** : to inform people about various events, issue and public instruction.

**MARKS ALLOTTED** : 3

### **Distribution of Marks**

**Format** : Name of the Institution,. Notice, Title, Date, Writer's Name with designation (1 Marks)

**Content** : What, when, where, who, how (1 Marks)

**Expression** : Overall organisation, accuracy, fluency (1 Mark)

### **Points to Remember**

- Begin with Name of the issuing authority / Institution / Organisation / School / Society.
- Write NOTICE
- Then date on the left hand side.
- Mention Purpose of notice and date, time, venue, duration of programme).
- Process and Chief Guest if any.
- Other details / relevant instructions
- Name and designation of the person issuing the notice.
- Notice About School Activities or Events
- Write in a box.
- Word limit 50

## **FORMAT OF THE NOTICE**

Name of Issuing Authority / School / Organisation	
NOTICE	
Date : .....	Title / Heading
Main Body of the Notice / Content	
(i) Event	
(ii) Date	
(iii) Timings	
(iv) Venue	
(v) Chief Guest (if any).	
(vi) Other detail and relevant instructions.	
Name :	
Designation :	

**Example:** You are Rachit / Rachna, Incharge of Cultural Club of New Public School, Delhi. Draft a notice for your school notice board inviting students to participate in the Inter House Dance Competition which is going to be organised in your school.

**New Public School, Delhi**

**NOTICE**

7 January 2021

**Inter House Dance Competition**

All the students are hereby informed that an inter house dance competition is going to be organised in our school on 15 January 2021 at 10 am in the school auditorium. The winners will be selected for zonal level. Interested students may give their names to the undersigned for participation latest by 10 January 2021.

Rachit / Rachna

Incharge, Cultural Club

**Example:** Draft a suitable notice for your school notice board informing students about the Magic Show organised by your school in aid of victims of earthquake in Nepal. You are Prachi / Pancham Captain of the school D.P.S. Gurgaon.

**DPS Gurgaon, Haryana**

**NOTICE**

6 January 2021

**MAGIC SHOW**

This is to notify that our school proposes to organise a magic show on 10 January 2021 in the school premises for the aid of Earthquake victims in Bihar at 11.00 a.m. All the students are requested to contribute whole heartedly and buy Magic-Show tickets. The cost of the ticket is Rs. 100/- per person. The collected fund will be sent to the Prime Minister Relief Fund immediately. Tickets are available at the school counter. Donate for the noble cause. For further details, contact the under signed.

Prachi/Pancham

School Captain

**Example :** You are Tushar / Tanisha, the School Captain of Sarvodaya Kanya Vidyalaya Delhi. You wish to call a meeting of the Students council to discuss the measures to be taken to check the explosion due to crackers in the school premises during Diwali time. Draft a notice inventing details in not more than 50 words.

**Sarvodaya Kanya Vidyalaya, Delhi**

**NOTICE**

17 October 2020

**SAY NO TO CRACKERS**

All the Students Council members are directed to attend an emergency meeting to discuss the measures to check bursting of crackers in the school premises during Diwali phase. The details are as follows :

**Date : 20 October, 2020**

**Venue : Conference Hall**

**Time : 9.30 a.m. onwards**

Presence is mandatory. For more details contact the undersigned.

Tushar / Tanisha

School Captain

**Questions for Practice**

- (a) You are the Editor of your school magazine. Draft a notice for your school Notice Board inviting articles, poems, jokes, sketches etc. from the students for your school magazine. Sign as Neha/ Neeraj, SKV, Vikas Puri.
- (b) The Cultural Club of DAV Public School Noida is organising a 'Talent Hunt' evening. Pt. Ravi Shankar, the eminent vocalist will be the Guest of Honour. As Mridul / Mridula, the Secretary of the Cultural Club, draft a notice to inform the students and invite their names with details. Draft a notice in not more than 50 words.

- (c) As the Head boy / Head Girl of Government Girls Senior Sec. School, Dilshad Garden, Delhi, you are organising a career counselling session for XI & XII students of your school. Write a notice giving details of it to be displayed on your school notice board.
- (d) Your school R.P.V.V. Gandhi Nagar, Delhi has completed 25 years of meritorious service to the society. As President of the Student Council of your school, write a notice in not more than 50 words, informing and inviting the name of the students to participate in the Silver Jubilee Celebration of the School. You are Ram / Radhika.
- (e) You are Mrs. R. Ganguly, the Sr. Art and Craft teacher of Riverdale High School, Assam. Draft a notice in about 50 words to inform students about an Art and Craft Mela that will be held in the School premises. Mention other necessary details.
- (f) You are Rajan / Rachna, the Secretary of the Debating Society of your school, R.S.B.V. Rajgarh Colony, Delhi Write a notice in about 50 words informing students about an inter school debate. The motion for the debate is, 'Co-education does more good than harm'. Mention all pertinent details in the notice.
- (g) The Residents Welfare Association of MAIA Apartments, Delhi is starting Yoga and Laughter Club. The inauguration is on Sunday, September 12. Write a notice inviting residents to the inauguration. Also mention the activities that the Club will undertake.
- (h) You are Seema/Sumit secretary of a Health Club. Draft notice for the member's informing them about the change in timings of yoga classes in summers. Also provide other related details in about 50 words.
- (i) In order to spread awareness on saving water amongst children of your school a video will be played in school hall. Draft a notice for all the Junior students 1st to VIII to see the video. You are the Activity Incharge of your school.

## PUBLIC NOTICE

**Example :** In the capacity of the President of RWA, Mayur Vihar, Delhi. Write a notice in about 50 words informing all the residents about the power cut for installation of electronic meters, seeking their cooperation.

**Residents Welfare Association, Mayur Vihar, Delhi**  
**NOTICE**

8 January 2021

**Power Cut**

This is to inform all the residents of the society that there will be a power cut for four hours on 8 January, 2021 from 1.00 p.m. to 5 p.m. due to the installation of electronic meters. Inconvenience is regretted.

**M.L.Varma**

President

RWA

**Example :** Due to acute water shortage this summer, you are concerned about advising the residents of your colony for saving water. As president, RWA, A Block Vasant Kunj, Delhi. Draft a notice in about 50 words to make the residents aware about the problem and suggest measures.

Residents Welfare Association, A Block Vasant Kunj, Delhi

**NOTICE**

August 8, 2020

**WATER SHORTAGE**

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

President

Resident Welfare Society

A Block, Vasant Kunj, Delhi



### Questions for Practice

1. Frequent cases of theft, burglary, eve-teasing and electricity break down in the society are being reported to the Resident Welfare Association of Ashok Nagar. As the President of the society write a notice in not more than 50 words inviting all members for a general body meeting to discuss the issue and to find a solution. Agenda of the meeting must be mentioned. You are Surya.
2. You are Rani, Secretary Rotary Club, Noida. Your club is organizing a blood donation camp. Draft a notice for your notice board asking everybody to donate blood.

### INVITATION

An invitation is a formal request to someone to attend any specific occasion, celebration, programme or event.

**MARKS ALLOTTED : 3**

#### **Points to Remember**

<b>Type of Invitation</b>	<b>(A) Formal</b>	<b>(B) Informal</b>
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#### **(A) Formal Invitation**

- To be written in third person.
- Details like address, code or any other instructions are written at the bottom to the left or the right side as per choice.
- Subject matter is generally written in the centre.
- No abbreviations to be used.
- Simple present tense is used.
- Word limit 50.
- Each entry to be mentioned in a separate line e.g.,
  - (a) The name of the person(s) who is/are inviting
  - (b) Formal expressions like 'request the pleasure of your company'
  - (c) Time and date of event
  - (d) Purpose and occasion of invitation.
- For RSVP, address and telephone no. is given at which the invitee may contact for any queries.
- Name of the Chief Guest of the programme may be given

1. **Formal invitation for marriage/auspicious occasion:-**

**Example :** Write a formal invitation for the marriage function of your daughter.

<p style="text-align: center;"><b>Mrs. and Mr. Madan Sharma</b> Solicit your gracious presence on the auspicious occasion of the marriage of their grand daughter <b>SONALI</b> (Daughter of Mrs. Savita and Mr. Rahul Sharma) With <b>SHRIDHAR</b> (Son of Mrs. Suman and Kapil Sharma) on 20 January 2021 at 7.30 p.m. at Red Carpet, Party Lawn, Preet Vihar, Delhi-110031 With best compliments from Vinod Sharma &amp; All Relatives</p> <p>R.S.V.P. Madan Sharma B-36, Rajdhani Enclave, Vikas Marg, Delhi Ph. : 9868xxxxxx</p>
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2. Formal Invitation for school events / exhibition for general public.

**Example :** You are a student of Laxmi Public School, Model Town, Delhi. The School is holding its Annual Function at 5.30 p.m. on 10 January, 2021. The Education Minister has consented to be the Chief Guest. Design an invitation card to be sent to the parents and other invitees. (Word Limit 50).

<p>The Principal, Staff and Students of <b>Laxmi Public School, Model Town, Delhi</b> request the pleasure of your company on <b>ANNUAL DAY CELEBRATION</b> on Sunday, 20 January 2021 at 5.30 p.m. in the School Auditorium Honourable Education Minister has very kindly consented to be the Chief Guest.</p> <p>R.S.V.P. Admn. Officer 011-27xxxxxx</p> <p>Special Instructions : (This card admits only two. You are requested to be seated by 4.30 p.m.) Note : Entry Free</p>
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### Questions for Practice

- (a) You are the member of Punjab Academy, Delhi. Draft a formal invitation to invite all the members for the discussion on a book written by an eminent writer,
- (b) You are organising an Exhibition of Painting 'Nayika Series' on 30th November, 2018 at Azad Bhavan Art Gallery at 5:45 p.m. Draft an invitation card to invite the General Public.
- (c) On the occasion of Van Mahotsav function in your school. Draft an invitation to invite a renowned environmentalist for a tree plantation drive in your school.
- (d) You are Suman/Sonu the Head Girl/Boy of New Field School. Your

school has decided to celebrate "The Grand Parents Day" in school. Draft a formal invitation to be sent to the grand parents of students of your school giving details of the programme.

- (e) Your school is celebrating Annual Sports Day. Draft a formal invitation to be sent to parents and SMC members giving details of the event.

## **FORMAL REPLIES**

### **ACCEPTANCE / REFUSAL**

#### **Points to Remember**

- Acknowledge the invitation
- Be brief and specific
- Express thanks in third person
- Not to be signed at the end
- When accepting, confirm date and time
- If declining, give reason, convey your best wishes
- Give date and address at top left hand side
- Use simple language
- Word limit 50

#### **Formal Acceptance**

**Example :** You are Mr. Ajay Gupta of 7 Park Avenue, Delhi. Draft a reply accepting an invitation to attend a house warming party hosted by your colleague.

9 January 2019

7, Park Avenue, Delhi

Mrs. and Mr. Ajay Gupta thank Mrs. and Mr. Satish Sharma for their kind invitation on the house warming party on 20 January, 2021 at 11 a.m., which they are delighted to accept. It's their great pleasure to attend the ceremony.

#### **Formal Refusal**

**Example :** You are Mr. Ajay Gupta of 7 Park Avenue, Delhi. Draft a reply of refusal expressing inability to attend a house warming party hosted by your colleague.

20 January 2021

7, Park Avenue, Delhi

Mrs. and Mr. Ajay Gupta thank Mrs. and Mr. Satish Sharma for their kind invitation on the house warming party on 30 January, 2021 at 11 a.m., but regret their inability to accept the same due to urgent and unavoidable assignment abroad.

### Question for Practice

- (a) You are AV Raman of Mysore. Prepare a formal reply expressing inability to attend the marriage of a colleague owing to a prior engagement.
- (b) You are Vidya Sagar of 21 Rajya Park, Jaipur. Draft a formal reply of acceptance to an engagement function.
- (c) You are a renowned environmentalist Vinod Kumar of 10, Nehru Park, Delhi. You have been invited to inaugurate the Van Mahotsav function. Due to prior engagement you will not be able to come for the occasion. Draft a suitable reply of refusal for the same.
- (d) You are renowned environmentalist Vinod Kumar of 10, Nehru Park, Delhi. You have been invited for a tree plantation drive function. Draft a suitable reply of acceptance to attend the function.

## 2. Formal invitation to preside over/inagurate/judge events.

**Example :** You are Neha / Nakul, the President of the English Literary and Cultural Society of Government Model Sr. Sec. School, Sector 19, Chandigarh. You have to organise an Inter Zonal Declamation Competition on the topic "Communication Skills are very Important in Modern World" at 10 +2 level. You wish to invite Dr. Shailesh Gupta, an eminent educationist to preside over the function to be held on 16 Jan, 2021 at 9:30 p.m.

Govt. Model Sr. Sec School, Sector-19

Chandigarh

16 January 2021

Sub : Invitation to preside over Inter Zonal Declamation Competition.

Sir,

The English Literary and Cultural Society of our school is organising an English Declamation Competition on the topic 'Communication Skills are very Important in Modern World.' on 21 January 2021 at 9:30 a.m. in the school auditorium. Kindly consent to preside over in the above said programme.

Yours sincerely.

Neha

### Questions for Practice

- (a) JKL Public School, Dehradun is going to organise its Annual Day in the coming week. As A.K. Sharma, the Principal of the School. draft a formal invitation to invite noted author Sudesh Gupta to preside over the function.

### FORMAL ACCEPTANCE

(To Preside / Inaugurate / Judge Events etc.)

**Example :** You are Dr. Shailesh Gupta, an eminent educationist. You have been invited to preside over on Inter Zonal Declamation competition by Neha the President of English Literary club of Government Model Sr. Sec. School, Sector-19, Chandigarh. Write a letter of acceptance of the invitation.

73, Sector-11-A

Chandigarh

18 January 2021

Dear Neha

Many thanks for inviting me to preside over the Inter Zonal Declamation Competition to be held on 27 January 2021 at 9.30 p.m. I shall be highly delighted to attend the function and enjoy listening to the views of students. It will be kind of you, if you could provide me the official transport.

Yours truly

Shailesh Gupta

## FORMAL REFUSAL

(To Preside / Inaugurate / Judge Events, etc.)

**Example :** You are Dr. Shailesh Gupta, an eminent educationist. You have been invited to preside over an Inter Zonal Declamation Competition by Neha, the President of English Literary Club of Government Model Sr. Sec. School Sector-19, Chandigarh. Write a letter for refusal of the invitation.

73, Sector-11-A

Chandigarh

18, January 2021

Dear Neha

Many thanks for inviting me to preside over the Inter Zonal Declamation Competition to be held on 28 January 2021 at 9.30 p.m. but I am sorry to say that I shall not be able to attend the same due to a prior appointment with my doctor.

With warm regards

Yours sincerely

Shailesh

### Questions for Practice

- (a) As Secretary of the Literary Society of your school, write a letter of invitation to an eminent journalist inviting him to address the students on a talk show to be held in your school.
- (b) You are a well-known scientist you have been invited to deliver a lecture on the importance of Nuclear Energy in the Science Centre. Write a reply accepting the invitation.
- (c) You are a noted stage artist and have been invited to perform at a stage show in a cultural event in Noida. However, due to a prior engagement, you are unable to attend the same. Write a reply refusing the invitation.

## (B) INFORMAL INVITATION

Informal invitation follows the ordinary personal letters pattern. These letters or invitations are written to relatives, friends and known persons.

### Points to Remember

- Use first person 'I', 'We' and 'You' and avoid using 'he', 'she' and 'They'
- Do not write subject and receiver's address.
- Write in warm and personalised style with relaxed and informal tone.
- Avoid writing unnecessary details.
- Begin with 'Dear' \_\_\_\_\_ (Name)
- Word limit 50

**Example :** You are Anuj / Anuja Goel of 23, Yojna Vihar, Delhi Write an invitation to invite all your friends for the party you are giving to celebrate your selection in B-Tech in DTU.

23, Yojna Vihar,

Delhi

10 January 2021

My dear Rahul,

I have much pleasure in inviting you to post selection party after my admission in DTU. Reach my residence at 7.30 p.m. on 16 January 2021 to join my family and friends in my moment of joy.

Yours truly,

Anuj

### Question for Practice

1. You have been successful in IIT entrance examination. Write a suitable invitation to your friends inviting them for a get together to celebrate the occasion.
2. Mrs. and Mr. Sharma wish to celebrate their 25th wedding anniversary. As Mr. Sharma write an Informal invitation inviting your best friend Mrs. and Mr. Vohra. Write necessary details.
3. Neeraj/ Neha has got very good percentage in final board exams.



He got admission in reputed college in Delhi University. He wants to celebrate with his friend. Write an informal invitation giving necessary details.

4. You are Neena/ Naveen of 21, Shakti Vihar Delhi. You have opened a Departmental Store in Chandani Chowk. Draft an informal invitation to invite your friend on the inauguration ceremony.

### INFORMAL ACCEPTANCE

**Example :** You are Rahul and have been invited to the post selection party of your friend Anuj. Write a reply accepting the invitation you got.

#### ACCEPTANCE

7-C, Yojna Vihar,

Delhi

7 January 2021

Dear Anuj

Many thanks for inviting me to attend your post selection party which will be held on 9 January 2021 at your home. I shall be highly delighted to attend the same and will enjoy the party with great fun.

Yours truly

Rahul Gupta

#### Questions for Practice

1. You are Akash/Ashini. You have been invited to attend the wedding of your friend's sister. Respond to the invitation accepting it.
2. You are Varun/Veena of 23, Ramesh Nagar Delhi. Your friend Neeraj has invited you for a party to celebrate his good board result and admission to a prestigious college. Draft a reply accepting the invitation.
3. You are Shaan/Shruti of C-29, Pragati Apartment, Rohini Delhi. You have received an invitation to attend the inauguration ceremony of his newly opened Departmental Store. Write a reply accepting the invitation.

## INFORMAL REFUSAL

**Example :** You are Rahul and you have been invited to the post selection party of your friend Anuj. Write a reply regretting your inability to attend the same.

7-C, Yojna Vihar, Delhi

10 May, 2021

Dear Anuj

Many thanks for inviting me to attend your post selection party, but I am sorry to say that I shall not be able to attend the same as I shall be out of station next week. I shall miss this joyous occasion. I wish you all the best for the future.

God Bless You

Yours truly

Rahul Gupta

### Questions for Practice

1. Your friend is throwing a party to celebrate his success in board exams. Send a reply regretting your inability to attend the same due to a prior engagement.
2. Mr. and Mrs. Narang of 2, Newland Apartment, Rohini have decided to have a party on the occasion of sixteenth birthday of their daughter. You are unable to attend the function. Write a reply in about 50 words.
3. You are Shaan/Shruti of C-29, Pragati Vihar. You have received an invitation to attend the inauguration ceremony of a newly opened shop of your friend Karan. Write a reply of refusal, regretting your inability to attend the ceremony.
4. You as Mr. Vohra write a reply of refusal, regretting your inability to attend the celebrations of 25th anniversary of Mrs. and Mr. Sharma due to some prior engagement.

## LETTERS

A letter is a form of written communication.

Letters are of two types - Formal and Informal.

### Formal Letters Include

- Business or Official letters (for making enquiries, registering complaints, asking for and giving information, placing / cancelling orders and sending replies).
- Letter to the Editor (giving suggestions or opinion on issue of public interest).
- Letter to concerned authorities regarding civic problems.
- Application for Job.

### Marks Allotted - 5

Format : Sender's Address, Date, Receiver's Designation and Address.

Subject, Salutation, Complimentary Close, Sender's name

*Content :*

*Expression :* Grammatical accuracy appropriate words and spelling

Coherence and relevance of ideas

**Note :** No Marks awarded if only format is given.

### Points to Remember

- Start each new line from left hand margin.
- Sequence of writing in a letter
  - (i) Sender's address
  - (ii) Date
  - (iii) Receiver's address
  - (iv) Salutation : Sir / Madam
  - (v) Subject content of the letter
- 3-4 paras
- Para I - Introductory.
- Para II and III - Main ideas
- Para IV - Complimentary close.

- a) To the Principal : Yours obediently.
- b) To the Employer/Editor. Yours sincerely/Yours truly.
- c) To the dealer / business vendor : Yours sincerely.
- Coherence and organisation of ideas
- Think and analyse the subject / topic
- Recall all the ideas and put them on a rough sheet while brainstorming
- Organise the ideas

## LETTER TO THE EDITOR

These letters give suggestions / create awareness on an issue of public interest or an issue already raised in an article / write up.

### Points to Remember

- Draw the attention of the concerned authorities/general public towards the problem, NOT the Editor.
- Request the concerned authorities to take the action NOT to the editor. It is not a direct request.
- While dealing with social/civic problems provide suggestions to curb or control it in the end.
- Raise the issue by citing some latest news / items / Survey report / personal experience etc.
- Analyse the issue in terms of its causes and consequences.
- Conclusion to be positive, straightforward with pleasant tone and use of polite language.

**Example :** You are Rekha / Rakesh, a student of Bharti Public School Class XII. The students are required to cope up with a lot of stress in today's competitive environment. Write a letter to the editor highlighting increasing stress faced by students and suggesting ways and means to combat it.

Bharti Public School,

Delhi

6 February 2021

The Editor

The Times of India

Bahadur Shah Zafar Marg

New Delhi-110002

### Sub. : Problem of Increasing Stress Faced by Students

Sir,

Through the columns of your esteemed newspaper I would like to express my views on the problem of increasing stress among the students due to highly competitive environment.

Today's world is full of competition. Every now and then a child is assessed on different parameters. Parents expect a lot from their children. They want their children to excel in all the fields such as studies, sports and co-curricular activities. Everyone wants their children to be a doctor or an engineer. The result is that children are unduly stressed and burdened. All day long they are indulged in completing their homework and studies and no time is left for games and sports.

It is high time we should ponder upon this problem. Students should be involved in games, sports and yoga to combat stress. Parents should not pressurise their children for performing excellently in studies. Meditation can be practised for keeping stress at bay.

Yours sincerely,

Rekha / Rakesh

### **Questions for Practice**

- (a) You are Kavita / Kailash staying at B-101, Yamuna Vihar, Delhi. You find it disturbing that despite a ban on the use of polythene bags, its use is rampant in the city. Write a letter to the editor of a National Daily expressing your concern about the apathy of people towards environmental degradation. Also suggest ways to mobilise city dwellers for the cause of safe environment with the help of school children.
- (b) Write a letter to the Editor of a newspaper drawing attention of the authorities to the evil habit of overcharging by the auto drivers. Invent necessary details.

### **Letter to concerned authorities regarding Civic Problems.**

**Example :** You are Ram / Rama residing at 152 Rail Road Narela. You have come to know that an open and well maintained park meant for the residents and children of your area is going to be converted into a shopping complex. Write a letter to the Commissioner of Municipal Corporation, Delhi requesting him not to convert the park.

152, Rail Road  
Narela  
11 January 2021  
The Commissioner  
Municipal Corporation  
Delhi

**Subject : Regarding Conversion of Public Park into a Shopping Complex.**

Sir,

I, on behalf of the residents of Narela, wish to bring to your kind attention to the decision taken by your office to convert an open park in our area into a shopping complex. I wish to express public resentment regarding this decision.

The park is the only open and well maintained space for the children to play. Morning walkers, joggers and old people pass time in the morning and evening hours. It is the highlight of this locality. The park with its greenery provides solace amidst the pollution filled environment all around. Moreover, there is a vacant plot nearby which can be converted into a shopping complex.

I hope that you would consider this matter and the decision would be revoked in the best interest of the residents.

Yours sincerely,

Ram / Rama

**Questions for Practice**

- (a) You are Jasveer Kaur / Jaideep Singh from C-9, Tilak Nagar. You feel hurt and helpless to read about the accidents caused due to illegal occupation of roads by vendors. Write a letter to the Police Commissioner, Delhi about the problem of road encroachment by hawkers.
- (b) You are Jaya / Jaideep, Head of Eco Club of Sai Ram Public School, Jor Bagh, Delhi. As a team leader of Eco Club, you have come to know that Delhi is the top garbage producer of the country and it is facing a tough task disposing it off. Write a letter to the Minister of Health, Government of Delhi highlighting this problem and suggesting ways to tackle it.

**APPLICATION FOR JOB**

**Points to Remember**

- Job application has two parts- (a) covering letter  
(b) Resume/Biodata

- Start body of the letter giving source of information about the job (newspaper) day, date, advertisement number etc.
- Share your interest and competence level.
- Close the letter giving note that Bio-data / resume is enclosed.
- Write 10-12 points in Bio-Data
- Bio-data / Resume, Curriculum Vitae is integral part of the job application. Bio-data should include :
  1. Name
  2. Father's Name
  3. Date of Birth/Age
  4. Address
  5. Hobbies
  6. Language Known
  7. Nationality
  8. Educational Qualifications:
    - (a) Years, Marks and Subjects of the candidate, Name of University etc.
  9. Professional Qualifications
  10. Experience
  11. Salary Expected
  12. Reference - At least 2 references

**Example :** You are Sudha / Sudhir resident of A-7, Shanti Park. You read the following advertisement in a newspaper.

### **SITUATION VACANT**

Wanted a young and experienced graduate with fluency in English and Hindi to work as receptionist at Customer Care booths of NCR Groups of Hotels, Delhi. Contact Manager along with your complete C.V. within 7 days of this advertisement.



**Draft an application in response to the advertisement giving your detailed resume.**

A-7, Shanti Park  
Delhi

16 September, 2021

The Manager  
NCR Group of Hotels  
Delhi

**Subject : Application for the Post of Receptionist.**

Sir,

In response to your advertisement in the Hindustan times dated 15 September, 2021 for the post of receptionist, I hereby offer my candidature for the same. I possess requisite qualifications and experience. I want to join your hotels to fully utilize my potential.

You may call me for an interview on any date as per your convenience. I shall be able to join my duties at one month's notice if appointed. I am enclosing my detailed resume for your perusal.

Thank You

Sudha / Sudhir

Enclosure : Detailed Resume

### **Resume / Bio Data**

Name : Sudha / Sudhir

Father's Name : Mr. Subhas

Age : 25 Years

Address : A-7, Shanti Park, Delhi

Hobbies : Music, Net Surfing, Photography, Sports.

Languages Known : Hindi, English

Nationality : Indian

**Educational Qualifications :**

- Passed Secondary Exam. from CBSE with 8.5 CGPA
- Passed Senior Secondary Exam. from CBSE with distinction
- Passed Graduation from Delhi University with first division.

Professional Qualification : Diploma in Computers from Aptech with first division.

Experience : Worked as receptionist with ABC group of companies for 2 years.

Expected Salary : As per the norms

**References :**

1. Dr. Mohit Aggarwal  
(Surgeon), GTB Hospital, Delhi
2. Mr. Ashok Kumar  
Principal  
AB Public School, Delhi

**Questions for Practice**

- (a) You are Krishna / Krishan from F-9, Mayur Vihar, Delhi. You have come across an advertisement in a national daily for recruitment of Radio Jockey by Radio One, Noida. Apply in response to this advertisement giving your detailed bio-data.
- (b) You are Ritu / Ritva of 131, Jagriti Vihar, Gurgaon. You recently read about a post of chemist being advertised by Charak Research Ltd. Noida. You wish to apply for it. Apply with full details to the Manager of the Production Unit.

## **ARTICLE**

An Article is a piece of writing on a specific topic forming an independent opinion expressed by a writer. It is the most advanced form of writing which presents information in a variety of themes.

Distribution of Marks :

Format : Heading and Writer's Name

Content : Introduction, Causes, Effects and suggestions

Expression : Grammatical accuracy, appropriate words and spellings

Coherence and relevance of ideas and style

Word Limit : 120-150 Words.

### **Points to Remember**

1. Give an appropriate Title - Write the Heading/Title at the top with the writer's name
  - a) First letter of every word capital e.g. Pollution A Menace
  - b) Eye catching
  - c) Should give crisp idea of theme
2. Mention writer's name
3. In case of news paper article give date & place
4. Divide the article into three parts i.e. split your subject matter into 3-4 paragraphs

Part-1 – Introduction (beginning)- mention briefly the status of the issue use stating facts or quotation do around in the middle

Part-2 – Analyse the topic in terms of types / kinds

Causes and effects

Problems (if any)

Consequences

Positive / Negative effects

Related Information / Statistical data

Implications - social / environmental / psychological / health related.

Part 3– Conclusion- suggestions / remedial measures / reminders / compare and contrast

5. Organise the ideas in a logical order, with systematic presentation
6. Predictions and personal observations may be included
7. Pay attention to grammatical accuracy and good use of vocabulary
8. Use sentence linkers to ensure continuity - e.g. Consequently similarly, finally, moreover etc.
9. Word limit 120 to 150 words.
10. Create rough work – First jot all the ideas, second make sequence and third join all the ideas with linkers and cohesive words.
11. For good article writing, it is important to read/ speak, listen to radio shows, panel discussions, explore latest live data, newspaper and do consistent sharing of day to day experiences.

### **EXAMPLE: DECLINING RATIO OF GIRL CHILD**

**By : XYZ**

It is a great irony that in a country where women are worshipped for power and energy, they are facing a kind of extinction, thereby bringing down the ratio. The birth of a son is a cause for great rejoicing with drumming, singing and public proclamations but that of a girl is an occasion for disappointment or at the best indifference.

The main cause of declining ratio of girl child is the fact that the large number of malnutrition and disease which are either not treated or treated inadequately. The girls are killed even before their birth. The practice of pre-birth sex selection has spread rapidly through all castes and groups.

Region, Religion and caste exercise an influence over mortality rates. The lower the status of women in a particular section of the population, the higher the number of female deaths.

Child marriages, early pregnancy, malnutrition during pregnancy, lack of medical treatment, physical torture, rapes and unequal status in the society make them the child of lesser Gods.

It is really a cruel joke that the mother of humanity is no one's child, the maker of the home, does not have a home. The 'Creator' is destroyed mercilessly in the hands of her own near and dear ones. Even the womb of her mother is not a safe home for her as she is cruelly terminated by her saviours i.e., parents and medical practitioners.

## EXAMPLE: DEGENERATION OF MORAL ETHICS IN TODAY'S SOCIETY

By : Shilpa

*What a piece of work is Man!  
How noble in reason!  
How infinite in faculties!  
In form and moving, how expressive and admirable!  
In action, how like an angel!  
In apprehension, how like a God  
The beauty of the world!  
The paragon of animals.*

Shakespeare's evocation of the infinite faculties of man, represents full faith of his age in man's ability to scale the height of thought, love and beauty. It is an obvious fact that the essence of all human relationship is basically founded upon the presence or absence of values.

It is unfortunate that in today's world there is a gradual erosion of the values among people. It is depressing to see the newspaper early in the morning to witness various murders and rape cases. People are just fulfilling their desires and needs. They forget their values and duties towards society and country. If they see an accident nobody wants to touch the injured person. Modern generation Children learn to smoke believing that it is just another habit like existing. They learn to drink convincing themselves that it is good for their health. They learn to cheat, thinking that they can bring about great performance at the end. They believe that there is nothing wrong in filing a divorce and pushing children in orphanages and old parents to old age homes.

The need of the hour is to inculcate moral values among our students. Our elderly people who live a life of simplicity and contentment with a generous, kind and compassionate mind can inculcate good values by regularly taking them to place of meditation where these children can learn to remain focussed and goal oriented. Spending quality time with growing children, constant adult supervision can do wonders in changing the mindset of children.

So it is in the hands of individual to focus upon a real change in order to live better, to lead a happy, peaceful and contented life just like our ancestors did and we can make the world a better place to live, in so that posterity can echo Shakespeare's words.

How many godly creatures are there?  
How beauteous mankind is!  
O brave new world  
That hath such people in it.

Example: You believe that all living being have equal right to live on this Earth freely; and man has no right to enslave the animals. You feel strongly when you see people being cruel to animals. Write an article on 'Cruelty to Animals' in about 120-150 words. You are Rajesh / Rajeshwari.

### **Value Points**

- Introduction
- Why man tames / pets animals
- Animals being used for scientific experiments
- Birds and animals - put in cages and chained
- How stray animals suffer
- How to be kind to animals

## **CRUELTY TO ANIMALS**

By : Rajesh

All animals or other living beings, have equal right to live freely on this earth. They live in their natural habitat without hurting or harming the fellow dwellers. Animals are harmless creatures as created by God. They believe in harmony and peace; but man out of his selfishness, greed and wits, has been plundering their natural habitat, killing them for pleasure, for food and for monetary advantages.

He tames them for serving his needs. He pets them for ploughing his farms, getting milk and getting meat for food.

Animals are being used in order to carry out scientific experiments on them in the field of medical researches. These innocent animals go through such torture, cruelty and pain which they can not even express.

They are kept in zoos, in insufficient space or in small enclosures, and these animals go round and round in the cage to show their impulsive and restless state. Is it not the cruelty?

In the same manner, birds and some animals are put in cages or kept in chains in order to sell them as pets. Birds or animals feel happy and contented when they are free in their natural habitat rather than being in golden cages or silver chains.

Stray animals like cows and dogs can be seen on the heaps of dumped

garbage, under polythene bags. All this chokes their intestine and causes their death. Is this not cruelty to animals?

Animals, too, have strong emotions, and feelings; they, too, feel pain. We should be sensitive to their emotion. Parents should teach their children how to be kind to animals. Even in schools, the authorities should introduce the lessons based on our kind behaviour towards animals in order to sensitize the students about them.

We all should pledge not to be cruel to the animals. Animal Protection Law should be enforced and the people who are responsible for cruelty to animals, should be punished under the law.

**Example:** Make in India' an initiative by government of India, intends to create employment for the youth of India and help bring best practices to Indian business. Write an article in about 120-150 words for a business magazine on its impact to create employment for the youth of India. You are Neha

## **MAKE IN INDIA**

By : Neha

Make in India is the name of the initiative by government of India to give more incentive to business (both in India and abroad) to manufacture goods (eg: automobiles) in Indian shores. To lure businesses to set shop in India, government of India plans to cut excessive formality and routine which involves setting a business in India.

Make in India intends to create employment for the youth of India and help bring best practices to Indian business. The initiative also aims at high quality standards and minimising the impact on the environment. The initiative hopes to attract capital and technological investment in India.

Already we observe that India's rank in ease-in-doing business has improved. Further, manufacturing sector has seen an upswing with key sectors such as defence seeing huge participation from foreign investors.

'Make in India's success lies in making the small and medium enterprises foster. Thus, 'Make in India' should not only focus on big business but also to the neglected small and medium enterprises (SMEs) so that rural India can reap the benefit as much as the developed parts of India. Further, domestic business must be protected from big multi national chains, so that an equitable growth is ensured at all fronts.

**Example:** Now a days Teenagers are loosing track of the real world and are getting immersed in the virtual world of internet. Write an article in 150-200 words on Effect of Internet on Teenagers. You are Namita/Navin of Sarvodaya Vidyalaya.

## **Effect of Internet on Teenagers**

By : Namita

We live in an era where internet has percolated our very essence of life. So be it the smartphones or laptops, one has access to the internet which gives access to all kinds of information that can be used fruitfully as well as in a destructive manner.

Out of all the people who use internet for fulfilling their everyday needs, requirements as well as entertainment purposes, teenagers are often seen to be the biggest contributors to the use of internet. These teenagers often fall prey to cyber bullying, cybercrimes and at the very least, these teenagers lose track of the real world and get immersed in this vast ocean of internet. Not do their grades suffer, but they also incur a severe dent on their personal and mental well being too.

Awareness programmes should be run at school level while parents must put in concerned efforts to sensitise their young children on the perils of internet and its excessive usage. It is prudent to monitor the search history of teenagers so that parents may gauge if their kid is using the net for the right purposes or not. Emphasis should be given on real life interactions and friendships while keeping internet social networking to its minimal best.



**Example :** Education doesn't mean only providing degree. Schools play an important role to inculcate moral values in students. Using the following verbal inputs write an article in 120-150 words on the topic "Value Education in School." You are Meera/Manoj.

### **Value Points**

- education must be value based.
- part of the curriculum in school education compulsory upto secondary level
- value education remains distant dream
- young boys and girls going astray-reduced to walking computers.
- material prosperity-only aim of life
- cable TVs demand pollutes young minds negatively
- need for Moral education-Value based education-build-character and morals.
- steps taken in School-Assembly-5 mins talk, regarding importance of moral and ethical values in life.
- Special prizes awarded to the most disciplined student, well behaved student, Integrity Club, Guest lectures, etc.

**Example :** You are Vipin / Vineeta. You have just visited a glass factory which employs children. You have witnessed the awful condition of the children there and their place of work. You also recount the child labourers engaged in carpet and cracker industry, brick-kilns, road side restaurants and as domestic helps. In spite of strict laws you find it appalling that many people in educated society want the practice of child labourers to continue to fulfil their selfish motives. Write an article in about 120-150 words advocating a total ban on child labour.

### **Suggested Value Points**

**Para I :** Introduction : Children below the age of 14 engaged in various types of work in homes, hotels, garages and factories.

– Millions of children work as child labourers and are devoid of school education.

**Para II Cause :** Poverty is one of the main causes, other causes are – Parents illiterate, they are paid less wages, educated people, upper & middle class engage child labourers for their help.

– Laws are not so strict etc.

**Para III Effect :** Working conditions in their place of work is pathetic.

- It results in their poor health.
- Become victims of asthma, high blood pressure, poor eyesight, even become blind.
- Work in dingy cells without proper oxygen
- Fall in bad habits of smoking and drugs.

**Para IV :** Suggestions

- Laws should be strictly enforced
- Severe punishments by law to the employers
- Joint efforts :– public awareness through media.

## **ROAD RAGE**

By : Akansha

Our roads are fast becoming a theater of maddening public behaviour with motorists becoming more and more intolerant and reckless. In the mad rush it is sad to note that people's blood rushes faster than their vehicles resulting in road rage fights.

Road behaviour is the manifestation of stress in our lives. The mad drivers disease-Road rage is described as the outcome of short periods of irrationality, and heat is always an escalating factor. People shed the family and work related stress and anger on their steering wheels. Traffic jams caused by encroachments, processions and rallies, poor roads, irritating noise, obnoxious exhaust fumes and sizzling summers only make the matters worse. Modern youth is intolerant. Some people have a sense of superiority due to owning bigger vehicle.

The wonder of wonders is that people ignore accidents and consequent loss of lives and move on. And as for the cops, it is an everyday affair, a routine. Is there a way out? Yes. There always is one, if we pause to reflect coolly. All it takes to turn road rage into a driving pleasure is a good knowledge of traffic rules, a courteous behaviour to fellow drivers and a smile.

The mad rush is hardly to bother if one sets out early and drives at ease but with caution. Maintain your cool, don't carry stress while driving, check

your words and actions, count ten when angry. And when accidents do take place as they might, keeping cool and showing presence of mind can save many precious lives. As regards damage to vehicles, well the insurance company will gladly take care of that.

So, while on road, one must keep to the left, keep cool and always be on an alert.

## **TOPICS FOR ARTICLE WRITING**

### **Suggested Topics for Article Writing**

- Brain Drain
- Value Education
- Gender Inequality
- Cyber World (Boon or Bane)
- Importance of Sports
- Print Media or News Channel – Advantages Children Learn What they Live with
- Impact of COVID 19 pandemic - Challenges and Learnings.

# **REPORT**

## **Marks Allotted:5**

A report is a written account of an incident heard, seen, done or experienced and meant to be published, about an event that has taken place in the part. A good report must have a good introduction, complete reporting and proper conclusion

## **Types of Report**

- Newspaper Report
- School Magazine Report

## **Points to Remember**

- Use simple past tense for magazine and mixture of tenses for newspaper
- Use active / passive voice in reported speech
- Divide the report into three parts
  - Part I : Introduction – Mention– what, date, time, place
  - Part II : Body – detail of the incident, causes, consequences, effects, guests, steps, activities, people involved, relevant details.
  - Part III : Conclusion – reactions / statements of people / promises by authorities / steps taken.
- Report in third person

## **School Magazine Report**

### **Format :-**

- Heading
- Name of the writer

## **Newspaper Report**

### **Format :-**

- Heading
- Name of the reporter
- Date and Place

## **SCHOOL MAGAZINE REPORT**

**Example :** You are Shweta / Sahitya, Head of the History Club of ASN Public School, Janak Puri, Delhi. Your school organised Heritage Awareness Programme in your school to create awareness regarding our monuments. Write a report on this programme in about 120-150 words.

### **HERITAGE AWARENESS PROGRAMME**

By : Shweta / Sahitya

Heritage Awareness Programme was organised by the History Club of ASN Public School, Janak Puri, Delhi on 09 August 2018 from 10 am to 2 pm in the School Auditorium. The school was well decorated with posters of various historically important monuments.

Mr. Deep Dayal, Dean of History Department of JNU was the Chief Guest. Around 2000 students and parents attended the programme.

The programme began by lighting of the ceremonial lamp by the Chief Guest. After that a skit was presented by the students of Class XI showing the importance of our heritage and monuments. The history club presented an engrossing documentary giving a brief detail of 100 monuments from different parts of India.

In the end, the Chief Guest gave a very motivating speech about the role of Youth in preserving our national heritage. The Principal presented Vote of Thanks after which light refreshment was served.

#### **Questions for Practice**

1. You are Neha / Narayan, a consultant in Jai School of Management. You organised a seminar on Right to Education Act for Teachers and students in which educationists were invited to talk on the topic, its problem and implications. Write a report in about 120-150 words for the school magazine.
2. You are Geet / Geeta, head of Health Club of GTB School, Shalimar Bagh. Your club organised a talk to make students aware about alarming use of chemicals in vegetable and fruits. Experts from medical field and consumer forum were invited to answer the queries of the audience. Write a report in about 120-150 words for your school magazine.

## **NEWS PAPER REPORT**

**Example :** You are Sanjay / Sanjana, a reporter with 'The Hindustan Times'. You witnessed a fire accident in a crowded market in Delhi. Write a report to be published in the newspaper. Invent necessary details

### **Fire Engulfed Central Market**

By : Sanjay / Sanjana, Staff Reporter

10 January 2021, New Delhi

Over a hundred persons were trapped for two hours when a devastating fire broke out yesterday in the Central Market, Lajpat Nagar between 5 p.m. and 7 p.m. Though no casualties were reported officially, fifty people were injured.

The fire broke out around 4.50 p.m. due to a short circuit in the main line and spread quickly. There was panic and stampede as people rushed out of the over crowded market place. Fire brigade and police arrived at the venue within half an hour. About a dozen firemen battled for two hours to bring the fire under control. The loss incurred is estimated to be about five crore rupees.

The injured persons were rushed to a nearby hospital. Many people sustained minor burns. The Governor has announced an enquiry into the mishap. The police is investigating the matter.

### **Questions for Practice**

Example on Mock Drill

## **MOCK DRILL**

By : Karuna

21 January 2021

A Mock Drill was conducted on 20 January 2021 at 11 am in our school. This time mock drill was conducted to mark the 1st anniversary of Nepal Earthquake of 2015. For mock drill of an imaginary earthquake as soon as the alarm hooter rang out loud and clear, books were abandoned and bags shoved aside as students dived under their desks for cover. Teachers and non-teaching staff too were involved in the act, as they stood huddled in a corner or under the desks waiting for the imagined worst to pass. After a few

seconds the students were immediately escorted by their subject teachers to the assembly point. During the drill students followed the exit routes designated for them and assembled at assembly point in proper rows earmarked class wise. Proper head count of all the students was taken. Rescue team was in action to rescue left out students or any other staff members. Special care was taken for disabled students. Keeping all the safety measures in mind and carrying them out methodically, the entire building was successfully evacuated within a span of 2 minutes.

Once all had evacuated the building and had assembled in the ground, the students were advised not to panic in case of any disaster. They were instructed to be with teachers at the time of disaster and follow the instructions given by them.

**Example :** Write a report on Cleanliness Drive recently held in your school.

## **REPORT ON CLEANLINESS DRIVE**

By : Neha, Head Girl

Sarvodaya Kanya Vidyalaya, Majlis Park, undertook a cleanliness drive during the month of April 2021 in accordance with Clean India Campaign. The school chalked out a monthly plan to organize numerous activities such as skits, debates, speeches, poster making etc. A special drive was carried out on 6 April 2021 to reverberate to the mission of campaigning. The students took a pledge to clean their school, homes, public places and surroundings. During the morning assembly a play on 'Clean India' was enacted to highlight the importance of hygiene, sanitation and cleanliness. The school Principal along with staff and students were actively involved in the cleanliness drive. They enthusiastically took up broom and cleaned up every nook and corner of classrooms, corridors, school ground and nearby area. The whole drive was quite inspiring and motivating for the students. The students realized that any work is best done by the person himself. It made the students aware of the dignity of labour.

**Question :** A local tour was organised in your school recently. Write a report in 120–150 words based upon your experience, for the school magazine of your school. You are Namit / Namita of Class XIA.

## LOCAL TOUR

By : Namit / Namita (XI A)

On 9th of October last year, a local tour was organised for all the students of school. The students were informed well in advance. They reached the school in time and boarded the assigned buses at sharp 8.30 a.m. escorted by their respective class teachers.

A sumptuous refreshment like light snacks, and frooti etc. was relished by the students, while travelling. They disposed off the wrappers in dustbin, kept in buses. All the students were very happy and sung songs while making merry.

The students were very happy when they reached the first spot i.e., Gandhi Smriti Bhawan. They noted the important information in the notebooks that they were carrying.

The next destination was Humayun's Tomb. The students and the teachers had their lunch in the outer lawns. When they entered the premises, they were taken aback by its sheer beauty. It was a magnificent monument with well manicured lawns. There were fountains amidst numerous small square ponds. It was an extremely beautiful view.

The students were then asked by the teachers to form queues again to move to the next spot - that was Rail Bhawan. They had a glimpse of journey of railways in India Since 1953. It was fascinating. The bus reached the school at 5.00 p.m. The students were a bit tired but happy. They bade good bye to the teachers and moved to their respective homes.

**Question :** Write a report on the topic Career Mela' in 120-150 words for your school magazine. The inputs are provided to facilitate you. You are Manjeet Singh / Manjeet Kaur.

- ...students asked to submit charts pertaining to various career choices...
- ...under senior and junior categories...
- ....class XII and X students were informed well in advance...
- ...charts displayed in multipurpose hall...
- ..principal presided the career mela....
- ...students were invited to have a round of exhibition...
- ...they were told to bring along note books and pen...



...two resource persons were invited...

...talks were held about career prospects available in India and abroad after completing school...

...it was appreciated by all ...

### **Suggested Topics for Practice**

1. Annual Day & Prize Distribution
  2. Sports Day
  3. Van Mahotsav
  4. Literacy Week
  5. Fancy Dress Competition / Debate Competition
- (a) You are Akshay / Akshita, a press reporter with Indian Express. Recently a few trains were cancelled due to fog in winter. Passengers were stranded at the New Delhi Railway Station. Write a report in about 120–150 words highlighting the problems faced by the passengers.
- (b) Incessant rains have caused irrecoverable damage in your area. A flood relief programme was organised where various flood relief measures were carried out. As a newspaper reporter, write a report in about 120–150 words about the programme.

## **SECTION B-FOR PRACTICE**

### **WRITING SKILLS**

#### **Q1. Attempt ANY ONE of the following**

[analysis, using appropriate format and fluency, appropriacy of style and tone]-1x3

**A.** You are the Administrative In-Charge of a leading company. You need a I.T. Assistant for your office. Draft an advertisement in 50 words to be published in the Hindustan Times, New Delhi, under the classified columns.

Or

**B.** Delhi Government is planning to re-open schools for classes X and XII from 18 January 2021. As Puneet/Priya, the Co-ordinator of DAV Public School draft a notice to inform the students about the same telling them the necessary precautionary measures to be observed while coming to school.

Q2. Attempt ANY ONE of the following :

(A) You, Ramnita/Raman , the Secretary of the English Enhancement Club and Society of Government Model Sr. Sec. School, Sector 12, Hissar have to plan and organize an Inter School Debate Competition on " Mobile Phone and Social Development of the Children". You wish to invite Dr. Aseem Kumar, an eminent educationist to be the judge of the debate competition to be held.

Or

(B) You have received an invitation to be the judge of an Interzonal Extempore competition by Neeta, President of Literary Society of St. Andrews Public School, Sec 58 Noida. Send a reply in not more than 50 words confirming your acceptance. You are Sadhna Goyal, Lecturer English.

Q3. Attempt ANY ONE of the following :

(A) You are Jagriti/Jaideep, head of Social Awareness Club of S.S.N. Public School, Arya Samaj Road, Mumbai. As a team leader of the club, you have discussed with your friends that children are exploited in the cities and urban societies. Write a letter to the Editor of a national newspaper on this problem and suggesting ways to tackle it.

Or

(B) You are Shreya/ Shreyas. Write an application in response to the following advertisement in a national daily. You consider yourself suitable and eligible for the following post.

Applications are invited for the post of a Nursery teacher/PRT in Y.K. International School, Ghaziabad, UP. The candidate must have a minimum experience of 3 years of teaching at the primary and pre-primary level. The applicant must have a pleasant and energetic personality. She/he should be creative and adaptable. Attractive salary. Interested candidates should apply to the Principal with a detailed resume.

Q4. Attempt ANY ONE of the following :

(A) You are Neena/ Nitin Incharge of Career Mela of Saraswati Vidya Senior Sec. School. The school organized Career Mela last month. You looked after each and every step of the preparation. Write a factual description/report of the process and procedure you and your group had to undertake to make this program a success in about 120 - 150 words for publishing it in your school magazine.

Or

(B) The other day you heard your parents talking about the good old times when reading sessions were a part of the cultural life of the cities. The eminent writers / poets used to be invited to such sessions who would read out to the public excerpts from their famous works. You feel such times should return to revive people's interest in literature. Write an article on the issue in about 120-150 words.

1. A

**Solved Questions**

<b>SITUATION VACANT</b>
Required a 1.T. Assistant for a leading concern, "Mohanlal India Pvt. Ltd". An individual having 2 years experience and not more than 30 years can apply to the Administrative In charge with complete resume within seven days. Attractive salary and promising career. Contact Administrative In charge, Mohanlal India Pvt. Ltd, Sector 6, Industrial Phase II, Okhla.

B.

Or

<b>DAV PUBLIC SCHOOL</b>
<p style="text-align: center;"><b>NOTICE</b></p> <p>13 January 2021</p> <p style="text-align: center;">Re-opening of schools</p> <p>This is to inform all the class X and XII students that the schools are re-opening from 18 January 2021. You are instructed to wear masks, maintain social distance and observe other norms as sanitizing and washing your hands. Students will be allowed in the premises with due consent of the parents.</p> <p>Priya Co-ordinator</p>

2. A

Government Model Sr. Sec. School

Sector 12

Hissar

15th January 2021

Sub: Invitation to judge the Debate Competition

Sir,

The English Enhancement Club and Society of our school is organizing an English Debate Competition on the topic, "Mobile Phones and Social Development of the Children", on 20 January 2021 at 10.00 am. in the school hall.

Kindly consent to come and judge the competition.

Yours sincerely

Ramnita/Raman

**B.**

66, Sector 11-A

Noida

13 January 2021

Dear Neeta

Many thanks for inviting me to preside over the Interzonal Extempore Competition to be held on 20 January 2021 at 8:30 a.m. I shall be delighted to attend the competition and enjoy listening to the students and sharing my feedback with them.

Yours sincerely

Sadhna Goyal

3 (A) S.S.N. Public School

Arya Samaj Road

Mumbai.

28 January 2021

The Editor

The Times of India

Delhi

**Subject:** Exploitation of Children in Urban Societies

Sir,

I want to draw the attention of the general public and concerned authorities towards the above cited problem through this letter of mine in the newspaper.

In urban societies parents are increasingly using their children as means of achieving their own unfulfilled dreams and aspirations, resulting in physical and mental exploitation of the children. They force children to participate in reality shows or cajole them to play roles in TV. In school arena parents put pressure on their wards, to excel in the field of academics, sports and other activities alike without considering their field of interest and abilities.

The implication of exploitation of children in the guise of making their future bright are evident now. Diseases like hypertension, obesity, diabetes which were known to be adult diseases a decade back are common among children. Social emotional problems among children are also rising with cases of drug abuse, depression or even suicide are reported frequently.

Authorities in the Child's Rights department and educational institutes should come out with bolder steps to curb the problem. There should be ban on all types of advertisements and programs on TV with child actors below 14 years of age. There should be regular counseling for parents in schools to make them understand the consequences of stressing the children.

Thanking You

Yours truly

Jagriti/Jaidev

**Ans.4**

A. Format Title, writer's name

Content

**Expression** Spellings, grammatical accuracy, relevance  
coherence and cohesion

### **Preparation for Career Mela**

By : Neena/Nitin

As the career Mela was to be held on 20 January 2021, at our school, we started the preparations for hosting it immediately. Our principal told us that we had to conduct the Career Mela.

Principal Mrs. Rajanathan called the meeting of the teachers and formed a four member committee with myself as its head. We in turn, took stock of all the tasks which we had to undertake and all the material and space available in the school. Mr. Rajbir and Mrs. Meena were given the duty of cleanliness and decoration of the venue. Students were distributed various topics on careers and asked to make models and charts accordingly. Mr. Mayur and I started doing other preparations. We called a meeting of the vocational staff and distributed various duties to them. Some were given duties to decorate the venue with charts and posters, many were put in charge of the hospitality and welcome of the guests I felt great relief after the principal expressed her satisfaction.

Or

**B. Format** Title, writer's name

**Content:** Reading sessions —part of the rich culture of the by gone era- its merits-best means of entertainment-improve literary taste of the public-creation of a healthy environment- how to revive such times- by glorifying those traditions, involving intellectual class etc.

**Expression** Spellings, grammatical accuracy, relevance  
coherence and cohesion

## **SECTION-C**

### **LITERATURE (TEXT BOOKS)**

#### **1. Structure as per CBSE Examination pattern.**

- As per the latest CBSE Guidelines and Examination pattern/Question paper design, Literature section is divided into two parts:
  - Part A- Includes poem extract / RTC (Reference to context), Very short Answer Question/MCQs
  - Part B- Includes short answer Type and Long answer Type question.

#### **2. Strategy to attempt questions from Literature Section**

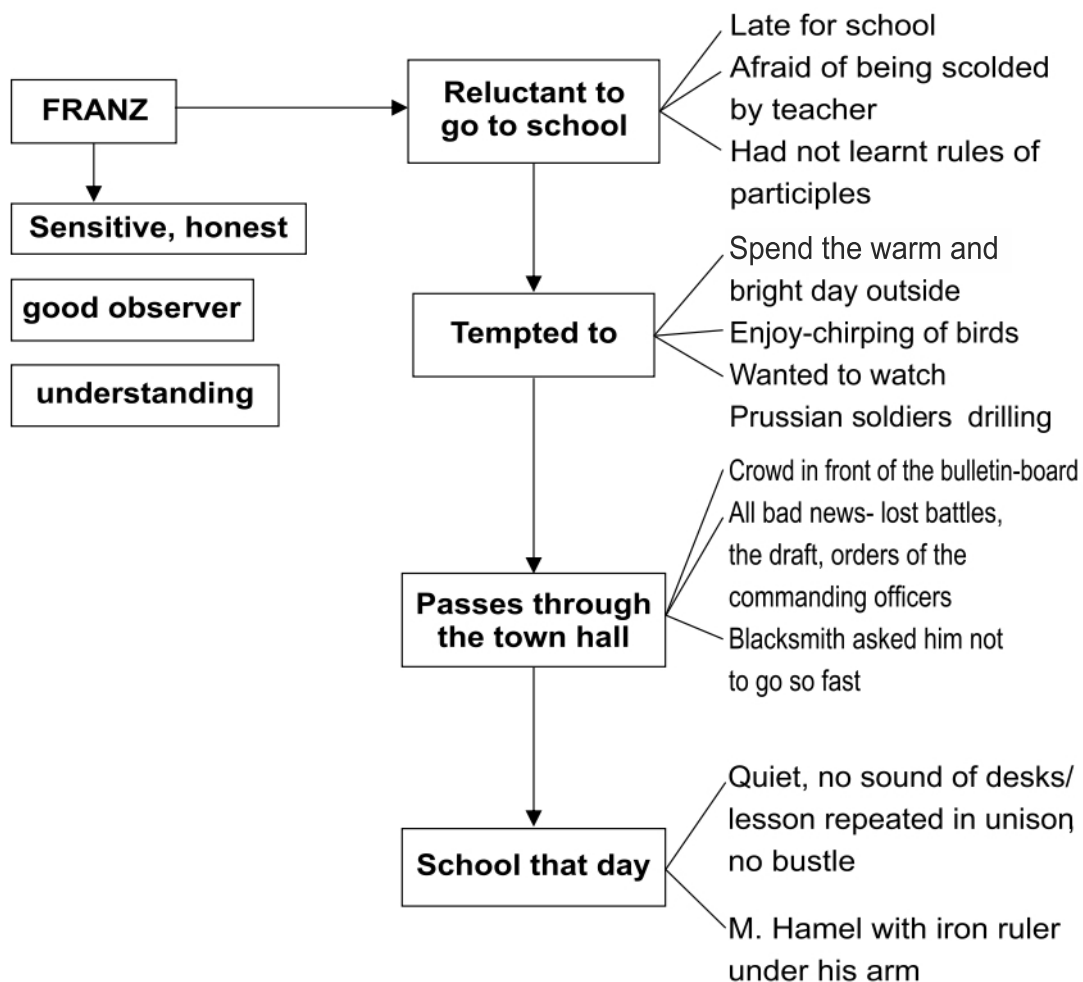
- Read the question thoroughly
- Look for question words like what, when how, where, why etc.
- Jot down the value points and sequence them
- Be precise
- For short answer question 2-3 value points are sufficient
- For long answer questions 4-5 value points with elaboration are sufficient
- Relevance, coherence and grammatical accuracy must be taken care of
- Apt words (vocabulary) fetches good marks
- Avoid repetition of ideas
- Conclude long answer questions on a positive note.
- Justify your answer with supporting arguments
- Adhere to the prescribed word limit

## TEXT BOOK-FLAMINGO

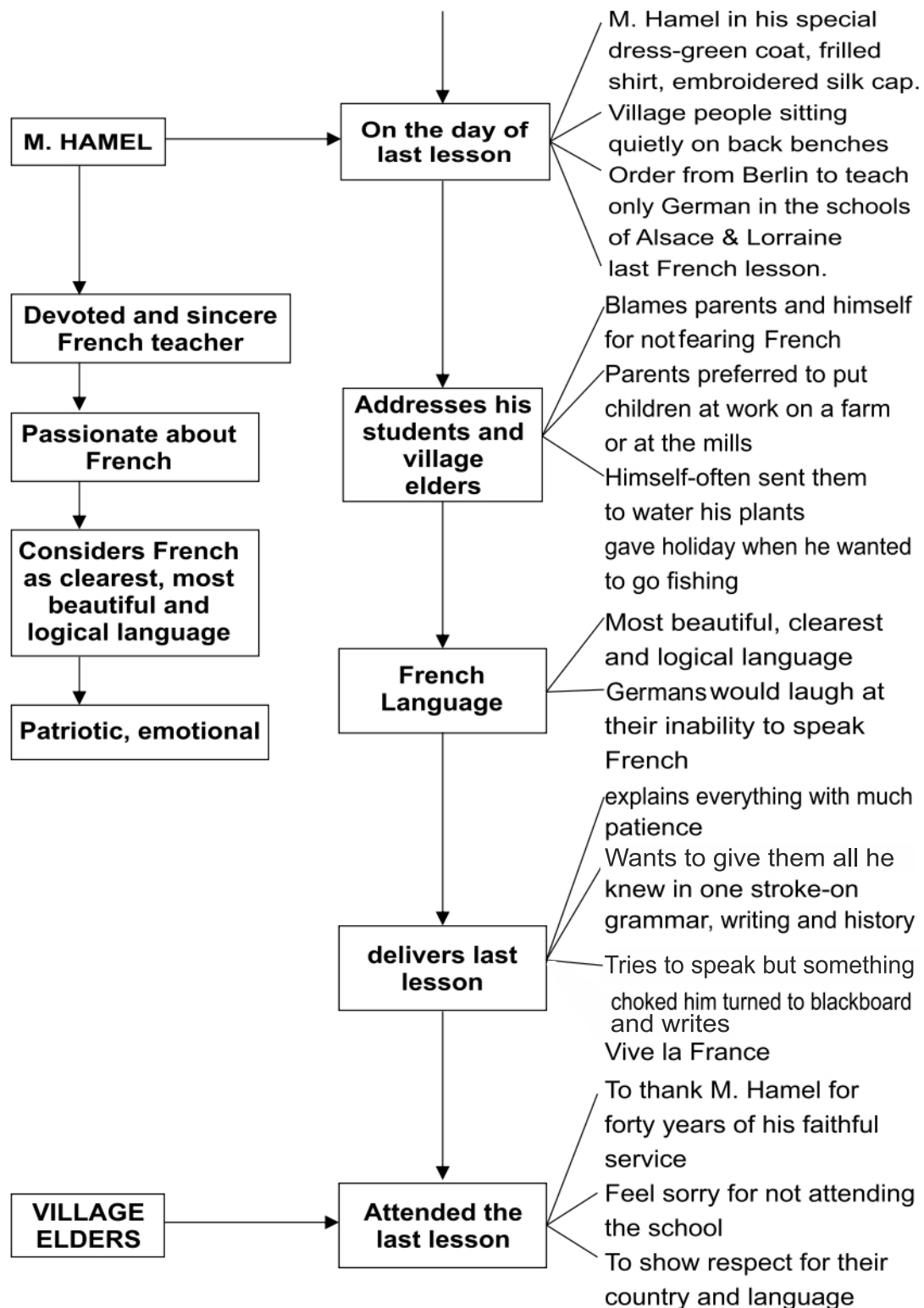
### 1. The last lesson - by Alphonse Daudet

The lesson highlights the importance of mother tongue that helps the people of a country to come together for a bigger cause. It's human tendency to procrastinate (to postpone things for tomorrow) and realise the importance of things when they are snatched. M. Hamel, the French Language teacher ignites patriotism among the students and refers mother tongue as a key to their freedom.

### Lesson at a Glance







## PART-A

### RTC-1

Read the passage below and choose the most appropriate option for the statements.

What a thunderclap these words were to me!

Oh, the wretches; that was what they had put up at the Town Hall  
My last French lesson! Why, I hardly knew how to write! I should never learn anymore! I must stop there, then! Oh, how sorry I was for not learning my lessons, for seeking birds' eggs, or going sliding on the Saar! My books, that had seemed such a nuisance a while ago, so heavy to carry, my grammar, and my history of the saints, were old friends now that I couldn't give up. And M. Hamel, too; the idea that he was going away, that I should never see him again, made me forget all about his ruler and how cranky he was.

1. The news put up on the bulletin board of the Town Hall was that \_\_\_\_\_
  - i. only German would be taught in the schools.
  - ii. old respectable villagers were to attend school
  - iii. Prussian soldiers were allowed drilling practice in fields
  - iv. Mr. Hamel had to dress in his formal Sunday outfit
2. Here the 'wretches' means \_\_\_\_\_
  - i. villagers
  - ii. Germans
  - iii. The French
  - iv. townspeople
3. The unexpected news which shook Franz was the announcement made by M. Hamel that he was \_\_\_\_\_
  - i. going to teach old villagers
  - ii. going for a fishing adventure
  - iii. taking his last lesson
  - iv. going to scold him

4. **Franz perceives Mr. Hamel as a strict teacher but now he realises that Mr. Hamel is a \_\_\_\_\_**

- i. concerned and genuine teacher
- ii. repentant and meek teacher
- iii. clever and repentant teacher
- iv. forgiving and genuine teacher

**RTC-2**

Then, from one thing to another, M. Hamel went on to talk of the French language, saying that it was the most beautiful language in the world - the clearest, the most logical; that we must guard it among us and never forget it, because when a people are enslaved, as long as they hold fast to their language it is as if they had the key to their prison. Then he opened a grammar and read us our lesson. I was amazed to see how well I understood it.

All he said seemed so easy, so easy! I think, too, that I had never listened so carefully, and that he had never explained everything with so much patience.

1. **'As long as they hold fast to their language it is as if they had the key to their prison' means that people \_\_\_\_\_**

- (i) do not lose their language.
- (ii) are attached to their language.
- (iii) quickly learn to conquer their language.
- (iv) will be united through their language.

2 **Franz was able to understand so well today because \_\_\_\_\_**

- i. he wanted to impress Mr. Hamel.
- ii. he wanted to impress the respectable villagers sitting behind
- iii. he was really trying hard to understand.
- iv. he wanted to quickly finish his work.

3 **The last lesson taught by Mr. Hamel symbolises that\_\_\_\_\_**

- i. French will no longer be taught in schools
- ii. a loss of language is loss of freedom
- iii. German will be taught in schools
- iv. this lesson was his last lesson

4 **Opposite of 'enslaved' means \_\_\_\_\_**

- i. losing one's freedom
- ii. becoming liberated
- iii. forcing one to remain in a bad situation
- iv. making a slave of someone

**Very Short Questions (1 mark each)**

1. **According to Franz "Will they make them sing in German, even the pigeons, really means that -**

- a) everyone has right to freedom of speech.
- b) what compels people in power to force a language on common people.
- c) the pigeons will be taught how to sing.
- d) birds have their own singing language.

**Choose the most appropriate combination**

- i. a) and b)
- ii. a) and c)
- iii. a) and d)
- iv. b) and c)

2. **The expression 'thunderclap' in the lesson means\_\_\_\_\_**

- a) loud but not clear
- b) loud and clear
- c) starting and unexpected
- d) unpleasant

3. **Mr. Hamel blamed ----- and ----- for not sending students to school**
- i. parents, himself
  - ii. himself, villagers
  - iii. villagers, parents
  - iv. students, parents
4. **Concluding his last lesson by writing 'Vive La France!' on the blackboard shows that M . Hamel:**
- i. was overwhelmed with emotions.
  - ii. wanted to distract all attending class that day.
  - iii. was keen on not leaving the country.
  - iv. wanted to teach French participles through it.

## SHORT ANSWER QUESTIONS

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

1. Why was Franz reluctant to go to school?  
Ans. His French teacher said that he would ask questions on participles. He had not prepared and learnt the rules of participles.
2. Why had M. Hamel put on his fine Sunday clothes?  
Ans. The order from Berlin stated that only German would be taught in schools and not the French language. M. Hamel knew that it was his last French lesson. It was in the honour of the last lesson that he had put on his fine Sunday clothes which he put on inspection and Prize Distribution Day.
3. Why were the villagers sitting there in the back of the classroom?  
Ans. The villagers - Old Hauser, postmaster and several others were there in the classroom because it was their way of showing respect for their country and thanking M. Hamel for his forty years of faithful service. They too felt sorry that they had not been to school.

### Additional Questions:

1. For Franz, what was more tempting than going to school and why?
2. Why was M. Hamel sad and emotional on his last day at school?
3. How were the parents and the teacher responsible for the lack of interest for studies among students?
4. What is the significance of the last words written on the Black board by M. Hamel?
5. How does M. Hamel appreciate their mother tongue? Why?
6. "These words were thunderclap for me." What was the impact of those words on little Franz ?
7. What changes did the order from Berlin cause in the school?

### Long Answer Questions / Extrapolation Question

1. Our language is a part of our culture and we are proud of it. Describe

how regretful M. Hamel and the village elders are for having neglected their native language.

Ans. **Value Points**

- according to the latest order from Berlin, only German was to be taught in the schools of Alsace & Lorraine
- this affected everyone badly as everyone was repenting on having wasted the time and not learning French
- M. Hamel felt guilty for sending his students for his personal tasks
- the parents of the students never bothered and sent children to work on a farm or at mills
- elders showed regret too – they neither learnt French themselves nor did they encourage their children
- of course, M. Hamel, villagers and even Franz - all were honest enough to accept the mistake of neglecting French language

2. Write a Speech for your morning assembly on the topic "Significance of language / Mother Tongue in our Life"

**Value Points**

- language empowers countrymen, binds together
- Better understanding of the Subject-matter
- used as a weapon to fight a cause, shows strength of nation
- better expression
- everyone should feel proud of one's mother tongue.

**For practice**

1. Write an article on 'The Need of Patriotic Feeling' among the youth as we feel modern youth lacks in patriotic spirit for motherland.
2. How did M. Hamel make his last lesson a special one?
3. Describe the atmosphere in the class on the day of the last lesson.

## **LOST SPRING - By Anees Jung**

Anees Jung, a famous story writer utters destitution of ragpickers of Seemapuri and bangle makers of Firozabad. It sensitises the readers to step forward to save the spring (childhood) of beautiful human life so that many children would be able to avail the opportunities to realize their dreams.

### **Points to Remember**

#### **Saheb-e-Alam**

- name means – lord of the universe
- but earns living by rag-picking
- lives in Seemapuri
- walks barefoot

#### **Living conditions in Seema Puri**

- on the outskirts of Delhi, yet miles away from it, home of 10,000 rag pickers
- make their living by rag-picking
- food and survival more important than an identity
- garbage to them is gold because it is a means of survival

#### **Mukesh**

- belongs to the family of bangle maker of Firozabad
- dreams of being a motor mechanic, wants to break the lineage

#### **Hazards of Working in Glass Bangle Factory**

- work place – small and dingy
- long working hours in front of hot furnaces
- boys and girls assist parents in the dim light of flickering oil lamps.
- eyes more adjusted to dark than light.
- dust from polishing bangles affect their eyes, skin and health
- exploited by money lenders, police, bureaucrats, politicians.
- fear of being ill-treated by police.
- live in a state of intense poverty.
- over crowded with humans and animals
- live in stinky lanes
- over crowded place with humans and animals.



## **PART-A**

### **RTC-1**

If he knew its meaning- lord of the universe-he would have a hard time believing it. Unaware of what his name represents, he roams the streets with his friends, an army of barefoot boys who appear like the morning birds and disappear at noon. Over the months, I have come to recognise each of them.

**1. What does "its" refer to in the first line?**

- i. Anees Jung
- ii. Saheb - e - Alam
- iii. ragpickers
- iv. neighbourhood

**2. "He" roams on the streets because**

- i. he is a ragpicker by profession
- ii. he does not like going to school
- iii. he likes to chase birds
- iv. he likes to follow the Prussian army

**3. The author is able to recognize "each of them" as**

- i. they live near her house
- ii. she teaches them all
- iii. she visits them very often
- iv. they eat with her.

**4. The author compares the "army of barefoot boys to birds" because both are**

- i. not having shoes
- ii. not going to school
- iii. looking for food/material on the roads
- iv. free-spirited and enjoy their freedom.

### **RTC-2**

Hearing him, "One wonders if he has achieved what many have failed to achieve in their lifetime . He has a roof over his head"

1. **These lines were said in reference to the condition of**\_\_\_\_\_

- I. the elderly woman's old husband
- ii. Mukesh's father
- iii. the bangle factory owner
- iv. Mukesh's elder brother

2. **The comment made by the speaker was that he**\_\_\_\_\_

- i. was very lucky to have two sons
- ii. was very lucky to have a beautiful daughter in law
- iii. could only make a house for the family
- iv. wanted to become a motor mechanic

3. **Mukesh's father has managed to teach his sons**\_\_\_\_\_

- I. the art of bangle making
- ii. to adjust with the poor living conditions
- iii. to live without education
- iv. to work as a tailor

4. **The author was in a state of wonder because**

- I. the old man had achieved something which the other bangle makers had not achieved
- ii. Mukesh wanted to be a motor mechanic even though he was a bangle maker
- iii. Mukesh's brother's wife was so young yet she took care of the whole family
- iv. Mukesh and his family lived in stinking lanes choked with garbage.

**Very Short Answer Questions (1 Mark)**

1. **According to the author" garbage" for these children meant**

- I. entertainment
- ii. livelihood
- iii. domestic refuse
- iv. waste or rubbish

2. **"Seemapuri, a place on the periphery of Delhi yet miles away from it", metaphorically tells us about \_\_\_\_\_**
  - i. poverty
  - ii. exploitation
  - iii. enjoyment
  - iv. distance
3. **"I want to drive a car". Who said this to whom?**
  - i. Anees to Mukesh
  - ii. Mukesh to Saheb
  - iii. Saheb to Mukesh
  - iv. Mukesh to Anees
4. **The workers in bangle industry of Firozabad are compelled to poverty due to. \_\_\_\_\_**
  - (a) cast and ancestral profession
  - (b) society prejudices and powerful bureaucracy
  - (c) poor sanitary conditions
  - (d) karma theory

Choose the correct combination

  - i. a) and b)
  - ii. b) and c)
  - iii. c) and d)
  - iv. a) and c)

## PART-B

### SHORT ANSWER QUESTIONS

1. What is the irony in the name "Saheb-e-Alam"?  
 Ans. 'Saheb-e-Alam' means the 'Lord of the Universe' but Saheb was oblivious of what it meant. Contrary to what his name represented, he roamed the streets with his friends, an army of barefooted boys scrounging in the garbage heaps to make both ends meet.
2. Why have the ragpickers settled in Seemapuri?  
 Ans. Several families like Saheb have been the victims of nature's fury. They left Dhaka after storms swept away their fields and houses and settled in seemapuri.
3. Is Saheb happy working at the tea stall? Explain.

Ans. Saheb is not happy working at the tea stall. Even though he is paid more and given his meals, but he is no longer his own master. The steel cansister seem to be heavier than the plastic bag. He has lost his carefree look.

**Additional Questions :**

1. Garbage is gold for ragpickers. How?
2. Describe the living conditions in seemapuri
3. What does the tittle 'Lost spring' convey?
4. From where did saheb get a pair of shoes?
5. What was out of reach for Saheb?
6. What is Mukesh's family attitude towards their situation?
7. 'Mukesh insists of being his own master' How ?
8. Briefly describe the working conditions of the bangle making units of Firozabad?
9. Why can't the bangle makers organise themselves into a co-operative?

**LONG-ANSWER QUESTIONS**

1. Explain the significance of the title 'Lost Spring'.
  - Spring is the season of optimism and hope. It symbolises life.
  - unfortunetely, millions of children in our country waste their childhood in ragpicking and other hazardous industries.
  - the joys of childhood, the vibrance of spring is lost either in the garbage or in dingy cells with furnaces.
  - the grinding poverty and traditions condemn these children to a life of exploitation.
  - they see very little hope of escaping from their impoverished life of misery & deprivation.
  - moreover, years of mind-numbing toil have killed all initiative and the ability to dream.
  - they are entangled in a spiral that moves from poverty to apathy to greed and injustice.

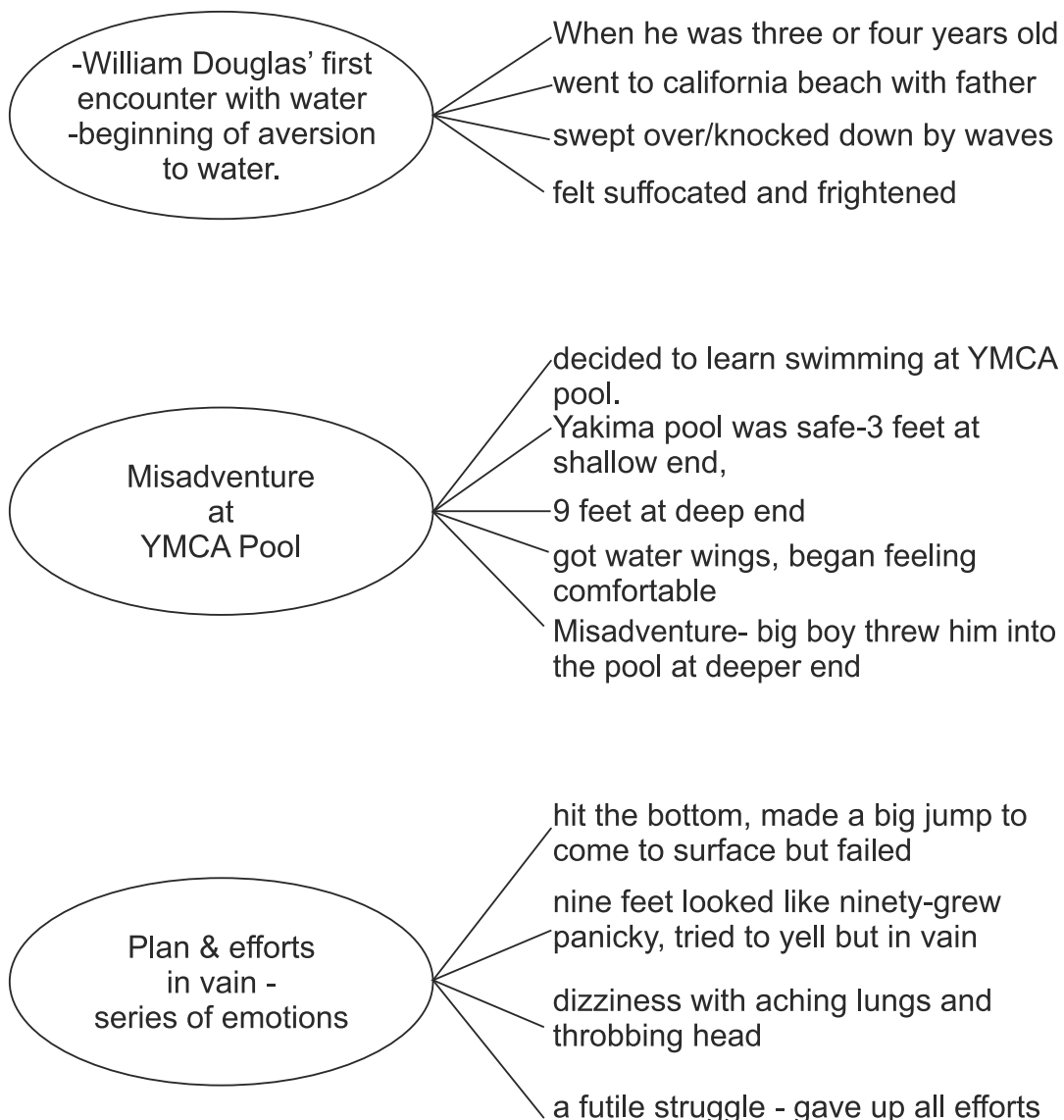
**Question for Practice**

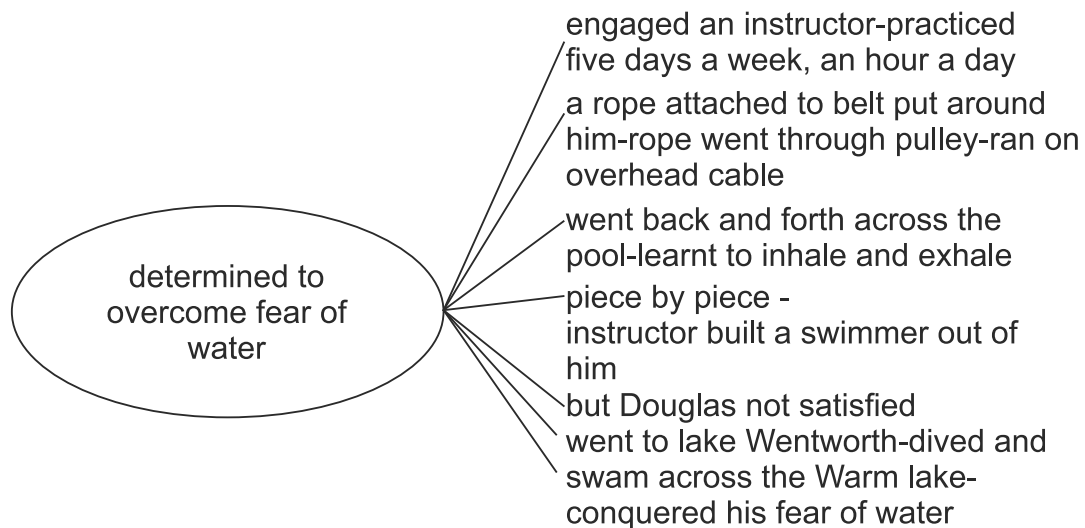
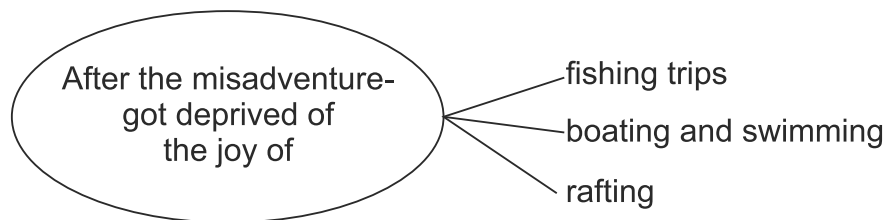
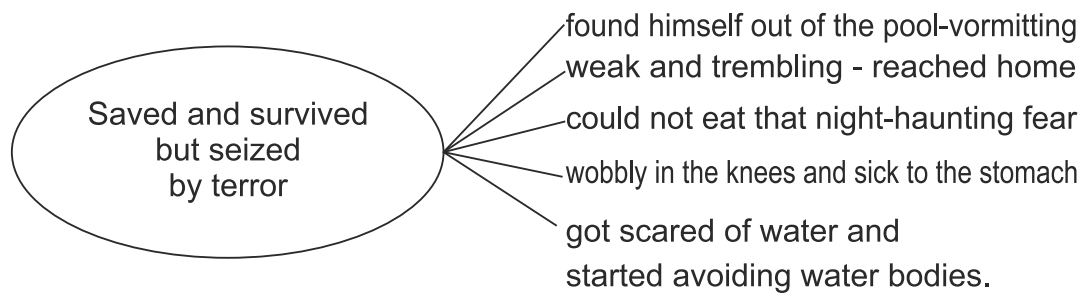
1. Explain the lesson 'Lost Spring' is a realistic portrayal of the lives of the street children.
2. Compare and contrast the characters of Saheb and Mukesh.
3. Poverty is a vicious circle for poor slum dwellers and bangle makers. Comment in the light of 'Lost Spring.'
4. Little children have to work at the age of their mental and physical development. Write an article on 'Child labour - A Blot on Society'.
5. What change did Anees Jung see in saheb when she saw him standing by the gate of the neighborhood club?
6. Mukesh finds himself caught between two distinct worlds. How do they affect his life and that of the other bangle makers?

## DEEP WATER - By William Douglas

Deep water opens the way for all to achieve the impossible. Focusing the target, staying determined and consistent efforts can help to fight the challenges and tough situations of life. Challenges in life are inevitable but we need to accept them and make our course/run clear so these do not become hurdle for our lives.

### Lesson at a Glance





## PART A

### RTC - 1

It had happened when I was ten or eleven years old. I had decided to learn to swim. There was a pool at the Y.M.C.A. in Yakima that offered exactly the opportunity. The Yakima River was treacherous. Mother continually warned against it, and kept fresh in my mind the details of each drowning in the river. But the Y.M.C.A. pool was safe.

1. **'It' refers to** \_\_\_\_\_
  - (I) drowning in the swimming pool
  - (ii) taking a decision to learn swimming
  - (iii) the excitement of purchasing water wings
  - (iv) sitting on the edge of the swimming pool
2. **The author avoided to learn swimming in the Yakima river because it was** \_\_\_\_\_
  - (I) dirty and huge
  - (ii) deep and huge
  - (iii) huge and dirty
  - (iv) it was far
3. **The YMCA pool according to the author was safe as** \_\_\_\_\_
  - (I) his mother had advised him
  - (ii) it was near
  - (iii) it was clean
  - (iv) it had less cases of drowning
4. **"Treacherous" here means** \_\_\_\_\_
  - (I) disloyal
  - (ii) hidden
  - (iii) betrayal
  - (iv) dangerous



## **RTC-2**

The experience had a deep meaning for me, as only those who have known stark terror and conquered it can appreciate. In death there is peace. There is terror only in the fear of death, as Roosevelt knew when he said, "All we have to fear is fear itself." Because I had experienced both the sensation of dying and the terror that fear of it can produce, the will to live somehow grew in intensity.

### **1. The narrator talks about his fear of**

- (I) darkness
- (ii) height
- (iii) loneliness
- (iv) water

### **2. The narrator overcomes his fear with the help of**

- (I) Instructor
- (ii) father
- (iii) mother
- (iv) brother

### **3. "All we have to fear is fear itself." What did the narrator understand from these lines?**

- (I) In death there is peace
- (ii) death conquers all fears
- (iii) terror is only fear of death
- (iv) terror will pass with time.

### **4. According to the author any fear can be conquered with**

- (I) ease
- (ii) sheer determination
- (iii) practice
- (iv) an instructor

**Long Short Question**

**(1 marks)**

1. **Douglas hired an instructor to** \_\_\_\_\_

- (i) be confident in swimming
- (ii) compete with others
- (iii) be like dauntless like his friends
- (iv) overcome his fear of water and learn swimming

2. **Douglas tried to save himself in the pool by** \_\_\_\_\_

- (i) pushing himself upwards
- (ii) shouting aloud "help"
- (iii) waiting for someone to pull him out
- (iv) deep breathing

3. **The instructor made Douglas a good swimmer** \_\_\_\_\_

- (i) through step-by-step planning
- (ii) with the help of ropes
- (iii) by pushing him into the pool
- (iv) with the help of ropes and belts

4. **Whenever terror struck again Douglas would imagine himself**

- (i) laughing and joking
- (ii) crying and panicking
- (iii) avoiding water and swimming
- (iv) jokingly talking to terror

### SHORT ANSWER QUESTIONS

1. How and when did Douglas develop an aversion to water?  
Ans. His aversion to water began when he was three or four years old. He went with his father to a beach where the waves knocked him down and overpowered him. He was buried under the waves. This created the phobia in his mind and left him in a state of fear.
2. Why has the Yakima river been referred to as treacherous?  
Ans. There had been several cases of drowning in the river. It was not considered safe because of its rough water and fast current. Douglas mother used to remind him the drowning cases there.
3. In order to escape drowning what strategy did Douglas adopt while in the deep end of the pool?  
Ans. When Douglas was thrown into water, he was terribly frightened but still mentally alert. He planned that when his feet hit the bottom, he would make a big jump, come to the surface, lie flat on it and paddle to the edge of the pool.
4. How did the instructor 'build a swimmer' out of Douglas?  
Ans. The instructor built a swimmer out of Douglas piece by piece. For three months, he held him high on a rope attached to his belt. Douglas practised moving back and forth across the pool. Then he was taught to put his face under water and exhale, raise his nose and inhale. Next, the instructor told him to kick with his legs. Finally his legs relaxed and he could command over them.

#### Additional Questions:

1. Why was Douglas determined to get over his fear of water?
2. What kind of terror seized Douglas as he went down in the pool?
3. How did the incident at YMCA pool affect Douglas later in his life?
4. What does Douglas mean when he says, "The instructor was finished, but I was not"? How did he remove his residual doubts?
5. How did the writer experience the truth of Roosevelt's statement – "All we have to fear is fear itself"?
6. Though the mother did not allow Douglas to go to Yakima river, she allowed him to go to the swimming pool at YMCA. Why?

## LONG ANSWER QUESTIONS

1. Give an account of the fears and emotions of Douglas as he made efforts to save himself from drowning in YMCA pool.
  - When the author was flung into the deep end of the pool, he was overcome with fear.
  - Fortunately, he was able to think rationally.
  - So, he planned that as soon as he hit the bottom, he would make a big jump.
  - He hoped that he would be able to come to the surface.
  - but his efforts went futile.
  - Panic gripped him when he realised that he had gone deep inside nine feet of water.
  - He thought he would bob to the surface like a cork.
  - His limbs were almost paralysed.
  - He failed to find anything to hold on and he was again being pulled under.
  - His lungs ached and his screams went unheard.
  - The mass of yellow water gripped him which produced stark terror.
  - When three attempts to rise to the surface failed, he fainted. He experienced a terror which never left him.

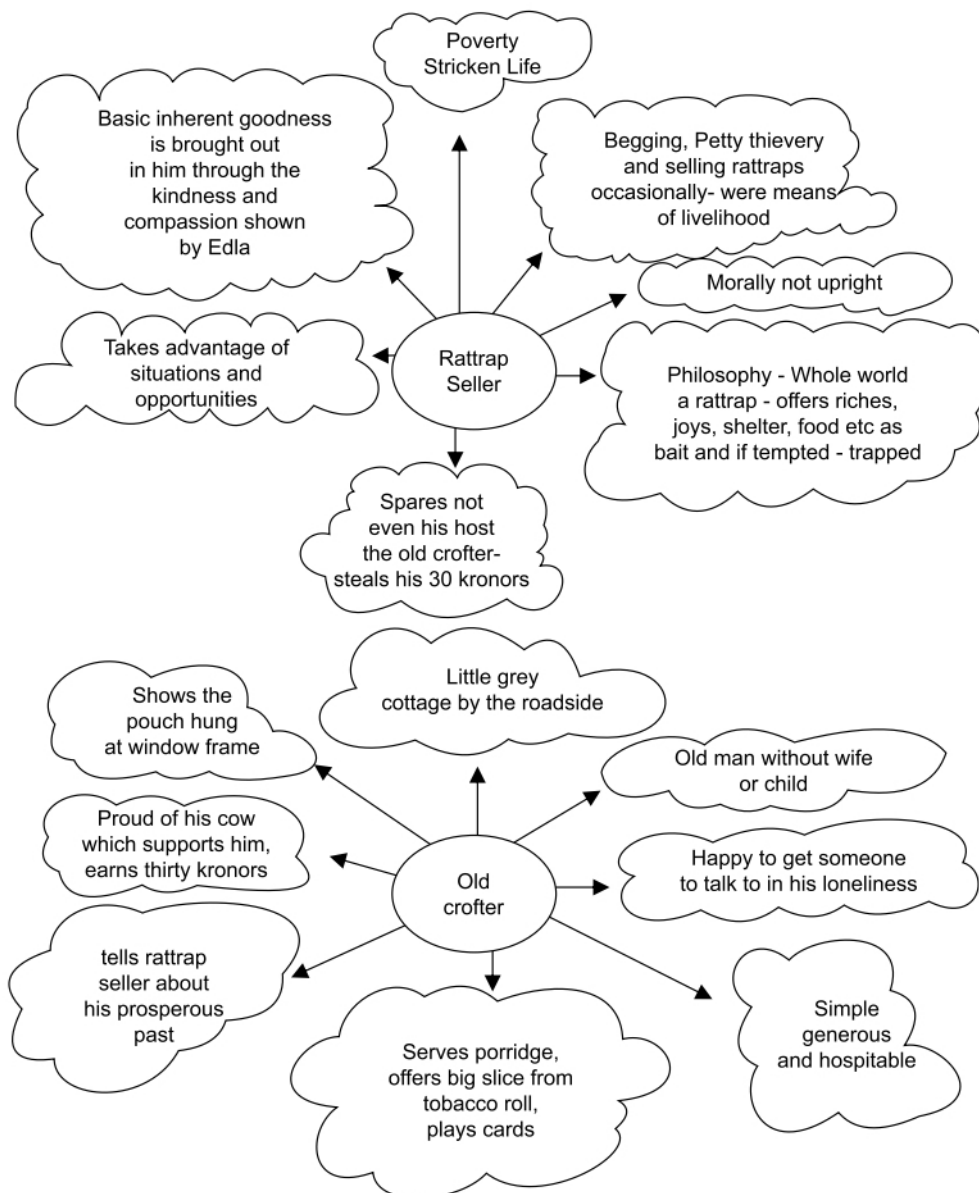
### Question for Practice

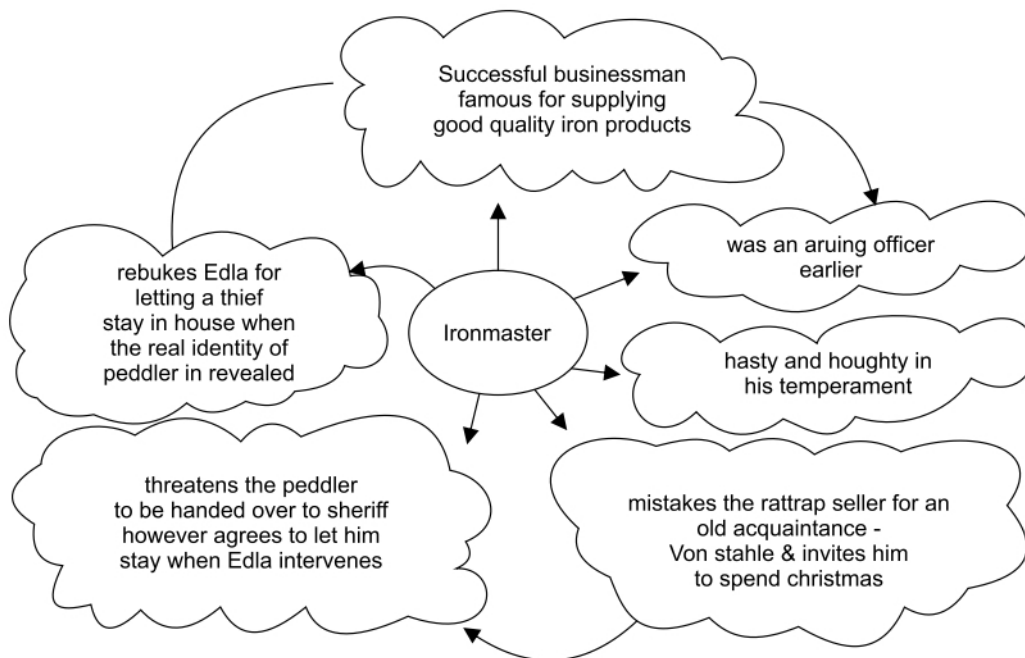
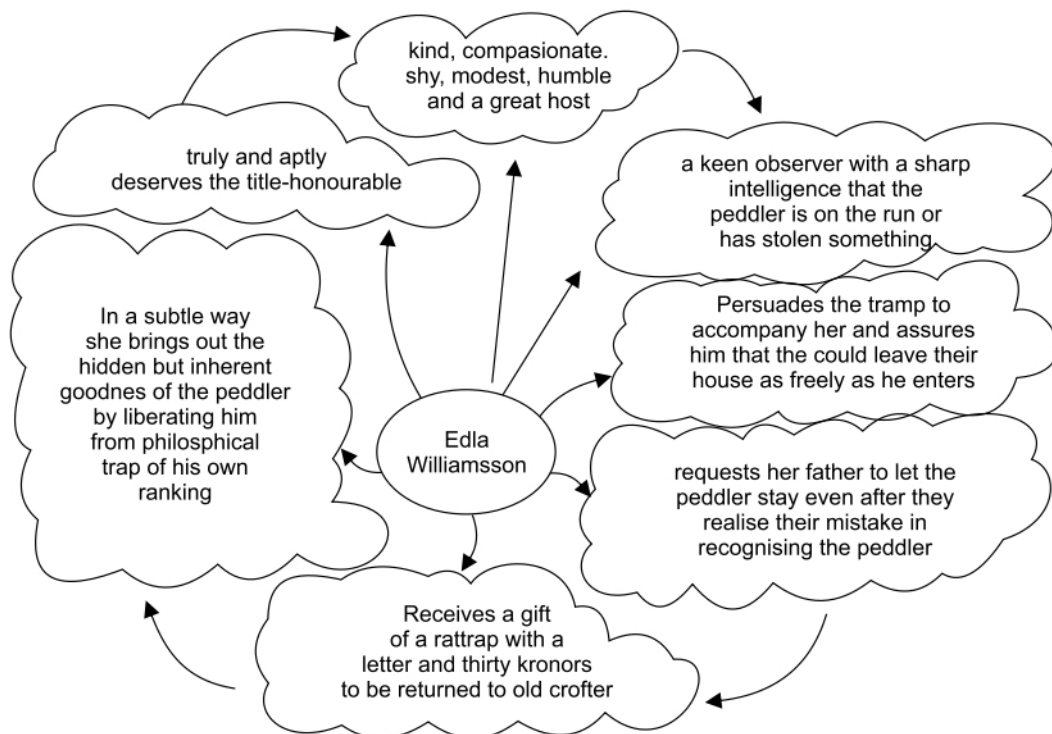
1. If we surrender to our fears, they overpower us; If we face them, they fade away. Do you agree? Explain with reference to the lesson. 'Deep Water'.
2. 'Life is not bed of roses'. We need to stay calm, determined and focused to accomplish our goal. Explain.
3. Why does Douglas as an adult recount a childhood experience of terror and his conquering of it? What larger meaning does he draw from this experience?
4. Which character traits of Douglas helped him conquer his fear of water?

## The Rattrap - By Selma Lagerlof

Selma Lagerlof talks about the universality of human goodness that can be awakened through understanding love, compassion and belief. Experience is the best of school masters and the peddler was able to get a vital lesson after his encounter with situation and people both. Finally his goodness surfaces and temporary phase of his bad practices ends. The world turns to be a good place to live.

### Lesson at a Glance





### **RTC - 1**

The world had, of course, never been very kind to him, so it gave him unwanted joy to think ill of it in this way. It became a cherished pastime of his, during many dreary plodding's to think of people he knew who had let themselves be caught in the dangerous snare, and of others who were still circling around the bait.

**1. He felt that the world was unkind to him because**

- i. people did not talk to him
- ii. he had to resort to begging and thievery for food
- iii. he had to make rattraps
- iv. things had gone downhill with him

**2. His persistent pastime thought was to**

- i. steal food
- ii. to make new rattraps
- iii. that this world is a huge rattrap
- iv. that the world is full of land and seas

**3. Here he thinks the 'dangerous snare' is**

- i. selling small rattraps of wire
- ii. plodding along the roads alone.
- iii. begging and stealing
- iv. getting tempted to the riches.

**4. He got the material to make rattraps from**

- i. stores and farmhouses
- ii. roadside streets and farmhouses
- iii. forests and farmhouses
- iv. houses and farmhouses

### **RTC-2**

" You do preach worse than a parson," said the iron master. "I only hope you won't have to regret this."

**1. Who is "you" in the above lines?**

- i. peddler
- ii. Edla
- iii. Captain von Stahle
- iv. Crofter

**2. The iron master told the speaker that he/she was a bad speaker as the speaker**

- i. insisted that they should not send the peddler away but should allow him to spend Christmas with them.
- ii. had nobody else to feed and take care of.
- iii. was feeling very lonely and wanted company.
- iv. wanted to go against the ironmaster and take revenge.

**3. Did the speaker regret her decision in the end?**

- i. Yes, very much
- ii. Yes, a little
- iii. No, not at all
- iv. The speaker did not bother

**4. The iron master said this because**

- i. he realised his mistake about inviting the wrong person.
- ii. the person refused to take bath and wear clean clothes.
- iii. the person kept sleeping the whole day.
- iv. the person gave a gift to Edla and not to the iron master.

**Very Short Answer Questions**

**(1 Mark)**

**1. The peddler did not reveal his true identity**

- i. because of fear and anxiety
- ii. as he didn't want to hurt the iron master
- iii. in the greed of getting some money
- iv. as he was least bothered



**2. Edla pleaded her father not to send the peddler away because**

- i. he was hungry and tired
- ii. he was poor and did not have a home
- iii. of his resemblance to her father's friend
- iv. she was full of compassion and love

**3. The peddler signed himself as Captain Von Stahle because**

- i. he didn't want to hurt Edla
- ii. of love, care and respect he got from Edla
- iii. of his mistaken identity
- iv. he really liked the name

**4. The story tries to give us the message that love and kindness**

- i. are powerful reformers.
- ii. is not worthy
- iii. encourages thievery
- iv. discourages thievery

## **PART B**

### **SHORT ANSWER QUESTIONS**

1. How did the peddler earn his livelihood? What kind of life did he live?

Ans. The peddler earned his livelihood by selling small rattraps of wire, which he used to make himself from the material got by begging in the stores or at big farms. But this was not so profitable, so he had to beg or even steal. He roamed about like a vagabond all alone. He lived a sad and monotonous life with no one to welcome him.

2. How did the crofter treat the peddler and why?

Ans. The crofter was a lonely man without wife or child. He craved and desired human company to share his loneliness. He welcomed the peddler and offered him porridge for supper and even tobacco. He played cards with him. He even showed him his earnings and let him know where it was kept.

3. Did the peddler respect the confidence reposed in him by the crofter?

Ans. No, the peddler did not respect the confidence reposed in him by the crofter. He broke his trust the very next morning by stealing the thirty kronors. The evil in him forced him to do so.

4. What made the peddler accept Edla Willmanson's invitation?

Ans. Edla started sympathising with the vagabond, understanding that he was going through a hard time. She was compassionate and benevolent. Her manner was friendly which made the vagabond feel confident. She insisted that he could leave at his will after spending Christmas with them. Because of her friendly request, the peddler accepted her invitation.

### **Additional Questions**

1. What strange idea about the world struck the peddler?

2. Why did the peddler decline the iron master's invitation?

3. Pick out two instances from the story 'The Rattrap' to show that the peddler realized that he himself was trapped?

4. What had the peddler left behind as a Christmas gift for Edla Willmanson? Why?

5. Why was Edla happy to see the gift left behind by the peddler?

6. Why did the peddler sign himself as Captain Von Stahle?
7. Which act of crofter surprised the peddler? Why?
8. Why did the peddler accept the invitation extended by Edla having already declined the one from her father?
9. How did the crofter tempt the peddler to steal his money? How did it change the peddler's life?

### **LONG ANSWER QUESTIONS**

1. What rattrap was the peddler trapped in? How did he come out of it?

#### **Key points**

- the whole world, a rattrap
- world full of temptations
- shelter food, joy and riches – are the baits.
- the bait that he fell for was at the crofter's house
- blamed the crofter for having tempted with his bait.
- initially refused the offer of iron master thinking it to be another bait.
- after meeting with Edla, he got reformed and returned the thirty kronors.

2. Describe how the story, "The Rattrap" shows that basic human goodness can be brought out by understanding and love.

Ans. The story 'The Rattrap' highlights the fact that compassion and concern can awaken the essential goodness in a man.

- The peddler, who had been resorting to begging and thievery all the time, never bothered to clear his identity befuddled the ironmaster too.
- But, Edla gave him a royal treatment, served him delicious supper, gifted her father's dress to him.
- This kind of unconditional love and compassion from Edla made him realise his mistake and he confessed his guilt too.
- This way, she made a lot of difference in his life and he got transformed into a much better person.
- He left the stolen money behind, along with a letter and a gift for Edla.

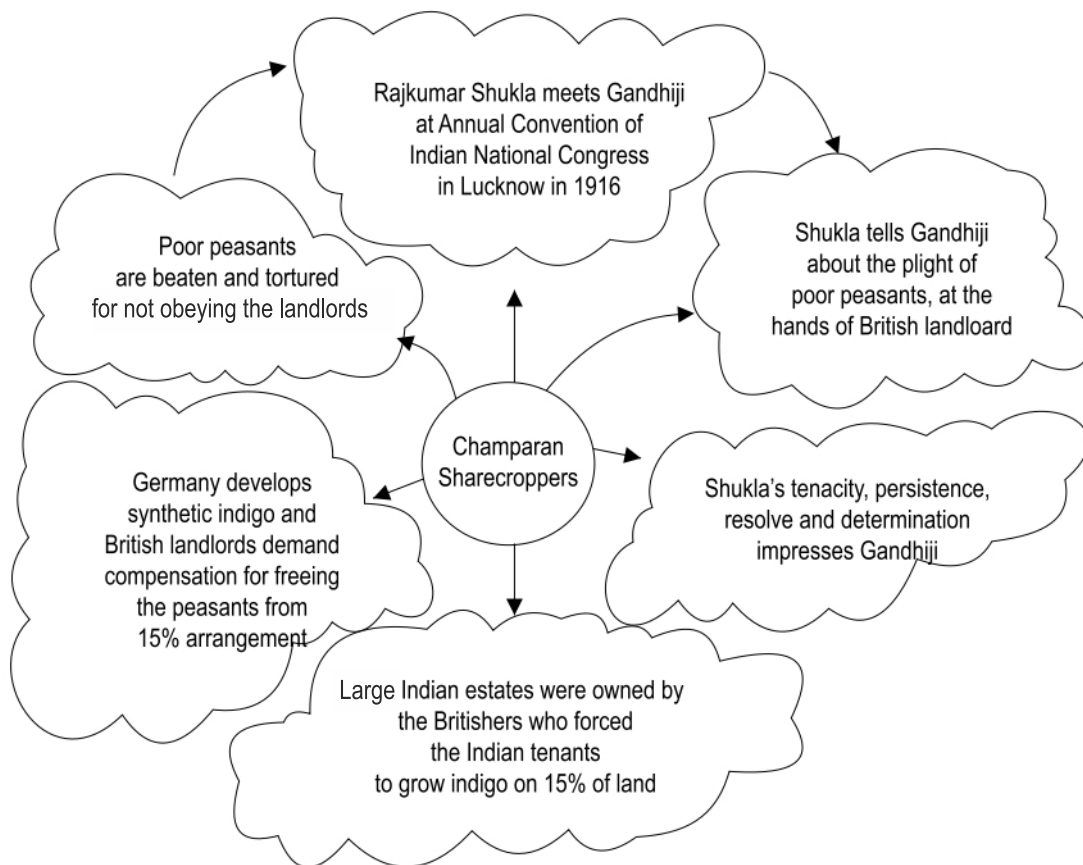
#### **Questions for Practice**

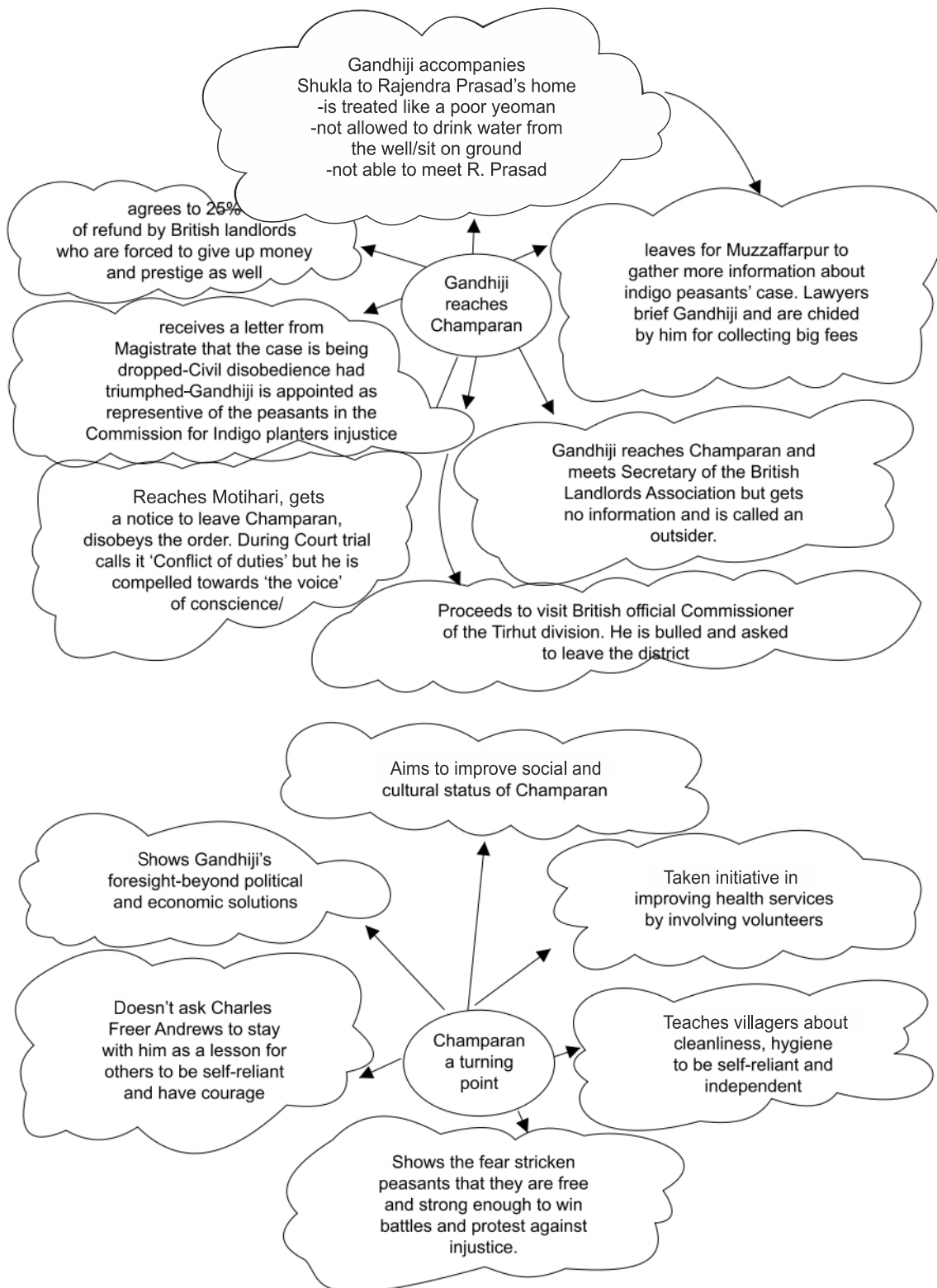
1. The peddler betrayed the trust of the crofter and was caught in the trap of the world. Temptation to bait should be restricted at all cost. Write a note on "Strength of Character".
2. How are the attitudes of the iron master and his daughter different? Support your answer from the text.
3. The story 'The Rattrap' has many instances of unexpected reactions from the characters to others behaviour. Pick out a few.

## Indigo- By Louis Fischer

Louis Fischer reviews 'The Life of Mahatama' observing closely 'The Champaran episode'. A simple peasant's entreaty brings the historical change to learn courage and self reliance to protest against the wrong doers for their rights.

### Lesson at a Glance





## CHAPTER - 5 - INDIGO

### RTC 1

- "It was an extraordinary thing in those days," Gandhi commented, "for a government professor to harbour a man like me."

**1. Name the government professor mentioned above.**

- (I) Professor Malkani
- (ii) Mahatma Gandhi
- (iii) Rajkumar Shukla
- (iv) Rajendra Prasad

**2. Why were people afraid to harbour a man like Gandhi? Choose the incorrect option**

- (i) because they were scared of lawyers
- (ii) because he was advocating home rule
- (iii) because he was not supporting the British Govt.
- (iv) As peasants feared that their land would be forcefully taken away.

**3. Gandhiji described it as an extraordinary thing because**

- (i) peasants were grief-stricken and wanted justice.
- (ii) lawyers demanded high fees for such a case
- (iii) first time large number of people gathered openly to support him
- (iv) British officers were reluctant to budge from their orders.

**4. Gandhi arrived in Muzzarpur to find out**

- (I) the complete information about the conditions of peasants.
- (ii) how the lawyers represented the case of peasants
- (iii) how much fees the lawyers charged from peasants.
- (iv) how he could stop the lawyers from going to court.

## **RTC -2**

They had merely heard that a Mahatma who wanted to help them was in trouble with the authorities. Their spontaneous demonstration, in thousands, around the courthouse was the beginning of their liberation from fear of the British. The officials felt powerless without Gandhi's cooperation. He helped them regulate the crowd. He was polite and friendly. He was giving them concrete proof that their might, hitherto dreaded and unquestioned, could be challenged by Indians. The government was baffled. The prosecutor requested the judge to postpone the trial. Apparently, the authorities wished to consult their superiors.

**1. The officials felt powerless because:**

- (I) of Gandhi's refusal to cooperate with them.
- (ii) of Gandhi's polite and friendly behaviour.
- (iii) the crowd was listening only to Gandhi.
- (iv) the crowd was getting violent.

**2. The demonstration proved that the:**

- (I) policies of the British had failed.
- (ii) dread instilled in the hearts of Indians had begun to lessen.
- (iii) dealings with the Indian citizens had been unsuccessful.
- (iv) might of the British had not been understood by Indians.

**3. Which style, from those given below, is being used by the author, when he says, "Apparently, the authorities wished to consult their superiors."?**

- (I) humourous
- (ii) dramatic
- (iii) sarcastic
- (iv) persuasive

**4. Gandhiji's behaviour towards the British prior to the proposal of postponement of the trial was that of:**

- (I) indifference.
- (ii) calm acceptance.
- (iii) polite helpfulness.
- (iv) ignorance of consequences.

**VERY SHORT QUESTIONS**

**(1 MARK)**

**1. What else did Gandhiji work upon besides political and economic solutions?**

- (I) Personal and familiar interests
- (ii) Cultural and Social Renaissance
- (iii) Social and promotional activities
- (iv) Cultural and social backwardness

**2. Why did Gandhiji agree to the planter's offer of 25% refund to the farmers? \***

- (I) because of money
- (ii) because of fear of loss
- (iii) because of fear of power
- (iv) for denting the prestige of landlords

**3. According to Mahatma Gandhi the real solution for peasants of Champaran was**

- (I) to free them from fear
- (ii) to file cases in law courts
- (iii) to talk to British officials
- (iv) to hire lawyers

**4. What did Gandhiji struggle for in Champaran?**

- (I) to gain huge popularity
- (ii) to secure justice for the oppressed
- (iii) to amass a show of power
- (iv) to boast his reputation and self esteem



## **PART-B**

### **Short Answer Questions**

1. Why did Rajkumar Shukla want to meet Gandhiji?  
Ans. Raj Kumar Shukla was a sharecropper from Champaran. He was illiterate but resolute. He had come to the Congress session to complain about the injustice of the landlord system in Bihar. He was sure that Gandhiji could help them. He wanted Gandhiji to come to Champaran district.
2. What was the main problem of Sharecroppers in Champaran?  
Ans. The land was divided into large estates that were owned by Englishmen. The Chief commercial crop was indigo. The landlord forced all the tenants to plant 15 percent of their holdings with indigo and surrender the entire indigo harvest as rent. This was done by a long term contract.
3. How did Gandhiji react after receiving summon to appear in court the next day?  
Ans. Gandhiji received a summon to appear in the court but disobeyed the order. He remained awake all night. He telegraphed Rajendra Prasad to come from Bihar with influential friends. He sent instructions to the ashram. He wired a full report to the Viceroy.
4. How did Civil Disobedience triumph for the first time in modern India?  
Ans. Gandhiji did not obey the British authorities order to leave Chamapran. The summons were also served but he remained firm. Then he received a written communication from the magistrate that the Lieutenant Governor of the Province had ordered the case to be dropped.

### **Additional Questions**

1. How could Shukla convince Gandhiji to come to Chamaparan?
2. What arrangements did Gandhiji make before reaching Champaran?
3. How was Gandhiji treated at Rajendra Prasad's house?
4. Why did Gandhiji agree to a settlement of 25% refund to the farmers?

5. How did the Champaran episode change the plight of the peasants?
6. What was the conflict between the land lord and the share croppers when Gandhiji reached Champaran ?
7. Why did Gandhiji oppose 'Charles Freer Andrews' proposed stay in Champaran ?
8. After initial reluctance why did the lawyers tell Gandhiji that they were ready to follow him into jail

### **LONG ANSWER QUESTIONS**

1. Why did Gandhiji consider the Champaran episode to be a turning point in his life?

Ans. Key Points

- Gandhiji felt perturbed to see the plight of Indian peasants.
- Share croppers in Champaran were morally and economically shattered.
- Gandhiji fought successfully to get justice for the Champaran peasants.
- Gandhiji explained that what he did was an ordinary thing
- But Champaran did not begin an act of defiance
- It grew out an attempt to alleviate the distress of large number of poor peasants.
- Gandhiji tried to mould a new free Indian who could stand on his feet and thus make India free.

2. What steps were taken by Gandhiji to solve the problems of social and cultural backwardness in the villages of Champaran?

Ans. Gandhiji never restricted himself to political or economic solutions only.

- He wanted to bring about some socio-cultural transformation.
- He appealed to teachers. Primary schools were opened in six villages. Many disciples of Gandhiji volunteered to teach in Champaran and adjoining villages.
- Looking at the filthy state of women's clothes Kasturba Gandhi taught ashram rules on cleanliness and community sanitation.
- To improve the miserable health conditions, Gandhiji got a doctor who volunteered to render his services for six months.

- Three medicines were made available - Castor oil, quinine and sulphur ointment.
- His was not a loyalty to abstractions, it was a loyalty to human beings.

**Questions for Practice**

1. How was Gandhiji's method different in solving the problems of the farmers?
2. Describe the difficulties faced by Gandhiji at Champaran.
3. Exploitation is a universal phenomenon. The poor indigo peasants were exploited by British land lords to which Gandhiji objected. Even after the long independence unorganised labour is exploited. Suggest the ways to counter the problem.

## **POETRY**

### **POETIC DEVICES**

#### **Poetic devices are:**

- techniques that writers use to create a special and pointed effect in their writing, to convey information, concept and idea or to help readers understand on a deeper level
- used in writing for emphasis or clarity
- used to connect readers more strongly with a story as a whole or specific characters / themes

#### **Poetic devices used in the poems are:**

(Note: Words/ phrases in a poem, sometimes may reflect more than one poetic device so there might be an overlap of poetic devices in the same phrase)

1. **SIMILE-** is a comparison between two distinctly different things and is indicated by the use of the word “LIKE” or “AS”

Example- ‘as a late winter’s moon’ (poem-My Mother at Sixty —Six)

- 2 **METAPHOR-** is a figure of speech in which a term is applied to something to which it is not literally applicable in order to suggest a resemblance.

Example- ‘gusty waves’ (poem - An Elementary School Classroom in a Slum)

3. **REPETITION-** is repetition of single words or phrases , lines and sometimes ,even whole stanzas at intervals to create musical effect ; emphasize a point; draw reader’s attention or lend unity to a piece.

Example-‘Far far from’ (poem-An Elementary School Classroom in a Slum)

4. **ALLITERATION-** is the use of the same letter or sound at the beginning of words that are closed together.

Example-‘Far far from’ (An Elementary School Classroom in a Slum)

5. **Hyperbole-** is an obvious and intentional exaggeration, such as “I read a million books this summer. This literary device is often used for dramatic or comedic effect.

6. **PERSONIFICATION**—is the attribution of personal nature or human characteristics to something non- human, or the representation of an abstract quality in human form. personification is used to help the reader create a clearer mental picture of the scene or object being described.

Example ‘pathetically pled’ (poem- ‘A Roadside Stand)

7. **OXYMORON-** is a combination of two words that, together, express a contradictory /opposite meaning. This device is often used for emphasis, for humour or to create pressure/sarcasm.  
Example- beneficent beasts of prey (Poem- A Roadside Stand)
8. **Transferred Epithet-**a figure of speech wherein an adverb or adjective is transferred from a noun to which it belongs, to a noun with which it fits only grammatically, but not logically or practically.  
Example- 'selfish cars' (poem- A Roadside Stand)
9. **IMAGERY-** is when an author describes a scene, thing, or idea so that it appeals to our senses (taste, smell, sight, touch, or hearing). This device is often used to help the reader clearly visualize the context and content by creating a strong mental picture.  
Example- 'children spilling' (poem-My Mother at Sixty six)
10. **SYMBOLISM-**Symbolism refers to the use of an object, figure, event, situation, or other idea in a written work to represent something else—typically a broader message or deeper meaning that differs from its literal meaning. The things used for symbolism are called "symbols," and they'll often appear multiple times throughout a text, sometimes changing in meaning as the plot progresses.  
Example- 'wedding band' (poem- Aunt Jennifer's Tigers)

\***A Roadside Stand**-Not included in the Rationalised Syllabus (2021-22) but can be accessed Online.

## **POETRY**

### **My Mother at Sixty Six**—By Kamala Das

Deeply influenced by the writings of uncle Narayan Menon and mother Nalapat Balamani Amma, Kamala Das took writing at an early age. However, after her marriage, it was not very easy for her to write due to household responsibility. Kamala Das' writing is characterised by the rebellion against taboos that society imposes on women. Also she explores the gamut of human relationship from the perspective of a woman—a daughter, a wife, mother and a non-conformist feminist. Kamala Das works are known for their originality, versatility and the indigenous flavour of the soil.

#### **Points to Remember**

- On her way back to Cochin, the poet looks at her mother.
- Finds her weak lacking in energy and life.
- Her mother's ageing, decaying health and fear of losing her, cause the poet much pain.
- In order to divert her mind from such negative thoughts, she starts looking outside.
- Finds the trees running, the young children spilling/rushing out of homes.
- The face of poet's mother symbolises frailty, dullness, and inactivity whereas, merry children and young trees symbolise vigour, energy, zeal, and joy.
- As the late winter's moon loses its magnificence and beauty when it gets covered with fog, similarly poet's mother has lost her youthful look, vitality and charm.
- At the airport while parting from her mother the poet smiles and reassures her mother that all is well also she tries to hide her fear of losing/reparation from her mother.

#### **POETIC DEVICES :-**

Personification-'trees sprinting

Imagery-children spilling

similarity her face ashen like that of a corpse' was pale as a late winter's Moon.

Irony : see you soon Amma and her prolonged smile her ironical as they are a sharp contrast to the fear and agony which the poetess experiences.

Symbols : tree sprinting and merry children stand you for youth, vigour vitality, life and growth. Winter's moon symbolizes frail health, decay and death.

### **RTC 1**

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

**1. The parting words of the poet, "see you soon, Amma" suggests her-----**

- (i) passion
- (ii) ache
- (iii) happiness
- (iv) love

**2. "...all that the poet did was smile and smile and smile "Her smile is**

- (i) sudden, in response to her mother's reaction
- (ii) meaningful and loaded with love
- (iii) accompanied with tears of farewell
- (iv) to make her mother feel comfortable and cheerful

**3. The mother has been compared to the late winter's moon as this**

- (i) refers to her pale and wan appearance
- (ii) emphasizes that the mother is inching close to death
- (iii) emphasizes the mother is old at the age of 66
- (iv) refers to the dark clouds which hide the moon

**4. What is the kind of pain and ache that the poet feels?**

- (i) growing old age of her mother
- (ii) corpse-like ashen face of her mother
- (iii) realisation that the mother may not live long
- (iv) that her mother is physically weak

### **RTC-2**

Driving from my parent's home to Cochin last Friday morning. I saw my mother, beside me. Doze, open mouthed, her face ashen like that of a corpse...

**1. The poem "My Mother at Sixty-six" is written in a lyrical idiom. It means**

- (i) It captures complex subtleties of human relationships.
- (ii) It highlights the universal bond between mother and daughter.
- (iii) It expresses emotions in an imaginative and artistic style.
- (iv) It captures the fear of losing someone near and dear.

2. **"her face ashen like that of a corpse " here means**

- (I) the ash colour of her mother's face
- (ii) the pale face of the mother
- (ii) the lost beauty of the mother
- (iv) old age of her mother

3. **The mother beside the poet was:**

- (I) eating food
- (ii) looking outside at the young trees and merry children
- (iii) sleeping
- (iv) enjoying ride

4. **The literary device used in the line 'her face ashen like that of a corpse' is:**

- (I) personification
- (ii) simile
- (iii) imagery
- (iv) metaphor

**VERY SHORT QUESTIONS**

**(1 mark)**

1. **From where were the children spilling out?**

- (I) home
- (ii) school
- (iii) neighbourhood
- (iv) car

2. **The image of "merry children spilling out" symbolize?**

- a) they do not want to study
- b) lack of happiness
- c) carefree attitude
- d) acceptance of their fate

3. **The trees are described as sprinting because**

- a) to show fast moving change of human life
- b) to show their running appearance
- c) to tell how trees look from a running car
- d) to show the fast speed the car



**4. The tone of the poem towards the end is of**

- (I) sadness
- (ii) hopelessness
- (iii) cheerfulness
- (iv) resignation with acceptance

**5. The narrative single sentence style of the poem highlights the poet's**

- (I) fearful mind
- (ii) insecurity and fears
- (iii) to leave her mother
- (iv) thoughts where one thought is leading to another

# **An Elementary School Classroom in a Slum**

- By Stephen Spender

Stephen Spender, pioneered a poetic movement in the nineteen thirties. As a poet he was sensitive and alive to the contemporary social and political problems. The poem 'An Elementary School Classroom in a Slum' is perhaps the best example of Stephen's political voice resonating throughout a poem. Written during the time of the Civil Rights Movement in the United States, this poem is fitting both in its commentary about race issues in American education and as a socialist proclamation against capitalism and social injustice in general. The poet has done away with regular rhyme to denote social disorder, confusion and chaos.

Theme- The plight of poor children living in slums. The poet Stephen Spender wants the life of the slum children be changed. He wants their poverty to end and wishes them to live a healthy, hygienic and beautiful life.

## **Points to Remember**

- The poet describes the miserable condition of the children in a school located in a slum. They are malnourished, ill and exhausted.
- Their physical and mental growth are stunted.
- The donations on walls of the classroom give us a glimpse of prosperity which is in sharp contrast to their weak, grim, hollow and pathetic lives.
- Even Shakespeare's bust, images of world maps buildings with domes or beautiful Tyrolean valley do not offer any hope for these children as they are poor, underfed and deprived in every way.
- The poet wants improvement in the quality of lives of slum children.
- They must be provided quality education, so that they can make use of the opportunities the world offers, but this cannot be achieved unless the inspectors and other policymakers make serious efforts towards this end.
- Catacombs symbolise darkness and illiteracy which surrounds these children but proper education will enlighten their lives.
- The map is a bad example as it tempts them to aspire for the world which is unreachable for them.

- The map is a bad example as it tempts them to aspire for the world which is unreachable for them.
- They look like captives within the dirty walls of the classroom, however, their real world is outside the windows of this classroom and they need an exposure to the outside world.
- In the long run these children will be able to reap the benefits and rewrite the history of power with development and prosperity.
- The poet says if students studying in slum are allowed education in the form of free exploration, their language will gain the power and warmth of the Sun. They will acquire freedom of expression which will change their future and recreate history.

## POETIC DEVICES

Alliteration---'far far from', 'break O break open'.

Metaphor--'rat's eyes', 'Gusty waves'

Imagery 'father' gnarled disease', 'squirrel's game', 'tree room' 'lead sky', spectacles of steel',

Similes--'like rootless weeds', like bottle bits on stone' 'like catacombs', as big as doom'

Transferred Epithet---'Gnarled disease'

Symbols ---'weighed down head', endless night', language is the sun'

Repetition -- 'far far from'

### RTC - 1

On sour cream walls, donations. Shakespeare's head, Cloudless at dawn, civilised dome riding all cities. Belled, flowery, Tyrolese valley. Open-handed map Awarding the world its world. And yet, for these Children, these windows, not this map, their world, Where all their future's painted with a fog.

#### 1. **The expression - sour cream walls - suggests**

- (i) display of donated artefacts on the walls.
- (ii) badly maintained and smelly walls.
- (iii) wall- to wall furniture.
- (iv) a poor choice of paint for walls.

2. **The map of the world in the classroom symbolizes**

- a) hopes and aspirations of the children.
- b) travel plans of the school authorities.
- c) a world that is unconnected to the children.
- d) interconnectivity within the world.

3. **The expression, Shakespeare's head is an example of:**

- (a) pun      (b) satire      (c) parody      (d) irony

4. **'future's painted with a fog' suggests that the:**

- a) classroom is as foggy as the paint on the walls.
- b) beautiful valleys are not a part of the children's future.
- c) life ahead for the slum children is as unclear and hazy as fog.
- d) fog often finds itself in the classrooms through broken windows.

**RTC -2**

Surely, Shakespeare is wicked, the map a bad example, With ships  
and sun and love tempting them to steal-

For lives that slyly turn in their cramped holes From fog to endless  
night? On their slag heap, these children Wear skins peeped  
through by bones and spectacles of steel With mended glass, like  
bottle bits on stones

1. **Shakespeare described as wicked. Choose the incorrect statement**

- (i) as the walls of the classroom are smelly, dismal and unhealthy with his picture
- (ii) because classic literature of Shakespeare is beyond the understanding of slum children
- (iii) because the beautiful world depicted by Shakespeare is denied to the slum children
- (iv) as it arouses the desire among the students to taste the joy of higher education

**2 What does the reference to 'slag heap' mean?**

- (I) miserable, unhygienic rejected condition of the slum children
- (ii) children living on a heap of rubbish
- (iii) children living on a small heap like bill
- (iv) slum children playing on a heap of rubbish

**3. The map is a bad example as it gives the children an idea**

- (I) to work hard
- (ii) of viewing the vast seas
- (iii) to leave their slums and move away
- (iv) to adopt illegal ways

**4. How does the poet describe their present condition in these lines?**

- (I) The slum children live in dingy, unhygienic holes which they call homes, devoid of hope.
- (ii) The slum children live on roads in rags, devoid of hope
- (iii) The slum children live on rubbish heaps, devoid of hope
- (iv) The slum children live without food and water, devoid of hope

**VERY SHORT QUESTIONS**

**(1 mark)**

**1. Spender's use of imagery in "His eyes live in a dream, of squirrel game, in tree room, other than this", brings out:**

- (i) the similarity between the frail bodies of a squirrel and the children in the classroom.
- (ii) the contrast between studying in the dreary classroom and playing outside freely.
- (iii) the comparison of the dingy home of the squirrel and the dreary classroom.
- (iv) the difference between the games of the squirrel and those of the children.

**2. Two images used to explain the plight of the slum children are**

- (i) gold sands, green fields
- (ii) Shakespeare's head, dome
- (iii) belled, flowery
- (iv) foggy slums and bottle bits on stones

**3. The lives of these children 'slyly turn'**

- (i) in the school
- (ii) in their cramped holes
- (iii) towards the windows
- iv) towards the sun

**4. People in authority can help these children by**

- (I) fighting with the Government
- (ii) fighting with the politicians
- (iii) bridging gaps of inequality and injustice
- (iv) being a bridge between the children and the rich

**5. The expression 'Break O break open' suggest to break**

- (i) the windows and doors
- (ii) Shakespeare head and dome
- (iii) the bottle bits on stone
- (iv) the confines of miserable classrooms

## Keeping Quiet - By Pablo Neruda

Poet. Pablo Neruda explores the impact of silence. Silence gives a way to stop, think and act. Introspection and meditation refresh us all to do the best for humanity and nature.

### Points to Remember

- According to the poet, keeping still and quiet will facilitate introspection and a feeling of universal harmony.
- The use of number twelve can be associated with twelve hours of the clock or number of months in a year, completion of a cycle.
- The poet says that silence will be exotic, because it will be a blissful moment, a near-divine experience when we all will be together.
- In that exotic moment, even the fishermen (who represent the people who kill and harm other creatures) would not harm the whales. Salt gatherers represent those adding comforts to life.
- By green wars, the poet means waging war against our green zone i.e., exploitation of nature by human beings.
- By 'wars with gas, wars with fire', the poet means new weapons of mass destructions like wars with atomic or nuclear bombs or wars with chemicals.
- The poet believes in life so he is against total inactivity. He only wants to interrupt the sad and cruel activities of the world.
- Inactivity is death and activity is the essence of life, so whatever is emphasised upon by him is connected with life not death.
- We can learn a lot from nature. The poet involves the symbol of mother earth to reinforce his idea that there is wisdom and activity in tranquility and peace.
- The earth is calm and soothing. Things appear to be dormant but actually are constantly active.
- The poet states that we must try to understand what life means in terms of activities i.e., which actions are worthy of being done, and which are not.

### **RTC - 1**

Those who prepare green wars, wars with gas, war with fire, victory with no survivors, would put on clean clothes and walk about with their brothers in the shade, doing nothing.

**1. Whom does "Those" refer to?**

- (I) Politicians, statesmen, scientists
- (ii) politicians, people, scientists
- (iii) statesmen, scientists, people
- (iv) statesmen, people, scientists

**2. Green wars are**

- (I) wars done wearing green clothes
- (ii) wars with a green signal
- (iii) harm caused by men to environment
- (iv) war against mankind

**3. "Victory with no survivors means**

- (I) everybody will die
- (ii) no survivors to enjoy victory
- (iii) a person who can cope with difficulty
- (iv) victory you cannot enjoy

**4. What ideal situation is the poet suggesting?**

- (I) happy people walking hand in hand
- (ii) people relaxing under shady trees
- (iii) people with peace and change in one's perspective
- (iv) all of the above

### **RTC - 2**

What I want should not be confused with total inactivity.

Life is what it is about; I want no truck with death

If we were not so single-minded about keeping our lives moving,  
and for once could do nothing



1. **Here 'total inactivity' means**

- (I) a phase of stillness
- (ii) a phase of quietness
- (iii) a phase of happiness
- (iv) a phase of introspection

2. **What is "life "all about**

- (I) An ongoing process
- (ii) to keep moving
- (iii) not doing anything
- (iv) to think intensively

3. **'Have no truck with death' means-**

- (I) Remove poverty & illiteracy
- (ii) have no association with death
- (iii) remove poverty & illiteracy
- (iv) will not die of the truck accident.

4. **We are "single minded " about**

- (I) fighting with people meaninglessly
- (ii) wearing clean clothes
- (iii) enjoying victory
- (iv) be on move and achieve things meaninglessly

**VERY SHORT QUESTIONS**

**(1 mark)**

1. **' Keeping Quiet' uses fishermen to symbolize man's**

- (I) persistent pollution of the natural environment.
- (ii) rapid degradation of human values.
- (iii) limitless exploitation of natural resources.
- (iv) constant participation in acts of terror.

2. **What kind of moment would it be when everyone is silent?**

- (I) terrible
- (ii) painful
- (iii) exotic
- (iv) unforgettable

**3. Poetic device in 'Sudden strangeness' is**

- (I) Alliteration
- (ii) Simile
- (iii) Personification
- (iv) Repetition

**4. Fisherman not harming whales means**

- (I) not causing extinction of whales
- (ii) not disturbing balance of nature
- (iii) not going for fishing
- (iv) not disturbing the sea

## **A Thing of Beauty - By John Keats**

A thing of beauty is a source of everlasting happiness in human life. Tough situations of life can never fade the beauty of lovely nature and great people. There is need to feel the impact of natural & man made beautiful things.

### **Points to Remember**

- A beautiful thing is eternal, never loses its charm and has a lasting impression on our minds. The poet equates beauty to happiness.
- By 'Beauty' Keats means the sun, moon, old and young trees that give shade, clear rills, musk rose. These all have the power to uplift man's spirit by providing sense of peace and serenity.
- Life is full of trials and tribulations, dearth, sadness, disappointments, death of noble values among people. Man's life becomes worth living because of beautiful things which flash upon mind's screen to lift the veil of gloom.
- Grand legacies of the mighty dead and the lovely tales have a sublimating effect on man.

### **POETIC DEVICES**

Metaphor- "bower quit", 'sweet dreams', flowery band', 'unhealthy and o'er dark sprits', 'endless fountain of immortal drink'.

Alliteration- 'noble natures', cooling covert', band to bind'.

Personification- 'inhuman dearth'

Imagery- 'flowery wreaths', shady boons', 'clear rills, cooling covert', 'endless fountain of immortal drink'

### **RTC - 1**

We have imagined for the mighty dead;  
All lovely tales that we have heard or read;  
An endless fountain of immortal drink,  
Pouring unto us from the heaven's brink.

1. **The phrase immortal drink refers to:**
  - (i) blessing of our ancestors.
  - (ii) the teachings of nature.
  - (iii) a life-giving force.
  - (iv) the beauty of heaven.
2. **'All lovely tales evoke the feeling of:**
  - (a) sadness and nostalgia
  - (b) only nostalgia
  - (c) inspiration and pride
  - (d) only pride
3. **The rhyme scheme of the above extract is:**
  - (i) aabb
  - (ii) abab
  - (iii) aaab
  - (iv) abbb
4. **What is the poetic device used in the line- "An endless fountain of immortal drink, Pouring unto us from the heaven's brink."?**
  - (i) Personification
  - (ii) Allegory
  - (iii) Imagery
  - (iv) Synecdoche

## **RTC - 2**

And such too is the grandeur of the dooms  
We have imagined for the mighty dead;  
All lovely tales that we have heard or read;

1. **Name the poem and the poet.**
  - (i) My mother at Sixty Six, Kamala Das
  - (ii) Keeping Quiet, Pablo Neruda
  - (iii) Aunt Jennifer's Tigers, Adrienne Rich
  - (iv) A Thing of Beauty, John Keats
2. **The thing of beauty mentioned in these lines are**
  - (i) stories of martyrs and heroes
  - (ii) daffodils
  - (iii) natural objects
  - (iv) old and young trees

3. **The ‘Mighty dead’ are**
- (i) our ancestral heroes
  - (ii) simple sheep
  - (iii) people in heaven
  - (iv) the poets
4. **The effect of these stories/tales on readers is**
- (i) for fun
  - (ii) for getting reward
  - (iii) for getting inspiration
  - (iv) none of these

**MCQ’S VERY SHORT QUESTIONS (1 mark)**

1. **Keats celebrates trees as a “boon” in the poem A Thing of Beauty. With reference to this statements, which of the following options is not true?**
- (i) Trees give us sustenance
  - (ii) Trees provide relief from heat
  - (iii) Trees help keep the Earth clean
  - (iv) Trees appear beautiful to the eye
2. **The flowery band, according to the poet helps to**
- (i) bind us to the earth
  - (ii) make us look beautiful
  - (iii) give a present of flowers to friends
  - (iv) make band covered with flowers
3. **Everlasting impression of beauty is preserved in**
- (i) loveliness
  - (ii) a quiet bower
  - (iii) memory
  - (iv) dreams
4. **What moves away the pall from our lives?**
- (i) strong bonds
  - (ii) strong friendship
  - (iii) some shape of beauty
  - (iv) sprouting shady boon

## Aunt Jennifer's Tigers - By Adrienne Rich

Adrienne Rich is widely known for her involvement in contemporary women's movement as a poet and theorist. She focuses on feminist poems expressing her anger. Her poetry changed a lot of people's, especially women's views towards the way they lived their lives and their role in society. The poem 'AUNT JENNIFER'S TIGERS' brings forth the message that women need to live for themselves and not be dependent on men. Also it addresses the constraints of married life experience by a woman in a male dominated world.

### Points to Remember

- Aunt Jennifer's tigers symbolise spirit of freedom which she herself is bereft of.
- The tigers are the dwellers of the green forest, are fearless and ferocious. This is in stark contrast to the suppressed womanhood in aunt's personality.
- Uncle made her life very burdensome, the expression 'massive weight of uncle's wedding band' symbolizes male dominance.
- 'Ringed' refers to the confines, constraints and the demands of marriage that bind a woman, within the vicious grip of her unhappy married life.
- Even after her death she would feel terrified by the trauma which she faced due to her dominating husband/male dominated society.
- Aunt Jennifer's tigers will survive even after her death. The tigers she knitted on the panel will remain fearless, brave and majestic.
- The aunt herself will remain alive through her art form.

### RTC -1

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

**1. The poetic device in the last line is**

- (i) Rhyme
- (ii) Alliteration
- (iii) Simile
- (iv) Metaphor

**2. Aunt Jennifer presently is**

- (i) trembling with fear
- (ii) embroidering tigers on a piece of cloth
- (iii) identifying herself with the tigers under the tree
- (iv) both (ii) and (iii)

**3. The tigers symbolize**

- (i) danger and bravery
- (ii) fearlessness and self confidence
- (iii) self confidence and danger
- (iv) fearlessness and danger

**4. Identify the traits of the tigers in contrast with aunt's own married life**

- (i) tigers are fearless and chivalric whereas aunt's life is weak and timid
- (ii) tigers are dangerous and strong whereas aunt's life is weak and hopeless
- (iii) tigers are prancing around whereas aunt is sitting embroidering.
- (iv) tigers are dancing under the trees whereas aunt is sitting terrified and afraid

**RTC -2**

When Aunt is dead, her terrified hands will lie.

Still ringed with ordeals she was mastered by.

The tigers in the panel that she made

Will go on prancing, proud and unafraid."

**1. The name of the poet is**

- (i) Kamala Das
- (ii) Adrienne Rich
- (iii) John Keats
- (iv) Pablo Neruda

**2. She is 'ringed with ordeals' as**

- (i) she wears rings
- (ii) she is good in embroidery
- (iii) she has faced unpleasant experiences
- (iv) she is bold in nature

**3. The stark contrast/difference between her and the tigers is that**

- (i) she is timid and fearful while tigers are brave and fearless
- (ii) she is brave and fearless while tigers are weak and timid
- (iii) she does embroidery while tigers roam fearlessly
- (iv) she lies dead while tigers roam freely.

**4. 'Terrified hands' of Aunt Jennifer means her**

- (i) hard and bitter experience of married life
- (ii) scared hands
- (iii) dirty unclean hands
- (iv) unforgettable experiences of her life

**VERY SHORT QUESTIONS**

**(1 mark each)**

**1. The poet Adrienne Rich was known for**

- (i) feminist themes and sympathies
- (ii) beauty and attractive writings
- (iii) her sound patterns and lyricism
- (iv) romanticism as a poet



2. **'She was mastered by' is a reference made to the**
  - (i) she was a slave
  - (ii) she had a rude master
  - (iii) her teacher taught her nothing
  - (iv) hardships and difficulties faced
3. **The figure of speech used in 'massive weight of Uncle's wedding band' is**
  - (i) simile
  - (ii) metaphor
  - (iii) hyperbole
  - (iv) alliteration
4. **The significance of the word 'ringed' is**
  - (i) very tight ring
  - (ii) surrounded by heavy responsibilities
  - (iii) tightly tied hands
  - (iv) the embroidery frame

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

1. Where do the tigers appear? Write two qualities of the tigers as depicted by the poet?
2. Why is the ivory needle hard to pull?
3. What is the significance of the wedding ring in Aunt Jennifer's life.
4. Do you sympathise with Aunt Jennifer. Why/why not?
2. Aunt Jennifer's fingers fluttering through her wool  
find even the ivory needle hard to pull.  
The massive weight of uncle's wedding band  
sits heavily upon Aunt Jennifer's hand.
- (a) Why are Aunt Jennifer's fingers fluttering?
- (b) What is the result of fluttering?
- (c) Explain : 'The massive weight of Uncle's Wedding band'?
- (d) What is Aunt Jennifer's state of mind?
- (e) What images and symbols has the poet used to express women's domination by men ?

## **VISTAS**

### **The Third Level- JACK FINNEY**

The Third Level by Jack Finney is an interesting story that is set after the world wars . Consequently, the life was full of fear, insecurity , war & worry. This story talks about the figments of imaginations that can be used to escape from reality . It takes readers back in the time of joy and peace . Charley, the protagonist wants to escape from the harsh realities of modern world and imagines the world of 19th century where the people were living peaceful life and they had ample time for themselves. The story weaves together psychological journey of the narrator into the past , present and progresses towards future.

<b>First level for the trains of 20<sup>th</sup> Century</b>	<b>Second level for suburban trains</b>
<b>Mushrooming with subways, staircases and corridors like a tree</b>	

#### **Charley 's description of the Third Level (imaginary)**

- ❖ Smaller rooms, fewer ticket windows, wooden old styled information booths
- ❖ Derby hat and gold pocket watches
- ❖ Men with beards ,sideburns and moustaches
- ❖ Women with skirts, high buttoned shoes and legs of buttoned sleeves
- ❖ Brass spittoons on the floor, open flamed gas lights
- ❖ Old styled locomotives with funnel shaped stack ,
- ❖ Newspaper 'The World', 11th June 1894
- ❖ Charley wishes to buy two tickets to Galesburg
- ❖ Clerk stares at him since the currency is different
- ❖ Moves from past to present ( in reality) runs from there

#### **Charley shares his experience**

- ❖ Psychiatrist friend Sam refuses to believe
- ❖ Considers waking dream wish fulfillment
- ❖ Wife Louisa gets worried, disbelieves too
- ❖ Presidents of New York swear on the existence of two levels

### **Sam disappears**

- ❖ Charley gets note from Sam of dated 18 July 1894
- ❖ Sam suggests to keep on searching for the Third Level
- ❖ Reaches Third Level (Galesburg) world of peace
- ❖ Starts new business of hay , grain and cattle
- ❖ Enjoys happy and peaceful life

### **First Day Cover**

- ❖ Stamp collectors buy stamps on the day of release
- ❖ Mail the envelopes , blank paper in it with the postmark of the date to themselves
- ❖ Covers remain unopened, Charley inherited stamp collection from his grandfather

### **About Charley-**

- ❖ 31 years old ordinary person
- ❖ Takes temporary refuge from reality
- ❖ Wife Louisa worries
- ❖ Imagines himself at Galesburg in 1894 to stay back at the “Third level”
- ❖ Wants security and peace.
- ❖ Hobby stamp collection.

### **RTC - 1**

- A. Sometimes I think Grand Central is growing like a tree, pushing out new corridors and staircases like roots. There' s probably a long tunnel that nobody knows about feeling its way under the city right now, on its way to Times Square, and maybe another to Central Park. And maybe because for so many people through the years Grand Central has been an exit , a way of escape ..... maybe that' s how the tunnel I got into... But I never told my psychiatrist friend about that idea.

1. The Grand Central station was growing like a tree because it had?

- (i) a lot of trees in it
- (ii) a lot of corridors and staircases
- (iii) a lot of trees around it
- (iv) continuously been under construction

2. **Identify the figure of speech used in the sentence 'pushing out new corridors and staircases like roots.'**

- (i) metaphor
- (ii) imagery
- (iii) simile
- (iv) personification

3. **Why did anybody not know about the long tunnel?**

- (i) it is a secret tunnel under the city
- (ii) it is kept hidden from public
- (iii) it is a kind of magical tunnel
- (iv) because nobody went to that part

4. **What were the speaker's feelings when he described the Grand Central?**

- (i) he was shocked
- (ii) he got upset
- (iii) he got anxious
- (iv) he was fascinated

#### **RTC -2**

B. That night, among my oldest first-day covers, I found one that shouldn't have been there. But there it was. It was there because someone had mailed it to my grandfather at his home in Galesburg; that's what the address on the envelope said. And it had been there since July 18, 1894-the postmark showed that-yet I didn't remember it at all. The stamp was a six-cent, dull brown, with a picture of President Garfield. Naturally, when the envelope came to Granddad in the mail, it went right into his collection and stayed there - till I took it out and opened it. The paper inside wasn't blank. It read:

**1. 'I' here is**

- (i) Charley
- (ii) Jack Finney
- (iii) Sam
- (iv) Charley's wife

**2. First-Day cover means**

- (i) cover for covering the envelope
- (ii) envelope sent on the first day of the month
- (iii) envelope sent on the first day of the year
- (iv) an envelope bearing a stamp post mark on the day of issue.

**3. The letter inside stated that**

- (i) Sam was Charley's psychiatrist
- (ii) Sam had switched to fanning
- (iii) Sam had found the third level
- (iv) Sam had bought eight hundred dollars old style currency

**4. Sam's letter to Charley indicates**

- (i) grief that he was not able to help him
- (ii) that Charley had a good stamp collection
- (iii) a proof of his fantasy
- (iv) a blend of reality with fantasy

**VERY SHORT QUESTIONS**

**(1 mark)**

**1. Which option does not support the aspects around which the story 'The Third Level' revolves?**

- (i) fantasy and reality
- (ii) psychoanalytical
- (iii) escapism and harsh reality
- (iv) imagination and authenticity

**2. Charley visited Sam to**

- (i) consult him for the Third level incident at Grand Central Station
- (ii) invite him for his birthday party
- (iii) invite him to accompany at Galesberg
- (iv) take his advice to exchange currency

**3. The narrator was imagining this Third Level?**

- (i) as a wish to visit Galesberg
- (ii) as he wanted to meet his friends
- (iii) as he wanted to take a break from office
- (iv) as a result of stress and anxiety in his mind

**4. What did Charley see at the Third Level?**

- (i) Flickering gas lights and people with funny moustaches
- (ii) Brass Spittoons
- (iii) Men wearing tan gabardine suits and straw hats
- (iv) All these

**SHORT ANSWER QUESTIONS:**

1 How do Charley's wife Louisa and his friend Sam react to the narrator's observation?

Ans - Charley the narrator states that there are three levels at Grand Central Station. His assertion is based on his personal observation. But his friend Sam said that Charley was unhappy and wanted to escape. His wife Louisa was shocked and worried. They both disbelieved him.

2 What do you learn about Galesburg, Illinois during 1894?

Ans Galesburg has been described as a peaceful place that was not ravaged by the two world wars  
It has old framed houses, huge lawns and splendid trees with expanded branches. The men would smoke cigar talk quietly. The women would be waving palm leaves fans. They have ample time for themselves.

3 What do you know about the 'First Day Cover'?

Ans When a new stamp is issued in any country, stamp collectors buy some and use them to mail envelopes at their own address on the very first day of release .They put a blank paper in the envelopes .The postmark proves the date of issue .The envelope is called a first day cover. It remains unopened.

**Short Answer Questions for Practice:**

- 1 What strange experience did Charley have on the day when he went to the Grand Central Station?
- 2 How the narrator was convinced that he had come to the Third level?
- 3 Why did the clerk refuse to accept the money? Why did the narrator get out so fast?
- 4 Who was Sam ? What had happened to him?
- 5 What role does Sam's letter play in the story?
- 6 Where did Charley go after reading Sam's letter?
- 7 What information did you gather about Sam?
- 8 Why do you think that Charley moved into the Third Level ?

**Long Answer Questions:**

- 1 The story reveals refuge from reality to illusion. Do you think it is obvious to escape from reality of life?

Ans. Jack Finney portrays Charley's transition from reality to imaginary world through the story the Third Level .It seems probable as the author employs authenticity to the experience. Charley worked late night at the office and was in hurry to reach his apartment to be with his wife Louisa. He thinks of taking the subway since it seems faster than bus. Grand Central Station has been described mysterious and mushrooming with subways, staircases and corridors that leads to many ways and places. Moving through the tunnel Charley recounts his past experience that appears safe and quite normal. Modern world is full of insecurity, fear, war, worry and tension. He wants to escape from the harsh realities of modern world. His friend Sam also agrees with the escape theory. They claim that our hobbies also lead us to a temporary escape from reality. Finally his Psychiatrist friend reaches the Third Level and suggests Charley and his wife Louisa to keep on searching till they get it. The story weaves psychological phenomenal yarn to make it obvious.

**Long Answer Questions for Practice:**

- 1 Give a brief description of the Third Level.
- 2 Charley wanted to buy two tickets to Galesburg, Illinois. Do you think his efforts succeed?
- 3 Modern world is full of insecurity, fear, worry and stress. What are the ways to overcome these challenges in your opinion?
- 4 Comment on the ending of the story.

or

What is the irony in the end of the story?



# **The Enemy**

**By Pearl S. Buck**

Japan and America are at war during World War II. Dr. Sadao is a Japanese surgeon trained in America. One day he and his wife, Hana, find a wounded American soldier, perhaps an escaped prisoner, on the beach near his house. Sadao and Hana are apprehensive about the idea of the soldier being taken care of in their house at the time of war. Yet, they take him in and Sadao risks his honour, career and life by treating the soldier, operating on him, and saving the life of the enemy.

However, being a loyal Japanese, he reports about the soldier to the General of the Japanese military. The General assures Sadao that he would arrange for assassins to eliminate the American soldier. The General was sick and needed Sadao as he was the best surgeon in Japan. The assassination doesn't take place, and with a sigh of relief, Sadao helps the soldier escape.

## **Points to Remember**

1. Dr. Sadao Hoki's house was near the coast in Japan.
2. His father was a great patriot. His only concern was Sadao's education.
3. Dr. Sadao was sent to America to learn surgery and medicine
4. Dr. Sadao was not sent along with the troops because the General was under his treatment and needed his services.
5. One day Dr. Sadao saw an injured young soldier staggering and crawling.
6. Dr. Sadao brought the white soldier inside his house and started treating him which offended the servants and they decided to leave his house.
7. Dr. Sadao and his wife decided to treat the soldier in spite of the opposition from the servants.
8. Dr. Sadao's wife Hana was tensed about the presence of an enemy in her house.
9. Dr. Sadao informed the General about his patient who promised to send his assassins to kill him.
10. Dr. Sadao was tensed about the assassination of his patient, had restless night.
11. Assassins didn't turn up so he decided to help the American soldier by providing him with a boat, food and other necessary articles.

### **RTC - 1**

A. Now Sadao remembered the wound and with his expert fingers he began to search for it. Blood flowed freshly at his touch. On the right side of his lower back Sadao saw that a gun wound had been reopened. The flesh was blackened with powder. Sometime, not many days ago, the man had been shot and had not been tended. It was bad chance that the rock had struck the wound.

**1. Who was wounded?**

- (i) Sadao
- (ii) Hana
- (iii) soldier
- (iv) Yumi

**2. Which word best suits 'trained' in the extract?**

- (I) touch
- (ii) tended
- (iii) expat
- (iv) expert

**3. What kind of wound the man had?**

- (i) it was a knife stab
- (ii) it was an injury
- (iii) it was a gunshot
- (iv) it was due to spikes on rocks

**4. How old was the wound?**

- (I) few days old
- (ii) a month old
- (iii) a week old
- (iv) many days old

## **RTC -2**

B. "The master ought not to heal the wound of this white man," he said bluntly to Hana. "The white man ought to die. First he was shot. Then the sea caught him and wounded him with her rocks. If the master heals what the gun did and what the sea did they will take revenge on us."

1. **The speaker of these lines is**

- (i) Yumi
- (ii) Hana
- (iii) The Old gardener
- (iv) The General

2. **"The master" here refers to**

- (i) Dr. Sadao
- (ii) The general
- (iii) Hana
- (iv) None of these

2. **What do these lines reflect about the-nation-based identity of human beings?**

- (i) That nations have filled people with prejudices and hatred
- (ii) That Nations have created harmony among people
- (iii) That Nationality has eclipsed humanity
- (iv) Both (i) & (ii)

3. **"They will take revenge on us", who does 'they' refer to?**

- (I) Americans
- (ii) Japanese
- (iii) sea and rocks
- (iv) gun and sea

**VERY SHORT QUESTIONS****(1 mark)**

**1. Dr. Sadao's helping the white soldier display which qualities of his?**

1. he was above the narrow predispositions.
  2. he was a bit selfish when it came to his country's matter.
  3. he considered his duty above all the other things.
  4. he was a cunning and egoist person.
- (i) 1 and 2    (ii) 2 and 3    (iii) 1 and 3    (iv) 3 and 4

**2. How did Sadao correlate General Takima's attitude towards his wife and the prisoner?**

- (i) he was cunning
- (ii) he was cruel
- (iii) he was self-centred
- (iv) all of these

**3. What did Dr. Sadao do to stop the soldier's bleeding temporarily?**

- (i) filled the cut with bandages
- (ii) filled the cut with sea moss
- (iii) gave him anaesthesia
- (iv) gave him an injection

**4. Sadao's effort were paid off when the**

- i) General did not send him with the army
- ii) servants came back to work in his house
- iii) prisoner was able to escape.
- iv) General did not punish him

## Short Answer Questions

1. Why did the General overlook the matter of the enemy soldier?

Ans. The General had an attack and according to Dr. Sadao he could not survive the second attack. So if Dr. Sadao was arrested, no other doctor was capable of performing the operation. So for furthering his selfish needs he overlooked the matter and promised to send his assassins. But he was so self-absorbed, he forgot about it.

2. Why was Dr. Sadao not sent with the troops?

Ans. The General thought that Dr. Sadao was indispensable to his life and could save anyone as he was very skilled.

He also does not trust anyone except Dr. Sadao so he was not sent with troops.

3. How was the plan of the patient's escape executed in the story?

Ans. The prisoner was successful in his escape only because of the right guidance and help from Dr. Sadao. He provided him his boat, gave him food, made him wear Japanese clothes and also helped him to comfortably sail to a nearby island.

4. Why did the servants leave Dr. Sadao's house?

Ans. They were not in favour of keeping the American prisoner hidden in the house. They also did not want Dr. Sadao to save his life as he was the enemy. Also, if the police came to know of it, all their lives would be in danger. Dr Sadao may be considered traitor. They were also worried about the prestige and future of the family.

5. How did Hana help Dr. Sadao?

Ans. Hana was very helpful while the operation was on. She dipped a small clean towel into the steaming hot water washed the face of the soldier herself. She was requested to give the anesthetic if needed. With the help of instruments from his emergency bag, Sadao made a clean and precise incision. The bullet was out and the doctor declared that the man would live. Hana served the patient with intensive care.

6. Why did Dr. Sadao's father send him to America though he hated Americans?

Ans. The sole motive behind his decision may be the lure of technologically advanced medical studies available in Amercia. He wanted his son to be trained according to the latest medical development.

7. Which difficulties did Dr. Sadao face for the sake of the enemy ?

Ans. First of all, Dr. Sadao faced reluctance of his wife, who was initially apprehensive to keep an American in their house Dr. Sadao was himself in a dilemma because of the inner conflict between patriotism and humanity. He also faced the displeasure of the servants.

### **Short Answer Questions for Practice**

1. Who was Dr. Sadao ? Why was he near the coast ?
2. Why did Dr. Sadao treat the American soldier even though it was an unpatriotic act on his part ?
3. Why didn't Dr. Sadao put the wounded man back in the sea even though he was his enemy ?
4. How did the servants express their displeasure ?
5. How did Hana show her human side to the wounded man after the operation ?

### **Long Answer Question For Practice**

1. Give the character sketch of Dr. Sadao highlighting his qualities as a doctor.
2. Do you think the Doctor's final solution to be the problem was the best possible one in the circumstances ?
3. There are moments in life when we have to make hard choices between our role as individuals and as citizens with a sense of national loyalty. Discuss with reference to 'The Enemy'.
4. Hana plays an important role in saving the life of the injured person. Give a detailed account of her role.
5. How did Dr. Sadao rise above narrow prejudices of race and country to help a human being in need,

**OR**

Describe how Pearl Buck's story "The Enemy" show that basic human goodness overpowers all other factors.

## 5. Should Wizard Hit Mommy?

By John Updike

The story, 'Should Wizard Hit Mommy?' deals with a child's view of the world and the difficult moral questions she raises during her story sessions with her father. It also raises the issue whether parents should decide for their children or children should decide for themselves.

Jack is the protagonist of the story. His story telling sessions with his daughter Jo began two years ago. Each story was a variation of a basic story line. The main character was always a small creature named Roger who faced a problem. To solve his problem, Roger would go to the owl who in turn asked Roger to go to the wizard. The wizard would finally solve his problem. But of late, the story telling sessions had become tiresome for Jack as Jo was growing up and questioned everything she heard.

One Saturday, Jack told Jo a story about a new animal — Roger Skunk. Roger Skunk smelt very bad, so bad that no one played with him. All the animals of the forest teased him and called him Stinky Skunk. Roger Skunk, then, went to the owl and told him his story. The owl sent him to the wizard who made him smell like roses for the price of a few pennies. Roger Skunk was happy as he could now play with his friends. But the Skunk's mother didn't like the smell of roses. She was very angry and took Roger back to the wizard, hit him on his head and ordered him to change Roger back to his original smell. Roger Skunk once again smelt very bad.

But Jo did not like the ending of the story. She did not like the idea that Roger Skunk had no friends. She wanted her dad to change the ending and make the wizard hit mommy. Jack told her that it would be wrong because a mommy is always right.

### Point to Remember

1. Jack fabricated a story to tell to his two year old daughter Jo.
2. He created a basic plot where the main protagonist was an animal named Roger, a small creature.
3. The animal had a problem and went to the owl. The owl advised him to go to the wizard.
4. The wizard solved the problem and charged Roger pennies more than he had however he also guided him how to get the required pennies.

5. One day Jack told Jo a story about Roger Skunk who smelled so bad that the other animals ran away from him.
6. Roger Skunk went to the owl who in turn sent him to the Wizard who changed his foul smell to sweet smell of roses.
7. Roger Skunk was ecstatic and ran to the jungle to play with the other animals, who loved his smell very much.
8. When he reached his house, his mother scolded him for the new smell.
9. The mother took him to the wizard.
10. Roger's mother shouted at the wizard and hit him hard on the head.
11. The little Roger got the foul smell again and was very sad.
12. Jo did not like the behaviour of the mommy and wanted her father to hit mommy. Jack disapproved Jo's decision to hit mommy.
13. Jo's mother is annoyed at Jack's taking so much time in telling the story. Jo didn't like the ending to the story, forced him to change it.
14. Jack is in a dilemma whether to go to help his wife in her work or to change the end of the story.

### **RTC 1**

- A. "He smelled so bad that none of the other little woodland creatures would play with him, "Jo looked at him solemnly;" she hadn't foreseen this. "Whenever he would go out to play," Jack continued with zest, remembering certain humiliations of his own childhood," all of the other tiny animals would cry, "Uh - Oh, here comes Roger Stinky Skunk, "and they would run away, and Roger Skunk would stand there alone, and two little round tears would fall from his eyes." The corners of Jo's mouth drooped down and her lower lip bent forward as he traced with a forefinger along the side of her nose the course of one of Roger Skunk's tears.



1. **The woodland creatures refused to play with him as**
  - i) he humiliated them
  - ii) his awful smell was intolerable
  - iii) his tears rolled out frequently
  - iv) he smelled like roses
2. **"Jo looked at him solemnly". Who is 'him' referred to**
  - i) the author
  - ii) Roger Skunk
  - iii) Jack
  - iv) Clare
3. **How did Jo react when her father told her about the behaviour of other animals with Skunk**
  - i) looked at him in a grave manner
  - ii) felt it was humorous
  - iii) felt offended
  - iv) looked amazed
4. **The cause of Roger Skunk's sadness was**
  - i) they called him Roger Stinky Skunk
  - ii) none of the creatures played with him
  - iii) they left him alone and ran away
  - iv) all of these

## **RTC 2**

Read the passage and choose the most appropriate option for the statements.

- ' "Tomorrow, I want you to tell me the story that wizard took that magic wand and hit that mommy" - her plump arms chopped forcefully "right over the head." "No. That's not the story. The point is that the little Skunk loved his mommy more than he loved all the other little

animals and she knew what was right." "No. Tomorrow you say he hit that mommy. Do it." She kicked her legs up and sat down on the bed with a great heave and complaint of springs, as she had done hundreds of times before, except that this time she did not laugh. "Say it, Daddy." "Well, we'll see. Now at least have a rest. Stay on the bed. You' re a good girl." He closed the door and went downstairs. Clare had spread the newspapers and opened the paint can and, wearing an old shirt of his on top of her maternity smock, was stroking the chair rail with a dipped brush.

1. **Jo is a child and her perspective about the ending of the story is**
  - i) practical and realistic
  - ii) childish and immature
  - iii) weird but practical
  - iv) thoughtful and caring
2. **Roger's mother made the wizard make Roger smell bad again. So, she feels that**
  - i) the stupid mommy needs to be punished
  - ii) she needs to be hit with the magic wand
  - iii) she has done the right thing,
  - iv) children ought to obey their parents
3. **Jack is unable to choose between his wife and daughter as both need his help. This shows that he is**
  - i) caught in a trap
  - ii) caught in the web of relationships
  - iii) caught in an ugly middle position
  - iv) none of the above

4. **Jo tells her dad to change the end of the story as**

- i) the end is very abrupt
- ii) she wants it to have a merry ending
- iii) she is not able to comprehend it
- iv) she is not convinced

**VERY SHORT QUESTIONS**

(1 mark each)

1. **Each new story was a slight variation of a basic tale with a small creature, usually named**

- i) Roger Fish
- ii) Roger Skunk
- iii) Roger Chipmunk
- iv) All of the above

2. **Through the dark woods, under the apple trees and over the crick was the**

- i) wizard's house
- ii) wise owl's dwelling
- iii) the magic well
- iv) bag of pennies

3. **Roger Skunk was falling short of**

- i) four pennies
- ii) three pennies
- iii) four pennies
- iv) seven pennies

4. **The antonym of rummaging is**

- i) destroying
- ii) damaging
- iii) promoting
- iv) arranging

### Short Answer Questions

1. How did the Wizard help Roger Skunk?

Ans. The wizard was moved by Roger skunk's story. On finding his magic wand he chanted some magic words & granted that Roger should smell like roses. Roger was very happy and ran out into the woods. All other animals gathered around him because he smelled so good.

2. How did Roger Skunk's Mommy react when he went home smelling of roses? How did the Skunk's mother get him his old smell back?

Ans. Roger Skunk began to smell like roses. Mommy asked about the smell. Roger Skunk replied that the wizard had given him the smell. The mother did not like that and asked Roger to come with her. Mother was furious to learn about the wizard who had changed his original smell. She immediately visited the wizard and hit him on his head and asked him to restore the original smell.

3. Who is Jo? How did Jo behave in 'reality phase'?

Ans. Jo is Jack's 4 year old daughter. She is not a patient listener. She does not take things for granted and tries to see things in her own way. She raises questions on the figments of her father.

4. Why did Jo want the wizard to hit mommy?

Ans. Jo was drawing a parallel between mommy Skunk and her own mother. She perceived both of them as an interfering factor in the independent growth of their children. So, she wanted wizard to hit mommy as she had failed to empathize with her son's (baby skunk) problem of not having any friend.

5. Was Roger Skunk's mother justified in forcing him to retain his original smell?

Ans. Up to some extent I agree with the point of view of mother but not with the way she behaved. She wanted her child to retain his unique identity. But, she resented the rose smell very sternly. The child should have been taken into confidence and should have been made aware of the pros and cons.

### Short Answer Questions for Practice

1. Why did Roger Skunk go to the Wizard?
2. How did Roger skunk's mother react to her newly acquired smell?
3. How did the Wizard fulfil young Skunk's wish?
4. What was the cause of Roger Skunk's sadness?
5. Why was Skunk happy after meeting the Wizard?
6. What was unique about the story that Jack told?
7. How did Jack justify his ending of the story?

### Long Answer Questions

1. How does Jo want the story to end? Why?
- Ans. Children have a very different view of life than that of adults. They dream and live in their imaginative world. Jo does not like the ending that mommy should hit the wizard. Rather she wants that the Wizard should hit the Mommy for her failure to realize the problems of Roger Skunk. She calls her 'Stupid Mommy' and insists for a change in the storyline. She has got sympathy for Roger Skunk. She thinks it to be unfair on the part of the mother to go to the Wizard and get Roger his bad smell again.
2. Drawing inference from the lesson "Should Wizard Hit Mommy", elucidate perception of imposing parents ?
- Ans. In the lesson 'Should Wizard hit Mommy', Mother Skunk did not support the idea of a changed identity for baby Skunk. The story says that Roger Skunk felt alienated because of his bad smell. The elders failed to recognize his feeling and pain. His mother vehemently opposed the changed smell. She perceived the bad smell as unique characteristic of a Skunk. But, her reaction was impulsive.
- She could have responded in a subtle manner to make the child understand her point of view. A healthy discussion in an amiable environment leads to agreeable solution.

### **Long Answer Questions for Practice**

1. What is Jack's way of telling stories? Why is it appealing?
2. What does Jack want to convey through the story of Roger Skunk?
3. How is Jack's childhood interwoven in the story of the stinky Skunk?
4. How does Jack assert his authority as a father over his daughter?
5. What part of the story did Jack himself enjoy the most? Why?
6. Why does Jo want the Wizard to hit Mommy? Justify your answer on the basis of the story ?
7. The parents sometimes do not understand the moral fibre of the children. As a result they feel isolated." Justify the statement in the context of the lesson.
8. Roger Skunk's mother did not want to retain the changed smell of the young Roger. Why are mothers so strict with their children? Are they justified? Why or why not?

## **6. On the Face of it**

**By Susan Hill**

The play is about an old man with a tin leg and a young boy with a burnt face. The play starts with Derry, the young boy stealthily entering into Mr. Lamb's garden by jumping over the wall. A dialogue starts between the two and Mr. Lamb realizes that Derry is bitter, lonely and depressed. He avoids people as he feels they do not behave normally with him due to his burnt face. Mr. Lamb understands Derry and his anguish and doesn't get angry with him even though Derry is rude towards him. He makes Derry realize that being handicapped is not a drawback. He himself had a tin leg, but he had learnt to cope with the indifference and cruelty of others. Mr Lamb opens the world to Derry by telling him to wait, watch and listen. Initially Derry was very suspicious of Mr. Lamb, but towards the end, Derry had love and admiration for him. He is ready to face the world and finds courage and strength to get what he wants. Derry goes back to Mr. Lamb against his mother's advice. Unfortunately, he finds that Mr. Lamb is no more. He has fallen off a ladder while picking apples.

**Point to Remember**

1. Mr. Lamb is sitting all alone in his garden.
2. Suddenly Derry entered the garden thinking no one was inside the house. Although the gate of the garden was open. Derry entered by jumping over the wall.
3. Derry is scared to see Mr. Lamb sitting in the garden.
4. Mr. Lamb told him that his gates were always open for all people.
5. Mr. Lamb assured him, that he could stay there if he wanted to sit there.
6. Derry told him that people were afraid of his burnt face and hated him.
7. Mr. Lamb convinced him that both of them were similar as both of them faced a disability.
8. Mr. Lamb also told him that he should not bother about what others say.
9. Derry was impressed by the positive thoughts of Mr. Lamb.
10. Gradually Derry was able to realise that he too was better than people
11. He decided to go home informed his mother and came back to help Mr. Lamb.
12. Derry fascinated by Mr Lamb's talk, motivated and drawn towards Lamb.
13. When Derry came back he was shocked to see that Mr. Lamb had fallen from the ladder and had bled to death.
14. Derry cried, turned emotional but gained confidence to face the world.

## PART A

### RTC-1

- A. DERRY: I just... wanted to come in into the garden. MR LAMB: So you did. Here we are, then. DERRY: You don't know who I am.  
MR LAMB: A boy. Thirteen or so.  
DERRY: Fourteen. [Pause] But I've got to go now. Good-bye.  
MR LAMB: Nothing to be afraid of. Just a garden. Just me.  
DERRY: But I'm not. I'm not afraid. [Pause] People are afraid of me.

#### 1. Who was Derry?

- (i) a disappointed boy who didn't want to live
- (ii) a disabled boy who was not loved by anyone
- (iii) a frustrated boy who had lost hope in life
- (iv) a boy with burnt face having negative attitude towards life

#### 2. Which statement matches the words "People are afraid of me" said by Derry?

- (i) arrogance
- (ii) courage
- (iii) illusion
- (iv) inferiority complex

#### 3. People are afraid of Derry because of his

- (i) nature
- (ii) anger
- (iii) burnt face
- (iv) mother's anger

#### 4. Mr. Lamb spend so much of his time in the garden because

- a) he kept himself busy in attending to his trees, crab apples
- b) he didn't want the children to steal crab apples
- c) he didn't want anyone to enter his garden
- d) his house was too big and liked the sunlight outside



## **RTC -2**

"I'm not fond of curtains. Shutting things out, shutting things in. I like the light and the darkness, and the windows open, to bear the wind"

### **1. Who said these lines and to whom?**

- (i) Mr. Lamb to Derry
- (ii) Derry to Mr. Lamb
- (iii) Derry to Mother
- (iv) Mother to Derry

### **2. The speaker says these lines because he likes to**

- (i) save electricity and sit in the sun
- (ii) read books and sit in the sun
- (iii) be with nature and natural surroundings
- (iv) do very peculiar things

### **3. The lines that reveal about the speaker's personality are that**

- i) he is not afraid of thieves
- ii) he does not like curtains
- iii) he wants to keep an eye on people entering his garden
- iv) he is open, friendly, warm, optimistic & amiable

### **4. The speaker is not fond of curtains as**

- (i) he likes shutting things in
- (ii) he wants to be in touch with the outer world
- (iii) he does not like the light and the darkness.
- (iv) he likes shutting things out

## **VERY SHORT QUESTIONS**

(1 mark each)

### **1. Mr. Lamb used to spend much of his time in the garden**

- (i) because the garden kept him busy.
- (ii) because he liked his garden very much.
- (iii) because he didn't want anyone to enter his garden.
- (iv) because his house was too small

**2. Derry appreciates that Mr. Lamb is a man**

- i) of firm resolution with positive outlook in spite of his deformity\*
- ii) with a tin leg and interested in making only apple jelly
- iii) with a positive outlook, but unfriendly and unwelcoming
- iv) of high military ideals and strict military discipline

**3. Derry shared his feelings and fear with Mr. Lamb because**

- (I) Mr. Lamb loved children
- (ii) Derry's mother scolded him
- (iii) Mr. Lamb showed confidence in him
- (iv) Mr. Lamb threatened him

**4. What did the two women in the street say to hurt Derry?**

- (I) it was a face no one could love
- (ii) it was a face everyone could ignore
- (iii) it was a face only a mother could love
- (iv) it was a face, kids would be scared of

**Short Answer Questions**

**1. Why did Derry avoid people ?**

Ans. Derry used to avoid people, became repulsive and introvert. Actually, his physical deformity took a toll on his mental health. he perceived that everybody was looking at and thinking about him. Thus he developed a sort of inferiority complex and shut himself with in his self imposed confinement, out of reach of the outer word.

**2. Why did Mr. Lamb keep the door of his house open ?**

Ans. Mr. Lamb was projected as the other side to the coin, in sharp contract to a reclusive and cocooned Derry. Mr. Lamb was a forthcoming person with open personality despite his physical impairment. His open personality is represented by the open doors and curtainless windows of his home.

3. Why Did Derry come back to meet Mr. Lamb ?

Ans. Mr. Lamb's attitude towards life changed the mind set of Derry. Derry found wings, a new perception about himself which opened a whole new world for him and gave him a new lease of life. Though, his mother tried to stop him to revisit Mr. Lamb, but Derry did not listen to her.

4. What did Derry's mother think of Mr. Lamb ?

or

Why did Derry's mother stop him, going to Mr. Lamb ?

Ans. Derry's mother does not hold a good opinion about Mr. Lamb. She has heard many things about the old man, therefore, she stops Derry from visiting Mr. Lamb.

5. Why does Derry go back to Mr. Lamb in the end ?

Ans. Mr. Lamb teaches Derry the most important lesson of life. He advises him not to care about the comments made by others. He now no longer cares about his burned face or looks. He now wants to think, feel, to hear and see. And therefore he returns to Mr. Lamb.

6. How does Mr. Lamb influence Derry ?

Ans. Lamb tells Derry that he is old and had a tin leg. Children call him Lamey-Lamb, but still they come to this garden. They are not afraid of him because he is not afraid of them. He never bothered about his old age or tin leg as life has many more things to offer.

### **Short Answer Questions for Practice**

1. How does Derry's attitude change?
2. What is it that draws Derry towards Mr. Lamb?
3. What do you think the play "On the Face of It" is all about?
4. How does Lamb try to remove the baseless fears of Derry?
5. "I m not afraid". People are afraid of me", says Derry. What do people think on seeing his face? How do they react then?

6. What argument does Derry give to convince his mother why he wants to go to the old man's garden?
7. How does Mr. Lamb explain his concept of the world?
8. Do you think Mr. Lamb was equally lonely and dejected ? Why!
9. Why does Derry hate to be called 'a poor boy'?
10. Rubbish? Look, boy, look-----What do you see? What is the rubbish referred to here.

### **Long Answer Questions**

1. The actual pain or inconvenience caused by a physical impairment is often much less than the sense of isolation felt by the person with disabilities. How can we help and support them?

Ans. Actual pain or inconvenience caused by physical impairment is often less than the sense of alienation felt by the person with disabilities. Physical disabilities cause pain once in life time and cause mental agony.

Mr. Lamb is called Lamey Lamb and mothers were afraid of sending their children to him because of his tin leg. Derry has burnt face and everyone pities him. Only the mother could love that face. Both Mr. Lamb and Derry are victims of verbal atrocities. Mr. Lamb takes comments lightly. But Derry does not have the attitude like Mr. Lamb. The attitude of people needs to be changed. Disabled persons do not want sympathy. They want to be accepted as they are. Wounds get healed but bitter comments are never forgotten as they leave behind scars.

### **Long Answer Question for Practice**

1. Compare and contrast the characters of Mr. Lamb and Derry.
2. What is the bond that unites old Mr. Lamb and Derry the young boy ? How does the old man inspire the small boy ?
3. Comment on the appropriateness of the title.
4. The play 'On the Face of it' ends on a tragic note but affirms hope. Elucidate with reference to the text.
5. Mr. Lamb's meeting with Derry changes him from a scared child to a confident boy. Discuss.

## 7. EVANS TRIES AN O-LEVEL

By Colin Dexter

Evans was a prisoner in the H. M. Prison. He was known as 'Evans the Break' as he was notorious for his jail breaks. When he expressed his desire to study German and appear for the O Level Examination, everyone doubted his sincerity. Nevertheless, he was given the permission to attend night classes in German.

The permission for the exam was taken from the Secretary of the Examination Board and the exam was to take place in Evans' prison cell. All care was taken for the smooth conduct of the exam. Evans' room was searched the previous night to ensure that there were no sharp objects like razors and nail scissors. A microphone was fitted in his room so that the Governor of the prison could listen to each and every conversation taking place. Rev. S. McLeery, a parson from St. Mary Mags was to be the invigilator.

On the day of the exam, the tables were set in his room and he was asked to smarten up. When the prison officers saw him, Evans had a filthy looking hat on his head, which he insisted was his lucky charm. Actually, Evans wanted to hide the fact that he had cut his long hair short. The Invigilator, McLeery, was also searched even though he was a parson. He had come with a brown suitcase and a semi-inflated rubber ring which contained pig's blood. Prison Officer, Stephens sat outside the cell, peeping in every now and then. The Governor did not want to take chances.

The Exam began and McLeery asked Evans to write the Index No. 313 and Centre No. 271 on his sheet.

The Index No. and Centre No. were hints for a hotel in Chipping Norton. At 9.40 a.m., the correction slip was given to McLeery as it was not placed in the packet.

At 10:15 a.m. Evans requested if he could have a blanket draped over his shoulders. Stephens thought that Evans may have been feeling cold. But Evans actually used the blanket to change dresses. When the examination got over at 11:20 a.m., Stephens heard the Governor's orders that he should accompany McLeery to the prison gates. Stephens obeyed the orders without realizing it was a fake order. On the way to the main gates, Stephen

felt that McLeery looked slimmer, his black overcoat longer and his Scottish accent slightly broader.

On return, Stephens found a wounded Mc Leery, his blanket slipping from his shoulders and blood dripping through the beard. The Governor was informed who in turn informed the Police. It seemed Evans had escaped impersonating as McLeery.

The Governor examined the question paper and found a photocopied sheet carefully and cleverly superimposed over the last page. The superimposed paper had instructions and plans written in German - 'make your way to Neugraben'. 'Neugraben' meant Newbury in English. This was done to mislead the Governor to Newbury.

On the advice of McLeery, the Governor instructed the Police to take him along in their search for Evans and later admit him to a hospital. After a futile chase for Evans, McLeery got down at Elsfield from where the Ambulance was supposed to pick him up. But the Ambulance could not find McLeery anywhere near Elsfield. McLeery had vanished. In fact 'McLeery' was an accomplice of Evans. The real McLeery, the parson, was bound and gagged in his room. Soon everyone realized it was not 'McLeery' impersonating as Evans who had walked out of the prison, but Evans impersonating as 'McLeery' who had stayed in the cell.

Meanwhile, Evans had reached the hotel in Chipping Norton very happy over his escape only to be shocked to find the Governor waiting for him in his hotel room. The Governor told him that the Index No. and the Centre No. gave away the location. Evans was handcuffed and taken to the prison van. As the van started moving, the prison officials inside the van unlocked his handcuffs. Actually, the prison officials were his friends. Evans asked the driver to take him to Newbury. The Governor was once again deceived.

# EVANS TRIES AN O-LEVEL

–By Colin Dexter

## Points to Remember

1. Evans seeks permission to appear on O Level German exam from the jail.
2. He is granted permission as he is a young and amiable person.
3. He is called 'Evans the Break' as he has escaped from the jail thrice.
4. Thorough checking is done before and on the day of the examination.
5. Evans seeks permission to put on his hat which is a lucky charm for him.
6. On the day of examination, his invigilator Reverend Stuart Mcleery arrived on scheduled time.
7. Mcleery was in long black over coat and a shallow crowned clerical hat.
8. Examination was conducted inside his cell under strict care and vigil of Stephens and Jackson.
9. Mcleery was checked thoroughly before entering the cell.
10. Jackson ensured all safety measures so that Evans could not escape.
11. Exam started a bit late at 9.40 am, the assistant secretary informed that there was a correction slip to be kept in the package.
12. Stephens peeped through the peep hole at the interval of one minute or so.
13. Evans asked for a blanket.
14. After the paper was over, Stephens dropped Mcleery to the main gate.

15. When he peeped into Evan's cell, he was shocked to see Mcleery bleeding there.
16. Mcleery told him he knew the whereabouts of Evans.
17. Jackson rushed to the spot in Newsbury.
18. Evans had impersonated Mcleery.
19. Ultimately, he was spotted at the Golden Lion hotel.
20. The Governor told him that he got his address through the correction slip.
21. He was arrested and taken in a police van from where he was freed by his friend in police uniform.

### **PART A**

#### **RTC-1**

A"That's it. Chap called Evans. Started night classes in O-level German last September. Says he's dead keen to get some sort of academic qualification."

"Is he airy good?"

"He was the only one in the class, so you can say he's had individual tuition all the time, really. Would have cost him a packet if he'd been outside."

**1. These lines are spoken by ----- to -----**

- (I) Mr. Carter, Detective Superintendent to Mr. Bell Chief Inspector
- (ii) The Governor HMP Prison to Secretary Board Examination
- (iii) Mr Stephens, prison officer to Mr Jackson, prison officer
- (iv) Mr. Bell Chief Inspector to Mr Jackson, prison officer

**2. The speaker said that Evans**

- (I) was one of the stars at the Christmas concert
- (ii) could imitate well-known persons
- (iii) was a congenital kleptomaniac
- (iv) all of these



**3. Evan decided to take the O level exam**

- (i) to get some academic qualification
- (ii) to pass his time in prison
- (iii) as he was interested in learning German
- (iv) to plan an escape from the prison

**4. The speaker called him 'Evans the break because**

- (I) of his pleasing personality
- (ii) he keeps a bobble hat on his head
- (iii) he escaped from prison thrice
- (iv) all of these

**RTC-2**

At 8.45 the same morning the Reverend Stuart McLeery left his bachelor flat in Broad Street and stepped out briskly towards Carfax. The weatherman reported temperatures considerably below the normal for early June, and a long black overcoat and a shallow-crowned clerical hat provided welcome protection from the steady drizzle which had set in half an hour earlier and which now spattered the thick lenses of his spectacles. In his right hand he was carrying a small brown suitcase, which contained all that he would need for his morning duties, including a sealed question paper envelope, a yellow invigilation form, a special "authentication" card from the Examinations Board, a paper knife, a Bible (he was to speak to the Women's Guild that afternoon on the Book of Ruth), and a current copy of The Church Times.

**1. Mc Leery's duty today is**

- (I) invigilation
- (ii) preaching
- (iii) clerical work
- (iv) singing hymns

2. **This duty was being performed at the**

- (I) church
- (ii) prison
- (iii) school
- (iv) Carfax

3. **The small brown suitcase that Mcleery carried contained**

- (I) sealed question paper
- (ii) yellow invigilation form
- (iii) special authentication card
- (iv) All of these

4. **The word in the passage which means "a spray of something"**

- (I) provided
- (ii) drizzle
- (iii) spatter
- (iv) sealed

**VERY SHORT QUESTIONS**

(1 mark each)

1. **'Evans had the last laugh', what does it reflect about Evans' character?**

- (i) he was an unpretentious man
- (ii) he was not as cunning as he seemed to be
- (iii) Evans had full dedication in learning German
- (iv) he was a crafty and calculative man

2. **'Evans Tries an O Level' is a**

- (I) conflict between government and accused
- (ii) compromise between officials and criminal
- (iii) satire on the judicial system
- (iv) combat of minds

**3. Evans clipped his hair short**

- (i) to aid his escape plan and to pass off as Mc Leery later\*
  - (ii) as he was feeling bored and wanted to pass his time
  - (iii) to give himself a smart and young look
  - (iv) as he wanted to check the sharpness of his razor
4. McLeery said he was suffering from ----- and had brought a rubber-----
- (a) diabetes, ring
  - (b) cough, inhaler
  - (c) piles, ring\*
  - (d) cold, inhaler

**PART B**

**SHORT ANSWER QUESTIONS**

**1. What kind of a person was Evans?**

Evans was a young, clever prisoner. He had escaped thrice from the prison for which he was known 'Evans the Break'. He was not a violent sort of a person. He was quite a pleasant person and was a star at the Christmas concert. He was a 'Kleptomaniac' and had broken jail thrice. He was a master planner and was very sociable. He knew how to keep intimate contacts with people. In the words of the Governor, he was a pleasant sort of chap with no record of violence.

**2. What were the precautions taken for the smooth conduct of the examination?**

For smooth conduct of examination various precautionary measures were taken. All sharp instruments like razor, nail scissors were removed.

The Governor, senior prison officer Jackson and officer Stephen were put on duty. A special invigilator was arranged.

A microphone was fitted in the prison cell where the examination was to be conducted.

**3. How did the question paper and the correction slip help the prisoner and the governor?**

A photocopied sheet was very cleverly pasted on the question paper and the correction slip. It was to finalize the details of plan of escape and to make the authorities believe that the wounded man was Mcleery, the invigilator himself. On the other hand, these helped the governor to locate the place where Evans was hiding.

**4. What was seen by Stephens on opening the peep hole of Evans' cell after seeing off Mcleery?**

After seeing off Mcleery, Stephens had an intuition to have look into the cell of Evans. He was shocked to see something very horrible. There he found a man lying in the chair with his head smeared in blood. Based on a preconceived notion, without ensuring the identity of injured man, Stephens took him as Mcleery. He raised hue and cry and called the police.

**5. How did Evans manage his final escape?**

Evans was on verge of arrest in the hotel. He was handcuffed and made to sit in prison van. But the people sitting in the van were his accomplices who were hand in glove with him. They opened his handcuff and took the van to Newsbury and facilitated his final escape. Thus, Evans outwitted the governor by dodging and taking a lead over him with his calculated and meticulous steps.

**6. How was injured Mcleery able to befool the prison officers?**

Mcleery befriended the invigilator in the jail who supplied him the artificial blood in a rubber ring. Being a fine actor, he poured it over himself and with his handkerchief hid his face from the eyes of the prison officers. He faked unbearable pain and pretended incoherent an utterance so as to conceal his voice. With his superb acting he befooled and confused the prison officers'.

**SHORT ANSWER QUESTIONS FOR PRACTICE**

1. What different queries does the Secretary of the Examination Board make from the Governor before conducting the examination for Evans and why?
2. Who made a call regarding a correction in the question paper? What did it really want to convey?

3. Who is Carter? What does the Governor want him to do and why?
4. How did the Governor manage to reach Evans in the hotel?

**OR**

What helped the prison officers track Evans?

5. What did the Governor do to find about the correction slip?
6. Why did Evans drape a blanket round his shoulder? What did Stephens think about it?
7. In spite of strict vigilance, how did Evans' friends manage to help him disguise in the cell?
8. How did Evans convince Jackson to allow him to wear his hat?
9. How is Evans not a typical criminal?

### **LONG ANSWER QUESTIONS**

1. **What were the precautions taken for the smooth conduct of the examination?**

**Ans.** Evans had already escaped from the jail on three occasions. There was always a fear that he might make another attempt to escape. Therefore all possible precautions were taken. The Governor personally monitored all security arrangements. Recreation Block was heavily guarded from where he expected the prisoner to make another break. Evans' cell was thoroughly checked by Jackson to ward off the possibility of the presence of material which might hamper the smooth conduct of the examination.

His nail scissors, nail-file and razor were taken away and to keep a strict watch on the activities of the cell during the examination, the Governor got it bugged. A police officer Stephens was posted to keep a constant vigil on his activities. The invigilator was also frisked to make sure that he carried no objectionable material with him.

2. **"Between crime and punishment it is mainly a battle of wits". Justify the statement.**

**Ans.** In the story "Evans tries an O-level", the prisoner Evans was able to escape in spite of the best precautionary measures. In this story there is a battle of wits between the governor and two officers on one hand and Evans on the other. It was fully ensured by the prison authorities that Evans should not escape at any cost. He impersonated Mclerry, the invigilator, and stayed inside the cell. And finding the right opportunity he escaped. Thus, Evans had the last laugh while the Governor was just a good for giggle, gullible officer.

The police arrest criminals and the law enforcing agencies fight cases. But many a times, the criminals go scot free by playing numerous uncanny ways. The punishment often does not match with the gravity and intensity of crimes. It varies according to the resourcefulness of the criminal, his ability to defend himself and how cunningly he is able to manipulate the facts and figures.

### **LONG ANSWER QUESTIONS FOR PRACTICE**

1. How does Evans outwit the jail authorities?
2. How could the jail authorities have averted Evan's escape?
3. Do you think the title 'Evans Tries an O-Level' is appropriate? Give reasons in support of your answer.
4. How did the Governor manage to reach Evans in the hotel?
5. Who is the driver of the van who eventually takes Evans to freedom?
6. What is more responsible for Evan's escape. His smartness or the flaws on the part of jail authority? Give reasons to support the answer.

## **Assessment of Listening and Speaking Skills (ALS)**

**From the session 2019-20, Assessment of speaking and listening skills (ASL) has been included in Class XII. As per CBSE guidelines (2019-20) ASL has been allocated 20 marks. In the current session (2021-22) ALS (Assessment of Listening and Speaking Skill) has been allocated 10+10=20 marks.**

### **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.

## **ASSESSMENT OF LISTENING and SPEAKING Skills**

### **The Listening Test**

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

General Instructions for Students You are not allowed to ask questions or interrupt the Assessor at any point.

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



## Assessment of Listening

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

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

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

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

## General Instructions

1. The total administration time for the speaking test is approximately 10-12 minutes
2. The speaking test will be conducted for two students at a time.
3. The Speaking test is divided into three sections as given below:
  - I. General Introduction:** The Interlocutor converses with the two candidates. Simple warm up questions based on the candidates' names, place of residence, leisure preferences etc are asked.
  - II. Mini Presentation:** In this section the Interlocutor gives each candidate the choice to pick up a Role Card or a Cue Card with a topic written on it. The candidates are given 1 minute to prepare. The assessor should be ready with sheets of paper and pencil. Candidates may organize their thoughts and ideas. Prior to the day of the speaking test, as an assistance to students to prepare for

the presentations, a teacher can give a choice of 20 to 30 topics in class to students so that they can prepare the topics and organise their ideas on each topic. Similar topics can be given in the formal testing. Please note that candidates are not allowed to write full length answers. They may jot down points only in the sheets given by the Interlocutor. Therefore, pencil and paper should be provided on the table. Students are not allowed to carry pen, paper or mobile in the examination room. After one minute, each student will be given 2 minutes each to present his/her ideas. In case, a student is unable to speak during /for the allotted time, the (Assessor) may ask some rounding off questions.

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

### **Closing**

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

<b>INTERACTIVE COMPETENCE</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Task Management</b>	Contributions are highly effective and fulfil the task. Can fulfil the communicative functions of the level with spontaneity.	Contributions are effective and fulfil the task. Can fulfil the communicative functions of the level.	Contributions are adequate and fulfil the task. Can fulfil functions of the level but may not do so consistently.	Contributions are limited and there is some attempt at the task which is not fulfilled and/or may be repetitive.	There is almost no contribution and/or contributions may not be related to the task.
<b>Initiation &amp; Turn-taking</b>	Is prompt to initiate discussions on the themes/functions at the given level appropriately. Contributes spontaneously to keep the interaction going; takes turns appropriately.	Is easily able to initiate discussions on the themes/functions at the given level appropriately. Contributes effectively to keep the interaction going and takes turn appropriately.	Is able to initiate discussions on the themes/functions at the given level. Makes an effort to keep the interaction going; takes turns.	Struggles to initiate discussions on the themes/functions at the given level. Makes little effort to keep the interaction going;	Does not initiate discussions. Makes no effort to keep the interaction going.
<b>Appropriacy &amp; Relevance</b>	Speaks with a clear sense of purpose and audience in both formal and informal situations. Contributions are always appropriate to the context/situation.	Speaks with a fair sense of purpose and audience in both formal and informal situations. May be less confident in formal situations.	Speaks with an awareness of purpose and audience may not adapt register effectively. Contributions are appropriate to the context/situation.	Has unclear sense of purpose and may be unable to adapt register. Contributions may be unconnected to the context/situation.	Has hardly any sense of purpose and cannot adapt to register.
<b>FLUENCY</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>

<b>Cohesion &amp; Coherence Speed of Delivery</b>	Presents information in a logical sequence of linked utterances with a clear connection between ideas, arguments and statements. Use a range of cohesive devices. Speak fluently with minimal hesitation. Intelligible speed delivery.	Presents information in a logical sequence of linked utterances with a clear connection between ideas, arguments and statements. Use with ease some cohesive devices. Sepaks fluently with some hesitation. Intelligible speed of delivery.	Presents information generally in a logical order but overall progression may not always be clear. Uses a range of coheisve devices but some over/under use. Coherence may be affected by hesitancy or reprasing. Intelligible speed of delivery	Presents information but without clear progression. Use limited cohesive devices repetitively. Severe hesitation may impede communication. Speed of delivery impedes understanding	Presents information with no progression and/or little control of organisational features. May use only isolated words and phrases.
<b>PRONUATI ON</b>	5	4	3	2	1
<b>Pronunciation, stress &amp; intonation</b>	Has clear, natural pronunciation that can be easily understood by the listener. Varies stress and intonation in keeping with the task, content & meaning.	Has pronunciation that can be easily understood by the listener. Varies stress and intonation in keeping with the task, content & meaning.	Is intelligible though there are examples of some mispronunciati on. Tries to speak, varying stress and intonation according to task, content and meaning.	Is not always intelligible and the listener may have to ask for repetition from time to time Flat intonation and/or inappropriate stress for the task, content or meaning	Is not intelligible...
<b>LANGUAGE</b>	5	4	3	2	1
<b>Accuracy</b>	Uses a range of grammatical patterns with accuracy, including some complex forms. Makes only negligible errors.	Uses a range of grammatical patterns with accuracy, including few complex forms and makes only noticeable errors.	There may be some mistakes which affect meaning but there is an attempt to correct most of these mistakes.	There are mistakes which affect meaning but there is hardly an attempt to correct these mistakes.	Communicates with fragments of words and structures but does not manage to bridge the gaps or correct his/her mistakes.

<b>Range</b>	Uses an expressive and appropriate range of structures, words and phrases on topics appropriate to the level and to deliver an effective message.	Uses an expressive and appropriate range of words and phrases on topics appropriate to the level. These may be repetitive.	Can use the language of the level but is repetitive. May search for words with the risk of the message becoming weaker.	Uses basic, simple words and phrases for the level. There may be an effort to find suitable words, which may hamper the message.	Uses simple, isolated words for the level. There is little effort to find words.
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## CBSE Assessment of Listening and Speaking Skills (ALS)

### Specifications for Listening

<b>Listening</b>		<b>40-45 minutes</b>	<b>20 items/20 marks</b>	<b>1,700 words</b>
<b>CBSE curriculum objectives:</b> Understanding a range of genres and contexts of spoken English across the familiar & unfamiliar, concrete and abstract topics in the academic, personal and social domains				
<b>Topics:</b> Media and networking, Health and fitness, Natural Resources, Business world, Ethics and values, The elderly, Urbanization, Adolescence, Inventions and innovations, Sports and sportsmanship, Careers, Art and aesthetics				
<b>Grammar &amp; language functions:</b> as per classes IX & X but deeper understanding of different tense forms used or different kinds of narration in different genres				
<b>CBSE skills objectives</b>  <b>Task focus</b>	<b>CEFR B2</b>  <b>Domain: academic, vocational, personal, social. Familiar &amp; unfamiliar + abstract</b>	<b>Text type</b>	<b>Test tasks</b>	<b>Item specifications</b>  <b>topic, text length, item focus, domain</b>
To understand oral presentations across a Topics	Can identify speaker's view points & attitudes as well as information Can understand TV news, documentaries & live interviews	Extracts of opinion on a single topic Short texts; monologues Informal/semi-formal	Multiple matching 5 marks	5 items out of 7 multiple matching focus on opinions or purpose of speaker e.g. vox pop on news, tv/radio discussion, etc (non taboo)
Text: 80 words × 5 = 400 words				

To draw inferences	Can understand propositions & linguistic complexity in concrete & abstract topics Can identify mood, tone, etc.	Conversation on serious topic Informal dialogue Long text	Multiple choice 6 marks	6 items: Multiple choice—three options Focus on inferences, attitudes, beliefs Text: 500 words Domain: school topics (serious), home, relationships, career counsellor
To perceive the overall meaning and organisation of a text	Can follow the essentials of lectures, talks & reports which are propositionally & linguistically complex	Lecture, presentation or talk Formal Long text; monologue	multi-choice: choose 4 out of 7 options 4 marks	7 items: statements—4 true + 3 distractors 4 correct out of 7 multi-item Focus on ordering/cohesion Text: 300 words Domain: on a school subject area, world issues, culture & values
Identify the main points & supporting details	Can follow extended speech and complex lines of argument	Debate or seminar Formal/semi-formal Long text; dialogue	Sentence completion 5 marks	5 gapped sentences focusing on key points in text or supporting detail Text: 500 words Domain: school/class debate or seminar on subject: issues e.g. environment, arts education vs science, vegetarianism, uniforms, mobile phones, etc.

## **Prompts from the Text**

Prompts are being provided which are extrapolatory in nature, created by using the Contents/Chapters of the textbook. These can be used for the enhancement of Speaking skills as a part of regular practice throughout the academic session.

Various techniques like role-play, pair discussion, interview, radio-show, talk show etc. can be applied for the modification and extension of the given prompts, as per their suitability.

### **The Last Lesson**

Mr. M Hamel comes back to school after one month as the order has been lifted and French has been re-initiated in the school. Franz meets Mr. M Hamel. How he reacts and talks to M. Hamel?

### **Lost Spring**

Saheb comes back to Anees Jung, one day. She is surprised to see him in a police uniform. What conversation follows between them?

### **Deep Water**

During one of his swimming sprees Douglas saves a man from drowning. Create a conversation between the two, wherein it is revealed that the man saved by Douglas is the boy who had thrown Douglas into the YMCA pool, years back.

### **The Rattrap**

Imagine you are a rattrap seller/peddler and the Crofter shows you 30 Kronors. For a minute speak out your thoughts that how you would resist temptation.

### **Indigo**

Generate a conversation between Mahatma Gandhi and the lawyers, about the problems faced by the share croppers of Champaran.

### **Poets and Pancakes**

Asokamitran visits Gemini studios after few years and is surprised to see the modern gadgets in film-making. Construct a conversation based on the reaction of Asokamitran and knowledge about modern gadgets flaunted by office boy.

### **Interview**

You interview Umberto Eco wherein you ask him about his new ventures/novel. You also share your ideas/topics which can be explored for new writings.

### **Going Places**

Imagine that Sophie wins a big amount in lottery and opens a big boutique in city. One day Jansie comes to her boutique and a conversation follows.....



**English Core (301)**  
**Sample Question Paper (Term 1)**  
**Class - XII**

**Time: 90 Minutes**

**Max. Marks 40**

**General Instructions:**

1. The Question Paper contains THREE sections.
2. Section A-READING has 18 questions. Attempt a total of 14 questions, as per specific instructions for each question.
3. Section B-WRITING SKILLS has 12 questions. Attempt a total of 10 questions, as per specific instructions for each question.
4. Section C-LITERATURE has 30 questions. Attempt 26 questions, as per specific instructions for each question.
5. All questions carry equal marks.
6. There is no negative marking

**READING**

**I. Read the passage given below.**

- I. I got posted in Srinagar in the 1980s. Its rugged mountains, gushing rivers and vast meadows reminded me of the landscapes of my native place – the Jibhi Valley in Himachal Pradesh. Unlike Srinagar that saw numerous tourists, Jibhi Valley remained clouded in anonymity. That's when the seed of starting tourism in Jibhi was planted. I decided to leave my service in the Indian Army and follow the urge to return home.
- II. We had two houses – a family house and a traditional house, which we often rented out. I pleaded with my father to ask the tenant to vacate the house so that I could convert it into a guesthouse. When my family finally relented, I renovated the house keeping its originality intact, just adding windows for sunlight.
- III. I still remember the summer of 1992 when I put a signboard outside my first guesthouse in Jibhi Valley! The village residents, however, were sceptical about my success. My business kept growing but it took years for tourism to take off in Jibhi Valley. Things changed significantly after 2008 when the government launched a homestay scheme. People built homestays and with rapid tourism growth, the region changed rapidly. Villages turned into towns with many concrete buildings. Local businesses and tourists continued putting a burden on nature.

- IV. Then, with the 2020-21 pandemic and lockdown, tourism came to a complete standstill in Jibhi Valley. Local people, who were employed at over a hundred homestays and guesthouses, returned to their villages. Some went back to farming; some took up pottery and some got involved in government work schemes. Now, all ardently hope that normalcy and tourism will return to the valley soon. In a way, the pandemic has given us an opportunity to introspect, go back to our roots and look for sustainable solutions.
- V. For me, tourism has been my greatest teacher. It brought people from many countries and all states of India to my guesthouse. It gave me exposure to different cultures and countless opportunities to learn new things. Most people who stayed at my guesthouse became my repeat clients and good friends. When I look back, I feel proud, yet humbled at the thought that I was not only able to fulfill my dream despite all the challenges, but also play a role in establishing tourism in the beautiful valley that I call home. (394 words)

Source: <https://www.outlookindia.com/outlooktraveller/explore/story/71458/how-one-mans-conviction-put-jibhi-valley-on-the-world-tourism-map>

**Based on your understanding of the passage, answer any eight out of the ten questions by choosing the correct option**

- Q.1 The scenic beauty of Srinagar makes the writer feel
- A. awestruck
  - B. nostalgic
  - C. cheerful
  - D. confused
- Q.2 A collocation is a group of words that often occur together. The writer says that Jibhi valley remained clouded in anonymity. Select the word from the options that correctly collocates with clouded in.
- A. disgust
  - B. anger
  - C. doubt
  - D. terror

Q.3 Select the option that suitably completes the given dialogue as per the context in paragraph II.

Father: Are you sure that your plan would work?

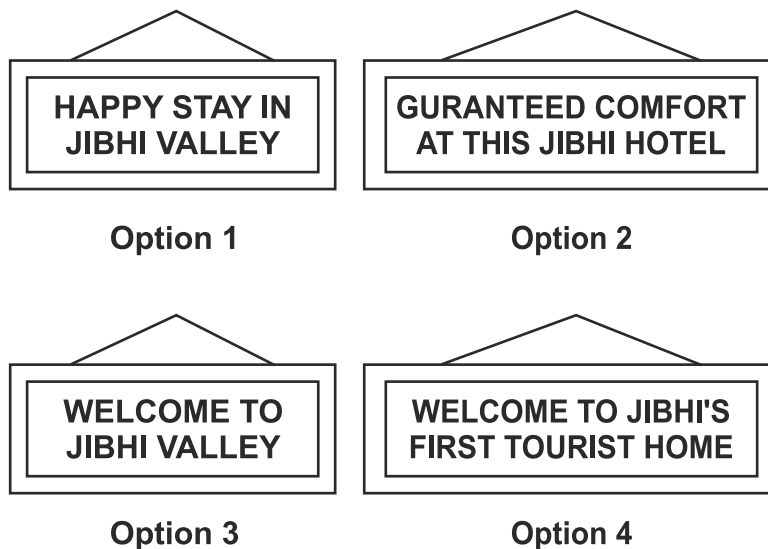
Writer: I can't say (1) .....

Father: That's a lot of uncertainty, isn't it?

Writer: (2)....., father. Please let's do this.

- A. (1) that I would be able to deal with the funding (2) Well begun is half done
- B. (1) anything along those lines, as the competition is tough (2) Think before you leap
- C. (1) that, because it's a question of profit and loss (2) All's well that ends well
- D. (1) I'm sure, but I can say that I believe in myself (2) Nothing venture nothing win

Q.4 Which signboard would the writer have chosen for his 1992 undertaking, in Jibhi Valley?



- A. option 1
- B. option 2
- C. option 3
- D. option 4

Q.5 Select the option that clearly indicates the situation before and after 2008, in Jibhi Valley.

	Before 2008	After 2008
A.	picturesque landscapes	construction sites and commerce

	Before 2008	After 2008
B.	zero tourism in the valley	sceptical villagers

	Before 2008	After 2008
C.	buildings and hotels	profitable ventures

	Before 2008	After 2008
D.	scenic surroundings	zero tourism in the valley

Q.6 What is the relationship between (1) and (2)?

(1) ...tourism came to a complete standstill in Jibhi Valley.

(2) ... tourism has been my greatest teacher.

- A. (2) is the cause for (1).
- B. (1) repeats the situation described in (2).
- C. (2) elaborates the problem described in (1).
- D. (1) sets the stage for (2).

Q.7 The writer mentions looking for sustainable solutions. He refers to the need for sustainable solutions because he realises that

- A. even though all natural ecosystems are essential pillars of resilience, we need to focus on using their resources to address the economic needs of mankind, as a priority.
- B. the exposures to pandemics are a reality and a big threat to the countries across the world.
- C. for an economic recovery to be durable and resilient, a return to 'business as usual' and environmentally destructive investment patterns and activities must be avoided.
- D. there is an increasing urgency in the climate movement and the need for collaborative action for the future.

Q.8 Select the option that lists the customer review for the writer's project.

- A. Beautiful accommodation in the lap of nature. Luxurious cottage with indoor pool and garden.

- B. Comfortable and peaceful. Neat room with ample sunlight. Pleasant and warm host.
- C. Enjoyed the sprawling suite on the fifth floor. Great view. Professional service.
- D. Remote locale, good food and clean room. Would have loved more natural light, though.

Q.9 Which quote summarises the writer's feelings about the pace of growth of tourism in JibhiValley?

- A. We kill all the caterpillars, then complain there are no butterflies. - John Marsden
- B. Nature will give you the best example of life lessons, just open your eyes and see.  
– Kate Smith
- C. We do not see nature with our eyes, but with our understanding and our hearts.  
- William Hazlett
- D. I'd rather be in the mountains thinking of God than in church thinking of the mountains.  
- John Muir

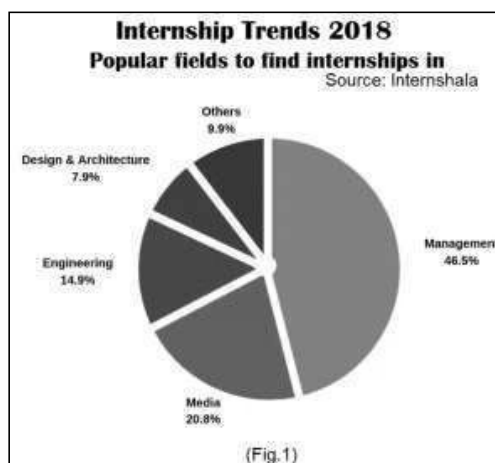
Q.10 Select the option that lists what we can conclude from the text.

- (1) people of Jibhi Valley practiced sustainable tourism.
  - (2) the people of Jibhi valley gradually embraced tourism.
  - (3) tourists never revisited Jibhi Valley.
  - (4) the writer was an enterprising person.
- A. (1) and (2) are true.
  - B. (2), (3) and (4) are true.
  - C. (2) and (4) are true.
  - D. (1), (3) and (4) are true.

**II. Read the passage given below.**

- I. Over the last five years, more companies have been actively looking for intern profiles, according to a 2018-19 survey by an online internship and training platform. This survey reveals that India had 80% more internship applications — with 2.2 million applications received in 2018 compared to 1.27 million in the year before. The trend was partly due to more industries looking to have fresh minds and ideas on existing projects for better productivity. What was originally seen as a western concept, getting an internship before plunging into the job market, is fast gaining momentum at Indian workplaces.

- II. According to the survey data, India's National Capital Region has been the top provider of internships, with a total of 35% internship opportunities, followed by Mumbai and Bengaluru at 20% and 15%, respectively. This includes opportunities in startups, MNCs and even



government entities. The survey also revealed popular fields to find internships in (Fig 1). There has been growing awareness among the students about the intern profiles sought by hiring companies that often look for people with real-time experience in management than B-school masters.

- III. The stipend has been an important factor influencing the choice of internships. The survey data reveals that the average stipend offered to interns was recorded as ₹7000 while the maximum stipend went up to ₹85,000. According to statistics, a greater number of people considered virtual internships than in-office

internships. Virtual internships got three times more applications than in-office, since a large chunk of students were the ones already enrolled in various courses, or preferred working from home.

- IV. Internship portals have sprung up in the last three to four years and many of them already report healthy traffic per month. Reports suggest that on an average, an internship portal company has around 200,000-plus students and some 8,000 companies registered on it. It gets around two lakh visits online every month. The Managing Director of a leading executive search firm says that though these web platforms are working as an effective bridge between the industry and students, most established companies are still reluctant to take too many interns on board for obvious reasons. (355 words)

**Source:**

- (1) <https://www.businessinsider.in/internships-in-india-on-the-rise-with-startups-leading-the-way/articleshow/67655265.cms>
- (2) <https://www.businesstoday.in/magazine/features/story/online-portals-helping-college-students-paid-internships-46215-2014-06-03>

Based on your understanding of the passage, answer any six out of the eight questions by choosing the correct option.

Q.11 Select the correct inference with reference to the following:

Over the last five years, more companies have been actively looking for intern profiles...

- A. The past five years have seen active applications by interns to several companies.
- B. The activity for intern profiling by the companies has reached a gradual downside over the past five years.
- C. There were lesser companies searching for intern profiles earlier, as compared to those in the recent five years.
- D. Several companies have initiated intern profiling five times a year in the recent past.

Q.12 Select the central idea of the paragraph likely to precede paragraph I.

- A. Process of registering for internships
- B. Knowing more about internships
- C. Dos and Don'ts for an internship interview
- D. Startups and internships

Q.13 Select the option that displays the true statement with reference to Fig 1.

- A. Internships for Engineering and Management are the top two favourites.
- B. Design & Architecture internships are significantly more popular than Others.
- C. Internships for Media and Others have nearly equal popularity percentage.
- D. Management internships' popularity is more than twice that for Media.

**For the Visually Impaired Candidates**

The survey states that internship opportunities

- A. are the most in Mumbai.
- B. can be available in MNCs.
- C. are limited to the National Capital Region.
- D. Can be pursued only after a B-school degree.

Q.14 Based on your reading of paragraphs II-III, select the appropriate counter-argument to the given argument.

Argument: I don't think you'll be considered for an internship just because you've been the student editor and Head of Student Council.

- A. I think I have a fair chance because I'm applying for a virtual position than an in-office one.
- B. I have real-time experience in managing a team and many companies consider it more meritorious than a degree in Management.



- C. I know that my stipend might be on the lower side but I think that it's a good 'earn while you learn' opportunity.
- D. Lot of metro-cities have a good percentage of positions open and I think I should definitely take a chance.

Q.15 Select the option that displays the correct cause-effect relationship.

A.	cause	effect
	Several students had academic courses to complete	Students applied for online internship
B.	cause	effect
	A large chunk of students preferred in-office internships	Applications were three times more than for virtual internships
C.	cause	effect
	A greater number of students wanted to work from home	Several students had courses to complete
D.	cause	effect
	Students applied for online internship	An equal number of students applied for work-from-home

Q.16 The survey statistics mention the average stipend, indicating that

- A. 50% interns were offered ₹85,000.
- B. ₹7,000 was the lowest and ₹85,000 was the highest.
- C. most interns were offered around ₹7,000.
- D. No intern was offered more than ₹7,000.

Q.17 The phrase 'healthy traffic' refers to the

- A. updates from portals about health and road safety.
- B. statistics about adherence to traffic rules by the portals.
- C. sizeable number of visitors to the portal per month.
- D. monthly data about the health of internship applicants.

Q.18 Read the two statements given below and select the option that suitably explains them.

- (1) Established companies are reluctant to take too many interns on board.
- (2) Probability of interns leaving the company for a variety of reasons, is high.

- A. (1) is the problem and (2) is the solution for (1).
- B. (1) is false but (2) correctly explains (1).
- C. (1) summarises (2).
- D. (1) is true and (2) is the reason for (1).

### **WRITING**

**III. Answer any four out of the five questions given, with reference to the context below.**

The President of R.W.A. Chelavoor Heights, Kozhikode, has to put up a notice to inform residents about a power-cut for their residential area.

Q.19 Select the appropriate title for the notice.

- A. Choosing Own Power Cuts
- B. Scheduled Power Cut
- C. The Need to Save Power
- D. Power and Resident Safety

Q.20 Select the option that lists the most accurate opening for this notice.

- A. Greetings and attention please, to one and all in Chelavoor Heights.
- B. This notice is written to share some news with you all about...
- C. This is to inform all the residents of Chelavoor Heights about...
- D. I wish to share with all officials of R.W.A. Chelavoor Heights that...

Q.21 Select the option with the information points to be included in the body of the notice.

- (1) Opinion about regular power cuts
- (2) Resolution for power cuts
- (3) Reason for the power cut
- (4) Timings of the power cut
- (5) Complaint against regular power cuts
- (6) Date of the power cut

- A. (1) and (4)
- B. (2), (3) and (5)
- C. (2) and (6)
- D. (3), (4) and (6)

Q.22 Would this notice reflect the name of the R.W.A?

- A. Yes, because it is the issuing body.
- B. No, because it is understood through the signature.
- C. Yes, because it makes it informal.
- D. No, because the title makes it clear.

Q.23 Select the appropriate conclusion for this notice.

- A. Stay informed.
- B. Collaboration solicited.
- C. Stay prepared.
- D. Inconvenience regretted.

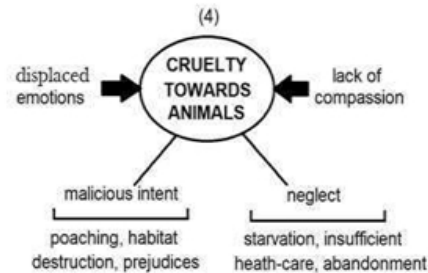
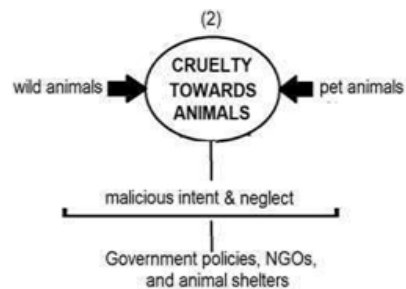
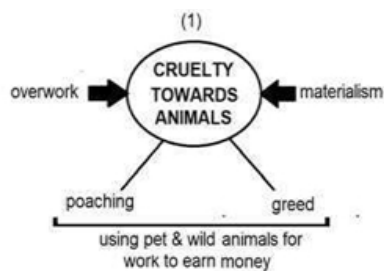
IV. **Answer any six of the seven questions given, with reference to the context below.**

Venu is a member of Co-existence, a school club that actively promotes animal rights and care. He has to write an article emphasising the need for prevention of cruelty to animals and peaceful co-existence between animals and human beings.

Q.24 Select the option that lists an appropriate title for Venu's article.

- A. Man and Animal-A Struggle to Co-exist
- B. The Rehabilitation and Conservation of Species
- C. Remodelling the Future by Peaceful Co-existence
- D. Smart Moves- Survival of the Fittest

Q.25 Which option (1-4), should Venu choose to elaborate on reasons for cruelty to animals?



- A. Option (1)
- B. Option (2)
- C. Option (3)
- D. Option (4)

### For the Visually Impaired Candidates

While elaborating on the causes for cruelty, which is the cause Venu SHOULD NOT include?

- A. Habitual poaching
- B. Animal activists
- C. Deliberate neglect
- D. Animal abuse

Q.26 Which option would help Venu with the appropriate organisation of relevant ideas for this article?

- A. Expressing concern about several cases of cruelty to animals—Exploring the reasons—Stating the effects—Providing suggestions for peaceful co-existence—Presenting a conclusive outlook

- B. Stating the effects of cruelty to animals— Presenting a concluding viewpoint—Providing suggestions for peaceful co-existence—Expressing concern for animal cruelty— Exploring the reasons for cruelty to animals
- C. Introducing the purpose of the article—Information about policies and laws for animal protection—Exploring the reasons for the laws— Providing suggestions for peaceful co existence —Presenting a pledge for awareness
- D. Exploring the laws for animal protection—Questioning the efficacy of the laws—Providing suggestions for improvements in the behaviour towards animals— Introducing the purpose of the article—Appeal for joining Co-Existence

Q.27 Which suggestions, from those given below, would be appropriate for Venu's article?

- A. reducing human-wildlife conflict, banning habitat destruction, creating more wildlife sanctuaries
- B. protecting the environment, penalising poachers
- C. strengthening execution of animal rights' laws, increasing awareness, reducing human- wildlife conflict
- D. creation of more wildlife sanctuaries and promotion of research on animals.

Q.28 Read a sentence from Venu's article draft and help him complete it by selecting the most appropriate option.

As animals find their natural habitat shrinking daily, their interactions with humans keep rising, often to the (i)\_\_\_\_\_of the humans and with (ii)\_\_\_\_\_ for the animals.

- A. (i) joy (ii) dangerous outcomes
- B. (i) thrill (ii) lethal consequences
- C. (i) irritation (ii) minimal effects
- D. (i) fear (ii) disastrous results

Q.29 Which quote should Venu use to summarise the central idea of his article?

- A. "Animals are such agreeable friends—they ask no questions; they pass no criticisms."  
– George Eliot
- B. "The greatness of a nation and its moral progress can be judged by the way its animals are treated."  
– Mahatma Gandhi
- C. A tiger may pray, "O Lord, how wicked are these men who do not come and place themselves before me to be eaten; they are breaking Your law."  
– Swami Vivekananda
- D. "Clearly, animals know more than we think, and think a great deal more than we know."  
– Irene M. Pepperberg

Q.30 Read the following options for the self-checklist for this article and select the option that includes the most appropriate self-checklist for this article.

(1)	(2)
<div style="border: 1px solid black; padding: 5px;"> <p>MY ARTICLE CONTAINS</p> <p>1. first person address to the audience as title</p> <p>2. content that lists the topical points</p> <p>3. opinions of stakeholders as by-line</p> <p>4. personal observations</p> <p>5. designation and date at the end</p> </div> <div style="border: 1px solid black; padding: 5px; text-align: center;"> <input checked="" type="checkbox"/> <input type="checkbox"/> </div>	<div style="border: 1px solid black; padding: 5px;"> <p>MY ARTICLE CONTAINS</p> <p>1. an eye-catching title that is thematically related</p> <p>2. content that offers a balanced view of the issue</p> <p>3. input for the cause-effect &amp; suggestions</p> <p>4. a conclusion including personal observations</p> <p>5. a by-line</p> </div> <div style="border: 1px solid black; padding: 5px; text-align: center;"> <input checked="" type="checkbox"/> <input type="checkbox"/> </div>
(3)	(4)
<div style="border: 1px solid black; padding: 5px;"> <p>MY ARTICLE CONTAINS</p> <p>1. a thoughtful quote as title</p> <p>2. content that analyses pros and cons</p> <p>3. address of the writer</p> <p>4. a conclusion including published evidence</p> <p>5. expression of gratitude by-line</p> </div> <div style="border: 1px solid black; padding: 5px; text-align: center;"> <input checked="" type="checkbox"/> <input type="checkbox"/> </div>	<div style="border: 1px solid black; padding: 5px;"> <p>MY ARTICLE CONTAINS</p> <p>1. relevant data &amp; by-line as title</p> <p>2. content that offers a balanced view of the issue</p> <p>3. name of the publishing body</p> <p>4. a conclusion including personal observations</p> <p>5. designation and date at the end</p> </div> <div style="border: 1px solid black; padding: 5px; text-align: center;"> <input checked="" type="checkbox"/> <input type="checkbox"/> </div>

- A. Option (1)
- B. Option (2)
- C. Option (3)
- D. Option (4)

### LITERATURE

**This section has sub-sections: V, VI, VII, VIII, IX. There are a total of 30 questions in the section. Attempt any 26 questions from the sub-sections V to IX.**

**V. Read the given extract to attempt questions that follow:**

“I have nothing else to do,” he mutters, looking away. “Go to school,” I say glibly, realising immediately how hollow the advice must sound.

“There is no school in my neighbourhood. When they build one, I will go.”

“If I start a school, will you come?” I ask, half-joking. “Yes,” he says, smiling broadly. A few days later I see him running up to me. “Is your school ready?”

“It takes longer to build a school,” I say, embarrassed at having made a promise that was not meant. But promises like mine abound in every corner of his bleak world.

Q.31 Saheb’s muttering and ‘looking away’ suggests his

- A. anger
- B. shyness
- C. embarrassment
- D. anxiety

Q.32 Of the four meanings of ‘glibly’, select the option that matches in meaning with its usage in the extract.

- A. showing a degree of informality
- B. lacking depth and substance
- C. being insincere and deceitful
- D. speaking with fluency

Q.33 Who do you think Saheb is referring to as 'they', in the given sentence?

"When they build one, I will go"

- A. The officials
- B. The inhabitants
- C. The teachers
- D. The journalists

Q.34 Select the option that lists the feelings and attitudes corresponding to the following:

- (1) I ask half-joking
- (2) ...he says, smiling broadly

A.	(1) part arrogance, part seriousness
	(2) hesitation

B.	(1) part amusement, part irritation
	(2) submissiveness

C.	(1) part concern, part hurt
	(2) pride

D.	(1) part humour, part earnestness
	(2) self-belief

Q.35 Select the option that lists reasons why Saheb's world has been called 'bleak'.

- (1) The absence of parental presence
  - (2) The poor socio-economic conditions
  - (3) His inability to address problems
  - (4) His lack of life-skills
  - (5) The denied opportunities of schooling
- A. (1) and (4)
  - B. (2) and (5)
  - C. (3) and (5)
  - D. (2) and (4)

VI. Read the given extract to attempt questions that follow:



Tiny vestiges of the old terror would return. But now I could frown and say to that terror, "Trying to scare me, eh? Well, here's to you! Look!" And off I'd go for another length of the pool. This went on until July. But I was still not satisfied. I was not sure that all the terror had left. So, I went to Lake Wentworth in New Hampshire, dived off a dock at Triggs Island, and swam two miles across the lake to Stamp Act Island. I swam the crawl, breast stroke, side stroke, and back stroke. Only once did the terror return. When I was in the middle of the lake, I put my face under and saw nothing but bottomless water. The old sensation returned in miniature.

Q36. Why did Douglas go to swim at Lake Wentworth?

- A. To showcase his skills for all who had doubted him.
- B. To honour the efforts of his swimming instructor.
- C. To build on his ability of swimming in a natural water body.
- D. To know for sure that he had overcome his fear of drowning in water.

Q37 Select the option that lists the correct inference based on the information in the extract.

- A. Triggs Island and Stamp Act Island are both located in Lake Wentworth.
- B. Lake Wentworth is a part of Triggs Island.
- C. Stamp Act Island is two miles away from New Hampshire.
- D. Lake Wentworth is connected via docks to New Hampshire.

Q38 What was the reason for the 'return' of terror?

- A. Superstitions about the dock at Triggs Islands
- B. Recent reports about drowning incidents
- C. Prior drowning experiences
- D. Warnings by experienced swimmers

Q39 Douglas mentions that the old sensation returned in miniature.

He means that he felt the familiar feeling of fear .....

- A. at irregular intervals.
- B. on a small scale.
- C. repeatedly.
- D. without notice.

Q40. How did Douglas handle the 'old sensation'?

- A. Addressed it.
- B. Avoided it.
- C. Submitted to it.
- D. Stayed indifferent to it.

**VII. Read the given extract to attempt questions that follow:**

The tall girl with her weighed-down head. The paper- seeming boy,  
with rat's eyes. The stunted, unlucky heir Of twisted bones, reciting  
a father's gnarled disease, His lesson, from his desk. At back of the  
dim class

One unnoted, sweet and young. His eyes live in a dream...

Q41. The poet draws attention to the problem of \_\_\_\_\_ while  
describing the boy as paper-seeming.

- A. malnutrition
- B. untidiness
- C. isolation
- D. abandonment

Q42 Which option has the underlined phrase that applies the poetic  
device used for 'rat's eyes'?

- A. He shut up like a clam when interrogated.
- B. She runs as swift as a gazelle.
- C. He is considered the black sheep of the family.
- D. She ran away chattering with fear.

Q43 Select the correct option to fill the blank.

The tall girl's head is weighed down due to the \_\_\_\_\_.

- A. effect of diseases
- B. need for concentration
- C. desire to remain unnoticed
- D. burdens of poverty

Q44. The literal meaning of 'reciting' refers to delivering the lesson aloud. What does its figurative meaning refer to?

- A. Showing extra interest in the lesson.
- B. Carrying his father's disease.
- C. Resigning to his disease and condition.
- D. Voicing the poor conditions, he lives in.

Q45. How does the 'unnoted' pupil present a contrast to others?

- A. He appears to be in a world of dreams.
- B. He struggles with the fulfilment of dreams.
- C. He seems taller than most.
- D. He sits in the dimmest part of the classroom.

**VIII. Read the given extract to attempt questions that follow:**

He said I was unhappy. That made my wife kind of mad, but he explained that he meant the modern world is full of insecurity, fear, war, worry and all the rest of it, and that I just want to escape. Well, who doesn't? Everybody I know wants to escape, but they don't wander down into any third level at Grand Central Station. But that's the reason, he said, and my friends all agreed. Everything points to it, they claimed.

My stamp collecting, for example; that's a 'temporary refuge from reality.' Well, maybe, but my grandfather didn't need any refuge from reality.

Q46. Why did Sam's verdict make Charley's wife 'mad'?

- A. It made it difficult for her to accept that Charley would consult a psychiatrist.
- B. It seemed to suggest to her that she was the cause of Charley's unhappiness.
- C. It made her aware of Charley's delicate state of mind.
- D. It offended her that Charley and Sam collectively accused her.

Q47. Sam's explanation to the reaction of Charley's wife was \_\_\_\_\_ in  
nat

- A. critical
- B. aggressive
- C. clarifying
- D. accusatory

Q48. Select the option that signifies the condition of people of the  
'modern world' mentioned in the extract.

- (1) unsure
- (2) lazy
- (3) offensive
- (4) anxious
- (5) afraid
- A. (1) and (3)
- B. (2) and (5)
- C. (2), (3) and (4)
- D. (1), (4) and (5)

Q49. Select the option that displays a cause-effect set.

A.	cause	effect
	Charley's wandering into the third level	Wandering into the third level

B.	cause	effect
	Everybody wants to escape	Modern world full of insecurity

C.	cause	effect
	Charley's wandering into the third level	Charley's stamp collecting

D.	cause	effect
	Modern world full of insecurity	Everybody wants of escape

Q50. Why didn't Charley's grandfather need refuge from reality?

- A. He was too busy to bother.
- B. He had chosen to deny his reality.
- C. He lived in peaceful times.
- D. He was a very secure person.

**IX. Attempt the following.**

Q51. In 'Keeping Quiet' the poet does not want the reader to confuse his advice for \_\_\_\_\_ with total inactivity.

- A. experimentation
- B. relaxation
- C. isolation
- D. introspection

Q52. On his way to school, Franz says that he had the strength to resist and chose to hurry off to school.

The underlined phrase suggests that Franz was

- A. hesitant.
- B. threatened.
- C. tempted.
- D. repentant.

Q53. Select the suitable option for the given statements, based on your reading of Lost Spring.

- (1) The writer notices that Saheb has lost his carefree look.
  - (2) Saheb has had to surrender his freedom for ₹800 per month.
- A. (1) is false but (2) is true.
  - B. Both (1) and (2) are true.
  - C. (2) is a fact but unrelated to (1).
  - D. (1) is the cause for (2).

Q54. Select the option that lists the qualities of Douglas' trainer.

- (1) adventurous
  - (2) generous
  - (3) patient
  - (4) methodical
  - (5) encouraging
  - (6) courageous
- A. (1) and (6)
  - B. (3), (4) and (5)
  - C. (2) and (5)
  - D. (1), (4) and (6)

Q55. The metaphor 'lead sky', is used by Stephen Spender to bring out

- A. the image of sky-high constructions in the slum.
- B. a response to death and destruction.
- C. the strong dreams and aspirations of the children.
- D. a sense of hopelessness and despair.

Q56. Sadao's servants leave his house, but none of them betrays the secret of the American P.O.W. Select the option that explains this.

- A. The servants truly believed that they must not be a part of the household which sheltered a prisoner of war, but their love and loyalty to Sadao made them keep the secret safe.
- B. The servants knew that any information about the P.O.W would result in punishment for them and their families which is why they revealed nothing.
- C. The servants were superstitious and scared with a white man on the premises and consequently, chose to remove themselves and stay silent about the situation.
- D. The servants did not want to incur the wrath of Dr. Sadao and lose their jobs, therefore they chose to exit instead, and return later.

Q57. Classify (1) to (4) as fact (F) or opinion (O), based on your reading of The Third Level.

- (1) First day covers are never opened.
- (2) Grand Central is growing like a tree.
- (3) President Roosevelt collected stamps.
- (4) Sam was Charley's psychiatrist.

- A. F-1,3,4; O-2
- B. F-2, 3; O-1,4
- C. F-2; O-1,3,4
- D. F-3,4; O-1,2

Q58. Identify the tone of Pablo Neruda in the following line:

Perhaps the Earth can teach us....

- A. Confident and clear about the future events.
- B. Dramatic about the prediction he made.
- C. Convinced about the sequence of events to follow.
- D. Uncertain, yet hopeful about the possibility.

Q59. Dr. Sadao mutters the word 'my friend' while treating the American P.O.W. in the light of the circumstances, we can say that this was

- A. humourous.
- B. climactic.
- C. ironical.
- D. ominous.

Q60. The sight of young trees and merry children, on the way to Cochin, is \_\_\_\_\_ the poet's aging mother.

- A. like a divine assurance for
- B. in sharp contrast to
- C. a distraction from pain for
- D. the bridge between the poet and

**MARKING SCHEME**  
**Sample Question Paper**  
**Class - XII (ENGLISH Core)**  
**(Term 1)**

- **Accept responses in sequence if the student submits all responses instead of using available option.**
- **Accept the response if either the option number or the answer in words is correct.**

**I.**

Q.1 B. nostalgic

Q.2 C. doubt

Q.3 D. (1) I'm sure but I can say I believe in myself (2) Nothing venture nothing win

Q.4 D. option 4

Q.5

	Before 2008	After 2008
A.	picturesque landscapes	construction sites and commerce

Q.6 D. (1) sets the stage for (2).

Q.7 C. for an economic recovery to be durable and resilient, a return to 'business as usual' and environmentally destructive investment patterns and activities must be avoided.

Q.8 B. Comfortable and peaceful. Neat room with ample sunlight. Pleasant and warm host.

Q.9 A. We kill all the caterpillars, then complain there are no butterflies. - John Marsden

Q.10 C. (2) and (4) are true.

**II.**

Q.11 C. There were lesser companies searching for intern profiles earlier, as compared to those in the recent five years.

Q.12 B. Knowing more about internships

Q.13 D. Management internships' popularity is more than twice that for Media.

(Visually Impaired candidates—B. can be available in MNCs.)

Q.14 B. I have real-time experience in managing a team and many companies consider it more meritorious than a degree in Management.



Q15.

	cause	effect
A.	Several students had courses to complete	Students applied for online internship

Q.16 C. most interns were offered around ₹7,000.

Q.17 C. sizeable number of visitors to the portal per month.

Q.18 D. (1) is true and (2) is the reason for (1).

### III.

Q.19 B. Scheduled Power Cut

Q.20 C. This is to inform all the residents of Chelavoor Heights about...

Q.21 D. (3), (4) and (6)

Q.22 A. Yes, because it is the issuing body.

Q.23 D. Inconvenience regretted.

### IV.

Q.24 C. Remodelling the Future by Peaceful Co-existence

Q.25 D. Option 4

(Visually Impaired Candidates—B. Animal activists)

Q.26 A. Expressing concern about several cases of cruelty to animals—Exploring the reasons—Stating the effects—Providing suggestions for peaceful co-existence— Presenting conclusive outlook

Q.27 C. Strengthening execution of animal rights' laws, Increasing awareness, Reducing human-wildlife conflict

Q.28 D. (i) fear (ii) disastrous results

Q.29 B. "The greatness of a nation and its moral progress can be judged by the way its animals are treated." – Mahatma Gandhi

Q.30 B. Option (2)

### V.

Q.31 C. embarrassment

Q.32 B. lacking depth and substance

Q.33 A. The officials

Q.34

(1) part humour, part earnestness

(2) self-belief

Q.35 B. (2) and (5)

**VI.**

Q.36 D. To know for sure that he had overcome his fear of drowning in water.

Q.37 A. Triggs Island and Stamp Act Island are both located in Lake Wentworth.

Q.38 C. prior drowning experiences

Q.39 B. on a small scale

Q.40 A. Addressed it.

**VII.**

Q.41 A. malnutrition

Q.42 C. He is considered the black sheep of the family.

Q.43 D. burdens of poverty

Q.44 B. Carrying his father's disease

Q.45 A. He appears to be in a world of dreams.

**VIII.**

Q.46 B. It seemed to suggest to her that she was the cause of Charley's unhappiness.

Q.47 C. clarifying

Q.48 D. (1), (4) and (5)

Q.49 D

	cause	effect
D.	Modern world full of insecurity	Everybody wants of escape

Q.50 C. He lived in peaceful times.

**IX.**

Q.51 D. introspection

Q.52 C. tempted

Q.53 B. Both (1) and (2) are true.

Q.54 B. (3), (4) and (5)

Q.55 D. a sense of hopelessness and despair

Q.56 A. The servants were urged to leave due to a sense of patriotism and self-preservation but their love and loyalty to Sadao compelled them to keep the secret safe.

Q.57 A. F-1,3,4; O-2

Q.58 D. Uncertain, yet hopeful about the possibility.

Q.59 C. ironical

Q.60 B. in sharp contrast to

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