

DIRECTORATE OF EDUCATION
Govt. of NCT, Delhi

SUPPORT MATERIAL
(2020-2021)

Class : XI

ENGLISH CORE

Under the Guidance of

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Secretary (Education)

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Director (Education)

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DO No. DE. 5/228/Exam/Message/S.M./2018
Dated

MESSAGE

The importance of adequate practice during examinations can never be overemphasized. I am happy that support material for classes IX to XII has been developed by the Examination Branch of Directorate of Education. This material is the result of immense hard work, co-ordination and cooperation of teachers and group leaders of various schools. The purpose of the support material is to impart ample practice to the students for preparation of examinations. It will enable the students to think analytically & rationally and test their own capabilities and level of preparation.

The material is based on latest syllabus prepared by the NCERT and adopted by the CBSE for the academic session 2020-21 and covers different levels of difficulty. I expect that Heads of Schools and Teachers will enable and motivate students to utilize this material during zero periods, extra classes and regular classes best to their advantage.

I would like to compliment the team of Examination Branch for their diligent efforts of which made it possible to accomplish this work in time. I also take this opportunity to convey my best wishes to all the students for success in their endeavours.


24.6.2020
(MANISHA SAXENA)

BINAY BHUSHAN, IAS



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Date :

Dear Students,

Directorate of Education is committed to providing qualitative and best education to all its students. The Directorate is continuously engaged in the endeavor to make available the best study material for uplifting the standard of its students and schools.

Every year, the expert faculty of Directorate reviews and updates Support Material. The expert faculty of different subjects incorporates the changes in the material as per the latest amendments made by CBSE to make its students familiar with new approaches and methods so that students do well in the examination.

The book in your hand is the outcome of continuous and consistent efforts of senior teachers of the Directorate. They have prepared and developed this material especially for you. A huge amount of money and time has been spent on it in order to make you updated for annual examination.

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


BINAY BHUSHAN
DIRECTOR (EDUCATION)

Dr. (Mrs.) Saroj Bala Sain

Addl. Director of Education
(School / Exam / EVGB/IEB/ VOC.)



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Old Secretariat, Delhi-110054
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D.O. No. PA/Addl.DE(Sch)/86

Date : 03-10-2019

I am very much pleased to forward the Support Material for classes IX to XII. Every year, the Support Material of most of the subjects is updated/revised as per the most recent changes made by CBSE. The team of subject experts, officers of Exam Branch, members of Core Academic Unit and teachers from various schools of Directorate has made it possible to make available unsurpassed material to students.

Consistence use of Support Material by the students and teachers will make the year long journey seamless and enjoyable. The main purpose to provide the Support Material for the students of government schools of Directorate is not only to help them to avoid purchasing of expensive material available in the market but also to keep them updated and well prepared for exam. The Support Material has always been a ready to use material, which is matchless and most appropriate.

I would like to congratulate all the Team Members for their tireless, unremitting and valuable contributions and wish all the best to teachers and students.

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

भारत का संविधान
भाग 4क
नागरिकों के मूल कर्तव्य

अनुच्छेद 51क

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

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

CONSTITUTION OF INDIA

Part IV A (Article 51 A)

Fundamental Duties

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

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

भारत का संविधान उद्देशिका

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

सामाजिक, आर्थिक और राजनैतिक न्याय,

विचार, अभिव्यक्ति, विश्वास, धर्म

और उपासना की स्वतंत्रता,

प्रतिष्ठा और अवसर की समता

प्राप्त कराने के लिए,

तथा उन सब में

व्यक्ति की गरिमा और ²[राष्ट्र की एकता

और अखंडता] सुनिश्चित करने वाली बंधुता

बढ़ाने के लिए

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

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

THE CONSTITUTION OF INDIA

PREAMBLE

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

JUSTICE, social, economic and political;

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

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

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

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

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

DIRECTORATE OF EDUCATION

Govt. of NCT, Delhi

SUPPORT MATERIAL

(2020-2021)

ENGLISH CORE

Class : XI

NOT FOR SALE

PUBLISHED BY : DELHI BUREAU OF TEXTBOOKS

SESSION 2020-21
LIST OF MEMBERS WHO REVIEWED
SUPPORT MATERIAL FOR
ENGLISH (CORE)

Class XI

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ENGLISH (CORE) (Code No. 301) (2020-21)

Background

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

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

Objectives

The general objectives at this stage are to:

- listen and comprehend live as well as record in writing oral presentations on a variety of topics
- 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., the relationships of the different "chunks" in the text to each other
- identify the central/main point and supporting details, etc., to build communicative competence in various registers of English
- promote advanced language skills with an aim to develop the skills of reasoning, drawing inferences, etc. through meaningful activities
- translate texts from mother tongue(s) into English and vice versa
- develop ability and knowledge required in order to engage in independent reflection and enquiry

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

- read and comprehend extended texts (prescribed and non-prescribed) in the following genres: science fiction, drama, poetry, biography, autobiography, travel and sports literature, etc.
- text-based writing (i.e., writing in response to questions or tasks based on prescribed or unseen texts) understand and respond to lectures, speeches, etc.

- write expository / argumentative essays, explaining or developing a topic, arguing a case, etc. write formal/informal letters and applications for different purposes
- write items related to the workplace (minutes, memoranda, notices, summaries, reports etc.
- filling up of forms, preparing CV, e-mail messages., making notes from reference materials, recorded talks etc.

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

- The use of passive forms in scientific and innovative writings.
- Converting one kind of sentence/clause into a different kind of structure as well as other items to exemplify stylistic variations in different discourses modal auxiliaries-uses based on semantic considerations.

A. Specific Objectives of Reading

Students are expected to develop the following study skills:

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

Develop literary skills as enumerated below:

- personally respond to literary texts
- appreciate and analyse special features of languages that differentiate literary texts from non-literary ones, explore and evaluate features of character, plot, setting, etc.

- understand and appreciate the oral, mobile and visual elements of drama. Identify the elements of style such as humour, pathos, satire and irony, etc.
- take notes from various resources for the purpose of developing the extracted ideas into sustained pieces of writing

B. Listening and Speaking

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

I. Specific Objectives of Listening

Students are expected to develop the ability to:

- listen to lectures and talks and to be able to extract relevant and useful information for a specific purpose.
- listen to news bulletins and to develop the ability to discuss informally a wide ranging issues like current national and international affairs, sports, business, etc.
- respond in interviews and to participate in formal group discussions.
- make enquiries meaningfully and adequately and to respond to enquiries for the purpose of travelling within the country and abroad.
- listen to business news and to be able to extract relevant important information.
- to develop the art of formal public speaking.

II. Guidelines for Assessment in Listening and Speaking Skills

(i) Activities:

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

(ii) Parameters for Assessment:

The listening and speaking skills are to be assessed on the following parameters: (i) Interactive competence (Initiation & turn taking, relevance to the topic).

(ii) Fluency (cohesion, coherence and speed of delivery).

(iii) Pronunciation

(iv) Language (accuracy and vocabulary),

(iii) Schedule:

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

III. Record keeping:

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

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

C. Specific Objectives of Writing

The students will be able to:

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

D. More About Reading

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

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

Reading is not merely decoding information or pronouncing words correctly. It is an interactive dialogue between the author and the reader in which the reader and the author share their experiences and knowledge with each other. Good readers are critical readers with an ability to arrive at a deeper understanding of not only the world presented in the book but also of the real world around them.

Consequently, they become independent thinkers capable of taking their own decisions in life rationally. Hence, a few activities are suggested below which teachers may use as a part of the reading project.

- Short review Dramatization of the story
- Commentary on the characters
- Critical evaluation of the plot, storyline and characters
- Comparing and contrasting the characters within the story and with other characters in stories by the same author or by the other authors
- Extrapolating about the story read or life of characters after the story ends defending characters actions in the story
- Making an audio story out of the novel/text to be read aloud.
- Interacting with the author
- Holding a literature fest where students role-play as various characters to interact with each other Role playing as authors/poets/dramatists, to defend their works and characters
- Symposiums and seminars for introducing a book, an author, or a theme
Creating graphic novels out of novel or short stories they read Dramatizing incidents from a novel or a story
- Creating their own stories

- Books of one genre to be read by the whole class.

Teachers may select books suitable to the age and level of the learners. Care ought to be taken to choose books that are appropriate in terms of language, theme and content and which do not hurt the sensibilities of a child.

Teachers may later suggest books from other languages but dealing with the same themes as an extended activity. The Project should lead to independent learning/reading skills and hence the chosen book should not be taught in class, but may be introduced through activities and be left for the students to read at their own pace. Teachers may, however, choose to assess a student's progress or success in reading the book by asking for verbal or written progress reports, looking at their diary entries, engaging in a discussion about the book, giving a short quiz or a work sheet about the book/short story. The mode of assessment may be decided by the teachers as they see fit.

METHODS AND TECHNIQUES

The techniques used for teaching should promote habits of self-learning and reduce dependence on the teacher. In general, we recommend a multi-skill, learner-centred, activity based approach, of which there can be many variations. The core classroom activity is likely to be that of silent reading of prescribed/selected texts for comprehension, which can lead to other forms of language learning activities such as role-play, dramatization, group discussion, writing, etc., although many such activities could be carried out without the preliminary use of textual material. It is important that students be trained to read independently and intelligently, interacting actively with texts, with the use of reference materials (dictionary, thesaurus, etc.) where necessary. Some pre-reading activity will generally be required, and the course books should suggest suitable activities, leaving teachers free to devise other activities when desired. So also, the reading of texts should be followed by post reading activities. It is important to remember that every text can generate different readings. Students should be encouraged to interpret texts in different ways.

Group and pair activities can be resorted to when desired, but many useful language activities can be carried out individually. In general, teachers should encourage students to interact actively with texts and with each other. Oral activity (group discussion, etc.) should be encouraged.

ENGLISH CORE (CODE NO. 301)
CLASS – XI (2020-21)

SECTION – A (20 Marks)

READING COMPREHENSION

45 Periods

There shall be two unseen passages (including poems) with a variety of questions like Objective Type Questions, Short Answer Questions and Multiple Choice Questions, including 04 marks for vocabulary such as word formation and inferring meaning.

Multiple Choice Questions ($1 \times 6 = 6$ marks), Objective Type Questions ($1 \times 6 = 6$ marks), 01 Short Answer Question ($3 \times 1 = 3$ marks), 01 Long Answer Question ($5 \times 1 = 5$ marks)

The range of the two passages including a poem or a stanza, should be 900-1000 words as per the following details:

1. The passage of 550-600 words in length will be used for note-making and summarizing.
2. The passage of 350-400 words in length will be used to test comprehension, interpretation and inference.

OR

3. An unseen poem of 28-35 lines to test comprehension, interpretation and inference.

The passages as given above could be of any one of the following types:

Factual passages, e.g., illustrations, description, reports / Discursive passages involving opinion, e.g., argumentative, persuasive/Literary passages e.g. extracts from fiction, biography, autobiography, travelogue, etc. In the case of a poem, the text may be shorter than the prescribed word limit.

SECTION B (30 Marks)

WRITING SKILLS AND GRAMMAR

60 Periods

Writing

1. One Short Answer Question: Based on notice/ poster/ advertisement.
4 Marks
2. Two Long Answer Questions: Letters based on verbal/visual input.
(6 × 2 = 12 Marks)
It would cover all types of letters. Letter types may include:
 - (a) business or official letters (for making enquiries, registering complaints, asking for and giving information, placing orders and sending replies)
 - (b) letters to the editor (giving suggestions/opinions on an issue)
 - (c) application for a job with a bio-data or resume
 - (d) letter to the school or college authorities, regarding admissions, school issues, requirements / suitability of courses, etc.
3. Very Long Answer Question: Composition in the form of article/speech/ report writing or a narrative.
8 Marks

GRAMMAR (6 Objective Type Questions)

Different grammatical structures in meaningful contexts will be tested. Item types will include gap filling, sentence re- ordering, dialogue completion and sentence transformation. The grammar syllabus will include determiners, tenses, clauses, modals and Change of Voice. These grammar areas will be tested through 6 objective type questions on the following:

- A. Error Correction, editing tasks
- B. Re - ordering of sentences,
- C. Transformation of sentences

SECTION C (30 Marks)

LITERATURE

70 Periods

Questions from the prescribed texts to test comprehension at different levels, like literal, inferential and evaluative will be asked.

1. Two Objective Type Questions out of three - Based on an extract from poetry to test reference to context comprehension and appreciation.
(1 × 2 = 2 Marks)
2. Five Short Answer Questions out of six (3 questions should be from Hornbill) -Based on prose, poetry and plays from both the texts.
(2 × 5 = 10 marks))
3. One Long Answer Question out of two from Hornbill (to be answered in 120-150 words) Based on prescribed texts to test global comprehension and extrapolation beyond the texts. 6 Marks
4. One Long Answer Questions out of two from Snapshots (to be answered in 120-150 words) -Based on theme, plot, incidents or events to test global comprehension and extrapolation beyond the texts. 6 Marks
5. One Long Answer Question out of two from Hornbill (to be answered in 120-150 words)-Based on understanding appreciation, analysis and interpretation of the characters/events/episodes/incidents. 6 Marks

Prescribed Textbook:

1. Hornbill: Textbook published by NCERT, New Delhi
2. Snapshots: Supplementary Reader published by NCERT, New Delhi.

INTERNAL ASSESSMENT

Assessment of Listening and Speaking Skills

45 Periods

Assessment of Listening and Speaking Skills will be for 20 marks. It is recommended that listening and speaking skills should be regularly practiced in the class.

**QUESTION PAPER DESIGN 2020-21
CLASS XI**

ENGLISH CORE XI (Code No. 301) Time 3 hours Marks: 80+20=100

Typology	Testing Competencies	Objective Type Question including (1 mark each)	Short Answer Question (2 marks each)	Short Answer Question (3 marks each)	Short Answer Question (4 marks each)	Long Answer Question 80-100 words (5 marks each)	Long Answer Question 120-150 words (6 marks each)	Very Long Answer Question 150-200 words (8 marks each)	Total marks
Reading comprehension	Conceptual understanding, decoding, Analyzing, inferring, interpreting, appreciating, literary, conventions and vocabulary, summarizing and using appropriate format/s	Objective type Questions 6 MCQs 6	-	1	-	1	-	-	20
Writing Skill and Grammar	Reasoning, appropriacy of style and tone, using and tone, using appropriate format and fluency, inference, analysis, evaluation and creativity	6	-	-	1	-	2	1	30
Literature Textbook and Supplementary Reading Text	Recalling, reasoning, appreciating literary convention, inference, analysis, creativity with fluency	2 From poetry extract	5	-	-	-	3	-	30
	Total	1 × 20 = 20	2 × 5 = 10	3 × 1 = 3	4 × 1 = 4	5 × 1 = 5	6 × 5 = 30	8 × 1 = 8	80
Assessment of Listening and Speaking Skills	-	-	-	-	-	-	-	-	20
	Grand Total	-	-	-	-	-	-	-	100

TIME MANAGEMENT

Section-A : Reading 20 Marks - 35 Minutes

- | | | |
|----|-----------------------------------|------------|
| 1. | Comprehension Passages (12 Marks) | 15 Minutes |
| 2. | Note Making (8 Marks) | 20 Minutes |

Section-B : Writing Skills and Grammar 30 Marks (65 Minutes)

- | | | |
|----|---|------------|
| 3. | Short Answer questions (4 Marks) | 5 Minutes |
| 4. | Letter Writing (6 Marks) | 15 Minutes |
| 5. | Article/Report or a narrative/Speech (10 Marks) | 15 Minutes |
| 6. | Editing task (4 Marks) | 10 Minutes |
| 7. | Do as directed (4 Marks) | 10 Minutes |
| 8. | Recording of sentences (2 Marks) | 10 Minutes |

Section-C : Literature 30 Marks - 65 Minutes

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

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

COMMON ERRORS

Reading Section

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

Note Making

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

Writing Skills

(a) Poster Making

1. Students waste a lot of time in decorating the poster.
2. Make more and bigger pictures.
3. Do not focus on Content part like 'when' and 'where' etc.

(b) Notice

1. Forget to write the word 'Notice'
2. Don't give complete information about the timings, place, agenda etc.

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

(c) Invitations

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

(d) Letter Writing

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

(e) Article Writing

1. do not write title and writer's name.
2. do not read the question carefully and sometimes tend to write on some other topic.

(f) Report Writing

1. use Active voice.
2. write in Ist person and present tense.
3. events not presented in a systematic order.
4. Do not present it in proper paragraph.

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SECTION – A

READING

STRATEGIES TO ATTEMPT SECTION A (READING SKILL)

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

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

Passage 1

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

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

children to consume more food while they consume less energy, an ideal recipe for adiposity.

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

- b. TV increases child's appetite
 - c. There are interesting cooking shows on TV
 - d. TV programs are very informative
5. What are Ireland, Belgium, Italy and Denmark trying to do?
 - a. prohibiting sale of junk food to children
 - b. posing restrictions on children's advertising
 - c. creating awareness about harms of obesity
 - d. all of the above
 6. What harm has the marketing of soft and sweet food done to children?
 - a. it has made them more vulnerable to lifestyle related disorders
 - b. it has made them more aware about obesity and diabetes in young age
 - c. it has made them active and responsible towards good health
 - d. both a and b
 7. How does the prevalence of obesity increase with watching TV?
 8. What should public nutrition campaigns actually do to restrict obesity?
 9. How have Sweden and Norway tried to solve the problem of obesity among children?
 10. Why are advertisements on TV channels targeted towards luring children?
 11. Find a word in paragraph 4 which is similar in meaning to 'young/teenage'.
 12. Which word in the paragraph 6 is the antonym of "implicit"?

PASSAGE 2

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

1. One of the greatest advances in modern technology has been the invention of computers. They are widely used in industries and in universities. Now there is hardly any sphere of human life where computers have not been pressed into service of man. We are heading fast towards the day when a computer will be as much part of man's daily life as a telephone or a calculator.
2. Computers are capable of doing extremely complicated work in all branches of learning. They can solve the most complex mathematical problems or put thousands of unrelated facts in order. These machines can be put to varied uses. For instance, they can provide information on the best way to prevent traffic jams. This whole process by which machines can be used to work for us has been called automation. In the future automation may enable human beings to enjoy more leisure than they do today. The coming of automation is bound to have important social consequences.

3. Some years ago an expert on automation, Sir Leon Bagrit, pointed out that it was a mistake to believe that these machines could think. There is no possibility that human beings will be "controlled by machines". Though computers are capable of learning from their mistakes and improving on their performance, they need detailed instructions from human beings to operate. They can never, as it were, lead independent lives or "rule the world" by making decisions of their own.
4. Sir Leon said that in future, computers would be developed which would be small enough to carry in the pocket. Ordinary people would then be able to use them to obtain valuable information. Computers could be plugged into a national network and be used like radios. For instance, people going on holiday could be informed about weather conditions. Car drivers can be given alternative routes when there are traffic jams. It will also be possible to make tiny translating machines. This will enable people who do not share a common language to talk to each other without any difficulty or to read foreign publications.
5. It is impossible to assess the importance of a machine of this sort, for many international misunderstandings are caused simply due to our failure to understand each other. Computers will also be used in ordinary public hospitals. By providing a machine with a patient's systems, a doctor will be able to diagnose the nature of his illness. Similarly machines could be used to keep a check on a patient's health record and keep it up to date. Doctors will, therefore, have immediate access to great many facts which will help them in their work.
1. Answer the following questions by choosing the most appropriate options:
 - (1) Write out the correct option:
 - a. There is no possibility that human beings could be on their own with no need of machines
 - b. Human beings are likely to be controlled by machines one day.
 - c. There is no possibility that human beings will ever be controlled by machines.
 - d. Machines can replace humans.
 - (2) Write out the correct option:
 - a. Computers can solve only certain mathematical problems.
 - b. Computers can't solve any mathematical problem
 - c. Computers can solve the most complex mathematical problems
 - d. Computers can solve only simple mathematical problems.
 - (3) Computers can be used to _____

- a. Find treatment for the patient's illness
 - b. Prescribe a medicine for the patient
 - c. Diagnose the nature of patient's illness
 - d. Keep the patient in good mood
- (4) Many international misunderstandings are caused due to our failure to understand_____
- a. Ourselves
 - b. Other nations
 - c. Our friends
 - d. Each other
- (5) The antonym of the word "complicated" is
- a. Difficult
 - b. Simple
 - c. Easy
 - d. Strange
- (6) The verb form of the word "alternative" is
- a. Alternate
 - b. Alter
 - c. Late
 - d. Elate
2. Answer the following questions briefly:
- a. State main capabilities of computer (any two).
 - b. What is automation?
 - c. What benefits can man derive from automation?
 - d. Why can't computer replace man?
 - e. Find the synonyms of the following words from the passage:
 - (i) Results
 - (ii) Monotonous

PASSAGE 3

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

But in the end, all of this is worth your while - there is no better feeling than being out in the open. In high nature's playground, breathing in the pristine mountain air, as close to the sky as it's humanly possible to be.

Mountaineering is as old as the earth, as old as human life. When it became a passion of the outdoorsy and of the aSmruroUK-minded, in the 19th century, many people would climb just for pleasure, for the sheer thrill of conquering peaks near and far. But over time, the sport has split into separate disciplines, each of them calling for varying degrees of skills and preparation. Today, climbers have the comfort of having the most advanced equipment and gear at their disposal. In contrast, men in ancient times had to rely on their feet, their legs, their arms and their hands - and their wits - to climb mountains. These old climbing techniques are still very much relevant today (as well as being utterly reliable and safe) but the 21st-century mountaineer has the added advantage of depending on hi-tech safety equipment. Closer home, the Himalayan Mountaineering Institute has played a big part in the conquest of the Greater Himalayas. Many of the planet's mountaineering greats have tested their skills, and earned their name, in the Himalayan theatre of dreams, considered the ultimate arena for climbing enthusiasts.

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

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

- 1.1 Mountaineering involves
- Hiking
 - Gimbing
 - Just simply walking on hilly or mountainous ground
 - All above
- 1.2 These old climbing techniques are:
- Obsolete
 - Of no use
 - Not safe
 - still very much relevant today
- 1.3 The 21st-century mountaineer has the added advantage of:
- Hi tech safety equipments
 - More opportunities
 - More funds
 - Training
- 1.4 One of the main institute for climbing enthusiasts is
- Mountaineering Institute
 - Himalayan Mountaineering Institute
 - Himalayan theatre of dreams
 - Himalayan Institute
- 1.5 Mountaineering demands:
- Resources for life
 - Modern gadgets
 - Lots of physical Alness
 - Money
- 1.6 At high altitudes, it is important to give enough
- Fun
 - money
 - time for acclimatization.
 - Resources

2. Answer the following questions as briefly: (1 × 6 = 6 marks)
- a. What are the different types of terrain one come across in Mountaineering?
 - b. Name two legendary mountaineers who have contributed to make mountaineering popular all around the world.
 - c. What are the preparation that are essential for an ascent on a particularly challenging peak?
 - d. How Mountaineering has developed as a sport over a period of time?
 - e. Find the word in the passage which means the same as
 - I. a climb or walk to the summit of a mountain (para 2)
 - II. thrilling (para 4)

PASSAGE 4

1. Happiness doesn't mean just to feel good. A review of hundreds of studies liaff found compelling evidence thai happier people have better overall health and live longer than their less happy peers. Anxiety, depression, pessimism and a lack of enjoyment of daily activities have all been found to be associated with higher rates of disease and shorter lifespans
2. Having a network of social connections or high levels of social support has been shown to increase our immunity to infection, lower our risk of heart disease and reduce mental decline as we get older. Our emotions affect our long term well-being. Research shows that experiencing positive emotions in a 3-to-1 ratio with negative ones leads to a tipping point beyond which we naturally become more resilient to adversity and better able to achieve things.
3. Harvard School of Public Health examined 200 separate research studies on psychological wellbeing and cardiovascular health. Optimism and positive emotion were found to provide protection against cardiovascular disease, to slow progression of heart disease and reduce risk, by around 50%, of experiencing a cardiovascular event, such as a heart attack.
4. Recent research has shown that an 8-week mindfulness meditation class can lead to structural brain changes including increased grey-matter density in the hippocampus, known to be important for learning and memory, and in structures associated with self-awareness, compassion and introspection-People who are optimistic tend to be happier, healthier and cope belter in tough times. Our happiness influences t he people we know and the people they know.

5. Western neuroscience has now confirmed what Eastern wisdom has known for a long time. Happiness is a skill we can learn. Happiness, compassion and kindness are the products of skills that can be learned and enhanced through training, thanks to the neuroplasticity of our brains.
6. When we give to others it activates the areas of the brain associated with pleasure, social connection and trust. Altruistic behaviour releases endorphins in the brain and boosts happiness for us as well as the people we help. Studies have shown that giving money away tends to make people happier than spending it on themselves.
7. Most people think that if they become successful, then they'll be happy. But recent discoveries in psychology and neuroscience show that this formula is backward: Happiness fuels success, not the other way around. When we're positive, our brains are more motivated, engaged, creative, energetic, resilient, and productive.
1. On the basis of your understanding of the passage answer the following questions by choosing the most appropriate option. (1 × 6 = 6 marks)
 - 1.1 Experiencing positive emotions in a 3-to-1 ratio with negative ones increases:
 - a. our ability to withstand adversities
 - b. mental decline
 - c. heart diseases
 - d. depression
 - 1.2 Our happiness influences
 - a. only ourselves
 - b. only others
 - c. the people we know.
 - d. no one.
 - 1.3 Cardiovascular disease and heart attacks can be reduced by around 50% through:
 - i. optimism
 - ii. positive emotions
 - iii. psychological wellbeing
 - iv. all above
 - 1.4 Which of the following is Not true:
 - a. happiness fuels success
 - b. health fuels happiness

- c. happiness is not a skill
 - d. success fuels happiness
- 1.5 Which of the following is NOT true when we engage our brain in positive act.
- a. motivated
 - b. creative
 - c. resilient
 - d. unproductive
- 1.6 Studies show people are happier when they
- a. Spend money on themselves
 - b. giving money away
 - c. have no money
 - d. have money

Answer the following questions briefly:

(1 × 6 = 6 Marks)

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

PASSAGE 5

1. “Beat Plastic Pollution”, the theme for World Environment Day 2018, is a call to action for all of us to come together to combat one of the great environmental challenges of our time. Chosen by this year’s host, India, the theme of World Environment Day 2018 invites us all to consider how we can make changes in our everyday lives to reduce the heavy burden of plastic pollution on our natural places, our wildlife and our own health.
2. While plastic has many valuable uses, we have become over reliant on single-use or disposable plastic with severe environmental consequences. Around the world, 1 million plastic drinking bottles are purchased *every minute*. Every year we use up to 5 trillion disposable plastic bags. In total, 50 per cent of the plastic we use is single use.

3. Nearly one third of the plastic packaging we use escapes ejection systems, which means that it ends up clogging our city streets and polluting our natural environment. Every year, up to 13 million tons of plastic leak into our oceans, where it smothers coral reefs and threatens vulnerable marine wildlife. The plastic that ends up in the oceans can circle the Earth four times in a single year, and it can persist for up to 1,000 years before it fully disintegrates.
 4. Plastic also makes its way into our water supply and thus into our bodies. What harm does that cause? Scientists still aren't sure, but plastics contain a number of chemicals, many of which are toxic or disrupt hormones. Plastics can also serve as a magnet for other pollutants, including dioxins, metals and pesticides.
 5. This year's World Environment Day provides an opportunity for each of us to embrace the many ways that we can help to combat plastic pollution around the world. And you don't have to wait until 5 June to act
 6. There are so many things that we can do from asking the restaurants you frequently visit to stop using plastic straws, to bringing your own coffee mug to work, to pressuring your local authorities to improve how they manage your dry's waste. Here are some other specific ideas. Take your own shopping bags to the supermarket. Pressure food suppliers to use non-plastic packaging. Refuse plastic cutlery. Pick up any plastic you see the next time you go for a walk on the beach.
1. On the basis of your understanding of the passage answer the following questions by choosing the most appropriate option. (1 × 6 = 6 marks)
 - 1.1 The theme of the World Environment Day is
 - a. Beat Air Pollution
 - b. Beat Noise Pollution
 - c. Beat Plastic Pollution
 - d. Beat Water Pollution
 - 1.2 Host country for World Environment Day 2018 celebrations is:
 - a. China
 - b. India
 - c. Japan
 - d. Korea
 - 1.3 Plastic with severe environmental consequences is:
 - a. Single-use or disposable plastic
 - b. Recycle plastic

- c. Thermoplastic
 - d. Thermocol
- 1.4 Plastic packaging we use escapes collection systems ends up:
- a. dogging our city streets
 - b. Harmless
 - c. Recycled
 - d. With no effect
- 1.5 Plastic that leaks into our oceans can persist upto:
- a. 1 years before it fully disintegrates.
 - b. 10 years before it fully disintegrates.
 - c. 100 years before it fully disintegrates.
 - d. 1,000 years before it fully disintegrates.
- 1.6 To combat plastic pollution we should:
- a. wait until 5 June
 - b. Act now and save ourselves
 - c. Wait and watch
 - d. Not worry
2. Answer the following questions briefly 1 × 6 = 6
- i. What is the call for World Environment Day 2018.
 - ii. What harm does it cause when plastic makes its way into our water supply and thus into our bodies.
 - iii. Every year.up to 13 million tons plastic leak into our oceans. What harm does it cause ?
 - iv. Give two specific ideas to Say No To Plastics.
 - v. Find the word in the passage which means the same as
- 1. Take action to reduce or prevent (Para 1)
 - 2. Breakup into small parts as a result of decay. (Para 3)

Poem 1

The Last Will of the Tiger

By : Amit Dahiyabadshah

1. *When you have stolen my skin from my entity
and removed the roar from my life
O hunter wield that skinning knife
with some grace a little skill
for I too have hunted and killed
many many many times
but every kill
was a prayer in praise of the Creator
my movements were always quick, clean, merciful
Such is the way of true believers*
2. *But do you now skinner slice slash and cut clean
I pray only that you leave no part of me behind
to be eaten by the jackal and the hyena
for I have ruled this forest on behalf of the creator himself
and there is no honour in a king becoming carrion*
3. *So take the sacred colour from my coat
and send it back to the maker of the sunsets
return the darkness of my stripes
to the shadows and the underground
for that is where it was obtained
send the white from the fur of my belly
back to the new ice age
that it return to avenge me
Send my roar back to my maker
that he fill the heavens with my rage
at this shabby end for a true king
ordained by God himself*
4. *Send my claws to the young of the rich and the highborn
to save them from their own nightmares
Send my teeth to Tibet that their aspirations for freedom find*

*new teeth
Send my bones to China that they find a cure
for the fear that builds such great walls
Send my fat to Singapore
so they learn to make a balm for pain
that is mine not only in name
Send my waste to the alchemists
for that is the only substance they have not yet tried
in their efforts to invent gold*

5. *Give my entrails to whoever shall take them
But hang on to my eyes you puny murderer
that your tribe might know that
you did not kill a creature beneath you
that I looked you in the eye and did not flinch when you shot me*
6. *Instead I have turned away
released
from the cancer of your footprint*

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

- 1.1 What will happen to the roar?
(a) Take revenge
(b) Fill heaven with wage
(c) Ordained by God
(d) Shabby end of the king
- 1.2 What kind of emotions are embedded in the poem?
(a) Gloomy
(b) Anger
(c) Fear
(d) Restlessness
- 1.3 The tiger wants the tribe of the hunter to know that?
(a) Hunter is happy with the kill
(b) Puny murderers don't deserve an applaud

- (c) Tiger was not afraid of dying
 - (d) Tiger fell beneath the hunter
- 1.4 The claws of the tiger are the cure for?
- (a) Tibetan aspirations
 - (b) Chinese medicines
 - (c) Nightmares
 - (d) Dogs
- 1.5 'Carrion' in stanza 2 means?
- (a) Carrier
 - (b) Corpse
 - (c) Culprit
 - (d) Creator
- 1.6 'Alchemist' is the person who ?
- (a) Turns base metals into gold
 - (b) Makes gold jewellery
 - (c) Never tries to invent gold
 - (d) Has not tried a new substance
- 2. Answer the following questions as briefly as possible : (1 × 6 = 6)**
- 2.1 What is the advice given to the hunter?
 - 2.2 How can the different hues of the tiger be used?
 - 2.3 What is tiger's wish for his eyes?
 - 2.4 What was the beauty of every kill by the tiger?
 - 2.5. Pick out the words from the passage which is similar in meaning to 'exert'
(para 1)
 - 2.6. Pick out the words from the passage which is similar in meaning to 'Fury'
(stanza 3)

Poem 2

Rhyme of the River Aven

By : Bhavna Ramakrishnan

1. *The river flows, where it goes, nobody knows
The trees are like towers touching the stars
Down they bow their heads in a row
To the river as it flows
Down the town the river flows as, swirling it goes
Meandering the playground and houses in rows*
 2. *The rocks on the bank look still and stern
The waves, from eddies that twirl and turn
Water bubbles drench the flowers and ferns
Lovers gaze with a faraway look and yearn
Children enter into boats that cruise and return*
 3. *Slipping and sliding through the hills and forest green
The blue waters roaring, and then placid and serene
The bard's town sliced by enigmatic stream
The waves dancing on the rainbow coloured sun beams
Through the labyrinth of branches, filtered sunlight gleams*
 4. *The river flows, silent and deep
Life's lesson learnt as it bounds and leaps
Spread the message of peace, friendship you reap
Forget all sorrows, wonderful memories you keep
Life is a playground and sometimes mountains steep*
 5. *The river never stops till it merges with the ocean
Success and failure in life unfold in slow motion
Cut your own path and stay steadfast in this notion
Let ambition and determination be interspersed with emotion
Like the river, never stop until you reach your destination*
1. **On the basis of your reading of the poem select the most appropriate answer from the given options : (6 × 1 = 6)**
- 1.1. Trees are compared to

- a. Towers as tall as reaching heads
 - b. Towers as tall as reaching houses
 - c. Towers as tall as reaching the sky
 - d. Towers as tall as reaching the clouds
- 1.2. The poet calls life a
- a. Playground and enigmatic stream
 - b. Playground and steep mountain
 - c. Playground and coloured rainbow
 - d. Playground and grasslands
- 1.3. The blue waters are
- a. like the ocean
 - b. like raging waterfall
 - c. sometimes placid and quiet
 - d. absolutely quiet
- 1.4. Rocks on the shore appear to be
- a. still and stern
 - b. moving with the river
 - c. filled with fungus
 - d. still and moving
- 1.5. The waves of the river appear to be dancing due to the
- a. eddies
 - b. meandering path
 - c. sunlight falling on them
 - d. coloured rainbow
- 1.6. The flowing river flashes the message that
- a. life is deep and silent
 - b. forget all sorrows of life
 - c. live life king size
 - d. give in to troubles

2. Answer the following questions as briefly as possible : (6 × 1 = 6)

- 2.1. At which point does the river stop?
- 2.2. How does the sunlight filter?
- 2.3. Write any 2 qualities of human beings that have been enlisted in the poem.
- 2.4. What is the similarity between the flowing river and man?
- 2.5. Find a word from the poem that means course - following a winding path [Para]
- 2.6. Find a word from the poem that means - irregular network of passages or paths/
a maze (para 3)

POEM FOR PRACTICE

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

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

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

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

1. The narrator has compared himself with a...
 - (a) Valley
 - (b) hill
 - (c) cloud
 - (d) crowd
2. The expression 'a crowd' is used for...
 - (a) lake
 - (b) trees
 - (c) breeze
 - (d) daffodils
3. 'never-ending line' of daffodils is compared with...
 - (a) margin of a bay
 - (b) sprightly dance
 - (c) stars on the milky way
 - (d) long line of honeybees
4. The narrator just felt excited and cheerful seeing the dance of. .
 - (a) waves
 - (b) breeze
 - (c) daffodils
 - (d) stars
5. The sight of dancing daffodils was a...
 - (a) painful experience for the narrator
 - (b) memorable experience for the narrator
 - (c) a shocking experience for the narrator
 - (d) loss causing experience for the narrator
6. Find the word in the poem which means - loneliness
 - (a) bliss
 - (b) joined
 - (c) pensive
 - (d) solitude

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

Upon Westminster Bridge

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

- William Wordsworth.

1. The narrator call a person dull ifhe/shc.
 - (a) does not talk to him openly
 - (b) does not know about romantic sites
 - (c) passes by without experiencing the beamy of the file.
 - (d) passes over the site and shouts loudly
2. The city of London appear as if it is.....
 - (a) covered with thick layer of smoke
 - (b) clad in attactjve colourful clothings
 - (c) desolate and lonely
 - (d) sleeping beauty
3. The morning sight of the city bears a.....
 - (a) peaceful and serene look
 - (b) noisy and crowdy look

- (c) dark and dreary scene
 - (d) enchanting and haunting appearance
4. 'All bright and glittering', 'all refers to.....
- (a) residents of the city.
 - (b) gardens of the city
 - (c) malls and multiplexes of the city
 - (d) ships, towers, domes, theatres and temples.
5. The movement of the river is.....
- (a) rough and rumbling
 - (b) fast and gushing.
 - (c) smooth and continuous
 - (d) dead slow and motionless
6. Find the word in the poem which means same as 'magnificence or grandeur'.
- (a) bare
 - (b) splendour
 - (c) glideth
 - (d) mighty

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

Ballad of the Tempest

*We were crowded in the cabin,
 Not a soul would dare to sleep,
 It was midnight on the watrca,
 And a storm was on the deep
 'Tis a fearful thing in winter
 To be shattered by the blast,
 And to hear the rattling trumpet
 Thunder : 'Cut away the mast!'
 So we shuddered there in silence.
 For the stoutest held his breath,
 While the hungry sea was roaring*

*And the breakers talked with death.
 As thus we sat in darkness
 Each one busy with his prayer.
 "We are lost!" the captain shouted,
 As he staggered down the stairs.
 But his little daughter whispered,
 As she took his icy hand,
 'Isn't God upon the ocean,
 Just the same as on the land?
 Then we kissed the little maiden,
 And we sang in better cheer,
 And we anchored safe in harbour
 When the morn was shining clear.*

- James T Fields

1. Why the people in the cabin were unable to sleep?
 - (a) Because the party was going on.
 - (b) Because no one wanted to sleep.
 - (c) Because their ship had got caught in a storm
 - (d) Because the captain had not permitted them.
2. 'The stoutest held his breath' means, even the.....
 - (a) captain was scared
 - (b) bravest was scared
 - (c) captain's daughter was panicked
 - (d) The sea was afraid
3. The sea was roaring because.....
 - (a) the sailors had insulted it.
 - (b) the ship had hit it hard
 - (c) the cloud had disturbed it
 - (d) the storm had disturbed it
4. 'We are lost', the captain meant that.....
 - (a) the ship had gone to a wrong direction
 - (b) the ship had been hijacked by the Somalian pirates
 - (c) the ship was going to sink due to heavy storm
 - (d) the ship had got some technical problem

5. The captain's hands were 'icy' because.....
- he had taken a dip in the chilled sea.
 - he was suffering from high fever
 - he had noticed an ice-berg on his way.
 - he was scared and had given up hope.
6. Find the word in the poem which means – “large sea waves”.
- strom
 - blast
 - breakers
 - roaring.
4. **Read the poem given below and write the option that you consider the most appropriate :**

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

*But I, with silent tread,
Walk the spot my captain lies
Fallen cold and dead.*

- Walt Whitman

1. The narrator says that they have.....
 - (a) achieved their target
 - (b) missed their target
 - (c) left their trip in mid-way
 - (d) completed their trail of Indian ocean
2. The prize is the USA's
 - (a) Victory in the World War II
 - (b) Victory in its civil war
 - (c) Successful launch of Endeavour
 - (d) No. 1 position in military power.
3. The Vessel refers to....
 - (a) Large ship used in the war
 - (b) the USA and its people.
 - (c) a large pot that belongs to captain
 - (d) the warship captured by Caribbean Pirates
4. The bells, bugle and bouquets are there to.....
 - (a) honour the victorious ship
 - (b) honour the champion player
 - (c) honour the country's flag
 - (d) honour me leader of the country
5. 'My Captain' does not respond because he is.....
 - (a) too tired
 - (b) very excited and jubilant
 - (c) bleeding profusely
 - (d) dead and no more.
6. Find the word in the poem that means same as – "a long water journey".
 - (a) trip
 - (b) exulting
 - (c) anchored
 - (d) voyage.

NOTE MAKING

Characteristics of Notes

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

Mechanics of Note-Making

1. Use of Abbreviations :

- (a) Capitalized first letter of words: UNO, CBSE, NCERT etc.
- (b) Arithmetic symbols: (><, -----, kg, % etc.)
- (c) Commonly used : (in newspapers, magazines etc.) : govt. etc., e.g.,
- (d) Invented : First and last few letters of the word with a dot at the end (educ.,
poln., popn, Mfg.)

2. Proper indentation

Heading Title

(1) Main point.....

1.1 Sub Point

1.2 Sub Point

1.3 Sub Point

1.3.1 Sub Sub Point

1.3.2 Sub Sub Point

3. Make use of words and phrases only. Avoid full length sentences.

4. **Give Appropriate Title :** The title may be given at the beginning. The notes are of 3 marks and should not be more than 1/3 of the passage's length.

Marking Scheme / Pattern for Note Making and Summarising.

- | | |
|--|------------------------|
| (a) Note-Title | 1 Marks |
| (b) Abbreviation/Contraction | 1 Marks (Minimum four) |
| (c) Sub-Headings (Four as per the requirement) along with 2-3 points | 3 Marks |
| (d) Summary | |
| Content | 2 Marks |
| Expression | 1 Marks |
| (Standard word UrrM lor summary is 80 words) | |

Note : Provide key for abbreviations used in your notes

Key to abbreviations

Problm = problem

Trpnt = transparent

Rqd = required

Dprsd = depressed.

SOLVED PASSAGES FOR NOTE MAKING–I

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

(1 × 8 = 8 Marks)

1. How does television affect our lives? It can be very helpful to people who carefully choose the shows that they watch. Television can increase our knowledge of the outside world; there are high quality programmes that help us understand many fields of study, science, medicine, the arts and so on. Moreover, television benefits very old people who can't often leave the house, as well as patients in hospital. It also offers non-native speakers the advantage of daily informal language practice. They can increase their vocabulary and practice listening.
 2. On the other hand, there are several serious disadvantages to television. Of course, it provides us with a pleasant way to relax and spend our free time, but in some countries, people watch the 'boob-tube' for an average of six hours or more a day. Many children stare at a television screen for more hours each day than they do anything else, including studying and sleeping. It's clear that the tube has a powerful influence on their lives and that its influence is often negative.
 3. Recent studies show that after only thirty seconds of watching television, a person's brain 'relaxes' the same way that it does just before the person falls asleep. Another effect of television on the human brain is that it seems to cause poor concentration. Children who view a lot of television can often concentrate on a subject for only fifteen to twenty minutes. They can pay attention only for the amount of time between commercials.
 4. Another disadvantage is that television often causes people to become dissatisfied with their own lives. Real life does not seem as exciting to these people as the lives of actors on the screen. To many people television becomes more real than reality and their own lives ... boring. Also many people get upset or depressed when they can't solve problems in real life as quickly as television actors seem to.
 5. Before a child is fourteen years old, he or she views eleven thousand murders on the tube. He or she begins to believe that there is nothing strange about fights, killings and other kinds of violence. Many studies show that people become more violent after certain programmes they may even do the things that they saw in a violent show.
1. Make notes on the above passage using proper abbreviations (04) and suggest a suitable title. (3 + 1 + 1 = 05 Marks)
 2. Write a summary of the above passage in about 80 words (03 Marks)

Notes.

1. (a) Title : **The Impact of Television**

Notes:

1. Benefits of T.V.
 - 1.1 Inc. our know. Of o/s world
 - 1.2 High qty prog
 - 1.2.1 Fields – science, medicine, arts
 - 1.3 Old people, patients – can’ t leave house
 - 1.4 Non-native speakers – daily informal long. Prac.
 - 1.5 Inc. vocabulary, listening
 - 1.6 Way to Relax
2. Disadvantages of T.V./Boob-Tube on body
 - 2.1 Long Duration of viewing – affects eyes
 - 2.2 Human brain
 - 2.2.1. gets drained
 - 2.2.2. poor concentration
 - 2.3 Effects of violent shows on adults/behaviour
3. Effects of T.V. on children
 - 3.1. Lack of concentration in studies
 - 3.2. gets used to violence
 - 3.3. Loses discretion / understanding
4. Other effects
 - 4.1 People become dissatisfied
 - 4.2 Unable to diff. b/w reel and real life
 - 4.3 Real life seems boring
 - 4.4 Imitate actors
 - 4.5 Get upset/depressed – unable to solve problems

Key to Abbreviations

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

SUMMARY

The Impact of Television

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

SOLVED EXAMPLE–II

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

In Delhi where 80% of the people are pedestrians in some stage of their commuting, least attention is paid in pedestrian paths. Delhi's side walks are too narrow, very poorly maintained and full of potholes, poles, junction boxes and dangerous electrical installation, not to speak of the garbage dumps that stink and stare at the pedestrian. Ashram Chowk is a good case in point where thousands of pedestrians change direction from the Mathura road radial to the Ring Road. A flyover facilitates the automobiles.

While the pedestrian is orphaned by the investment hungry authorities. One corner of the Ashram Chowk has a ridiculous imitation wood sculpture with an apology of a fountain and across the same Chowk you have the open mouthed massive garbage dump right on the pedestrian path in full exhibition for the benefit of the public. These symbols of poor taste and object apathy are then connected by narrow dangerous and often waterlogged footpaths

for the helpless pedestrian to negotiate. In the night street lighting in the central median light up the carriageway for cars and leave the pedestrian areas in darkness.

Delhi's citizens leave and want to get to their destination as fast they can. No one wants to linger on the road, no leisure walks, no one looks a stranger in the eye. It is on the pedestrian path that citizen encounters head on the poor public management and the excuse called multiplicity of authorities One agency makes the road, another digs it up to lay cables, third one comes after months to clear up the mess and the cycle of unaccountability goes on. Meanwhile crores are spent in repairing the carriageway for vehicles and in construction of the flyovers without a care for the pedestrian below. Solution offered is to make an expensive underpass or an ugly foot overbridge, ostensibly for facilitating the pedestrian, while in reality they only facilitate the car to move faster at the expense of the pedestrian. Take Kashmiri gate, ITO, Ashram Chowk, AIIMS. or Dhaula Kuan, at all these important, at pedestrian crossover points the story is the same. They have pulled the sidewalk from the pedestrian's feet.

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

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

1. On the basis of your reading of the above passage make-notes on it using heading and sub-heading. Also use recognized abbreviation wherever necessary (minimum 4) Supply a suitable title. (1+1+3=05 Marks)
2. Write the summary of the passage. (03 Marks)

TITLE : ‘PEDESTRIAN IN DELHI’

Or

‘DELHI UNSAFE FOR PEDESTRIAN’

Notes :

1. Delhi : a major city for pedestrian
 - 1.1 Poor maint. of sidewalks.
 - 1.2 dangerous elect installation.
 - 1.3 garbage dump.
 - 1.4 Waterlogged footpaths.
2. Life in Delhi for citizens.
 - 2.1 Fast life
 - 2.2 Poor public manag.
 - 2.3 Multiplicity of auth.
 - 2.4 Unaccountability
 - 2.5 Constly constructions but useless.
3. Pedestrian in the modern city.
 - 3.1 Pedestrian; a king
 - 3.2 Floor of the city to provide great help.
 - 3.3 Facilities to the challenged old and the infirm child.

Key to Abbreviations

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

Summary**(80 words)**

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

PASSAGE 1**Read the following passage carefully and answer the questions that follow:-**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

PASSAGE 2

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

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

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

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

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

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

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

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

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

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

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

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

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

PASSAGE 3

- 1. Read the following passage and prepare notes on a standard format.
Give a suitable title.**
- 2. Write a summary of the passage in 80-100 words.**

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

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

In a patriarchal country like India, where stark gender roles, overt gender discrimination and devaluation of women and girls is ingrained into our daily lives. I feel that it is extremely important to identify and address this problem from a very young age. Boys and girls start developing their gendered identities from birth. The upbringing at home also influences them. While egalitarian gender roles may not be present at home, the school can become a space of transformation where children, especially those hailing from disadvantaged backgrounds, learn to question gender roles, identify areas of gendered discrimination, and work towards changing them.

In many families, in both rural and urban areas, while boys are encouraged to study and have a career, girls are taught to concentrate on household chores. Only when both boys and girls learn to question this typical gender bias at school, will the situation at home also change for the better.

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

For the longest time, we have been working on bringing girls to school and ensuring that they complete their schooling. We assume that schooling and academic ability will empower a girl through financial and social independence. Why then, do we still have a society where women and girls fear for their safety and well-being, and are considered 'burdens' on their

families? We may have been able to bring women to the forefront, but without addressing and challenging gender norms at a nascent stage of social development, we cannot hope to work towards a society where women and girls feel safe and valued.

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

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

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

(Approx 600 words)

PASSAGE 4

Read the given passage carefully:

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

Another research says fasting, even occasionally, helps in de-toxification. Through fasting we restrict digestive activity and so energy is utilised to cleanse different systems. Fasting improves metabolism, sharpens the senses, calms the mind, helps lose weight, improves general immunity, improves concentration and mental clarity. Fasting, if understood and done under supervision, has tremendous benefits and impacts one at various planes;

mental, emotional, physical and spiritual. Specifically it serves as an aid to effective detoxification, helps in repair and rejuvenation, offers rest to the gastro-intestinal system and promotes mobilisation of excess fat.

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

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

Questions:

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

PASSAGE 5

1. **Read the following passage and prepare notes on a standard format. Give a suitable title.**
2. **Write a summary of the passage in 80-100 words.**

PASSAGE 6

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

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

harmony—ahimsa—and to ward off heated emotions and anxieties in-herent with living in overdrive.

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

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

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

Take an occasional afternoon siesta. Follow the rhythms of summer and recover playfulness, joy and abundance.

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

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

Questions

1. On the basis of your understading of the above pasage, make notes on it using headings and sub headings. Use recognizable abbreviations (wherever necessary–minimum day) and a format you consider suitable. Give suitable title. (5 Marks)
2. Write a summary of the passage in about 80 words. (3 Marks)

SECTION - B

WRITING SKILLS AND GRAMMAR

NOTICE

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

How to write an effective Notice:

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

Date	Name of the Institute
	NOTICE
	Heading/ Subject
In the space write the content of the notice What, when, where, why, special instructions, contact etc.	
SIGNATURE	
NAME	
DESIGNATION	

SAMPLE NOTICE

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

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

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

<p>MILLENNIUM SCHOOL, DELHI NOTICE</p> <p>23 June 20XX</p> <p style="text-align: center;">CRICKET TRIALS FOR UNDER-18 SCHOOL TEAM</p> <p>This is to inform to our cricket players that selection to school teams will be made on 29 June, 20XX between 9:00 AM and 5:00 PM in the school playground. Budding players who wish to be in the school team must attend the trials with complete cricket kits. In all 20 players will be short-listed for each team purely on the basis of their all-round performance.</p> <p>ANKUR SHARMA Sports Captain</p>

3. As the President of Resident Welfare Society, Dilshad Garden, J&K Block write a notice requesting residents not to use potable water for cleaning purpose.

RESIDENT WELFARE SOCIETY DILSHAD GARDEN, J&K BLOCK

NOTICE

30 May 20XX

USE WATER JUDICIOUSLY

Considering the acute shortage of water in the colony this summer, all the resident of Dilshad Colony, J&K Block are requested not to waste potable water by cleaning their cars, verandahs & drive ways etc., or watering the plants with a hose pipe. A fine of Rs 500 will be imposed on the defaulters. Kindly save water for better tomorrow.

President
DILSHADGARDEN, J&K BLOCK

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

RPW NANDNAGRI

NOTICE

30 July 20XX

Nukkad Natak Competition

An Inter School Nukkad Natak Competition is to be organized on 30 August 2016. An audition, for the same will be held to select the students for the school troupe/group. The details are given below:

Date: 7 August 20XX
Time: 10.30 am
Venue: School Auditorium
Eligibility: Class IX and XII
Interested students may give their names to the undersigned latest by 5 August 20XX.

Roopa
Cultural Secretary

5. The Residents' Welfare Association, Lajpat Nagar is organising a 'Baisakhi Fest' in the locality. As the President of the Association, draft a notice in not more than 50 words informing the residents about the same. Give other essential details too.

RESIDENTS' WELFARE ASSOCIATION, LAJPAT NAGAR

NOTICE

10 January 20XX

BAISAKHI FEST

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

Date: 17 February, 20XX

Time : 9 am to 5 pm

Venue: Lajpat Nagar Community Hall

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

Vikas Kumar

President, RWA

PRACTICE QUESTIONS

1. Your school is to observe the Earth Day on 22nd April. As the General Secretary of the Student Council write a notice informing the members about a meeting you wish to hold to plan the programme.
2. The present batch of class XII students of your school is about to bid farewell to the school and the class XI students wish to host a farewell party in their honour. As the Senior Prefect of your school, write a notice for the Students House Council and XI class monitors to attend a meeting to plan the party.
3. A poor patient in a hospital is urgently in need of blood for a surgery. As the Medical Superintendent of the hospital, write a notice to be pasted on the hospital notice board appealing to voluntary blood donors to donate blood immediately.
4. As the manager of Hotel Plaza write a notice for the guests staying in the hotel cautioning them about a lift that has gone out of order.
5. You are Yash Gupta, The Incharge of Cultural Club of your school. Write a notice for the school Notice Board inviting participants for a painting competition to be held at Pragati Maidan.

6. There is going to be an inter-school debate for all the students of Class XI on the topic 'Tobacco companies should not sponsor sports events'. As the cultural secretary, draft a notice providing all relevant details in not more than 50 words.
7. You are Kripa Shanker, a student of Class XII. You have lost an expensive watch in the school premises. Draft a notice to be put up on the school notice board giving details of the watch and offering a suitable reward. Use not more than 50 words.
8. As the president of the student's council of your school, write a notice in not more than 50 words, asking the students of your school to donate clothes, books and bags for Goonj, an NGO working to help the underprivileged children across the country.
9. The Hindustan Times Pace Programme is planning to hold fun-filled workshops on candle making and clay modelling for all Class VIII students on Children's Day in the school. As Altaf, the Head Boy, write a notice informing students about it. Include necessary details and write the notice in not more than 50 words.
10. The meritorious students of class XI are going on an outstation tour to Manali. Write a notice informing the students about the event and giving necessary details and instructions.
11. Write a notice for the school notice board informing the students about the visit of the Director of Education to your school on the occasion of Independence Day celebration. Write the notice in not more than 50 words asking the students to maintain punctuality, cleanliness and discipline.
12. The school has decided to organise a Christmas Carnival in the Sports Complex. The Principal has asked you, as the school Prefect, to write a notice inviting the students and teachers to participate in it. The notice should be written in not more than 50 words including all the relevant details.
13. The Residents' Welfare Association, New Friends Colony is organising a Diwali Bazaar in the locality. As the president of the association, draft a notice in not more than 50 words, informing the residents about the same. Give other essential details about the Bazaar.
14. You are the Student Editor of SKV, Andrews Ganj. Write a notice inviting articles, stories, cartoons, crossword, puzzles, jokes, etc for the school magazine. Write the notice in not more than 50 words.

ADVERTISEMENT

The word “ADVERTISEMENT” is defined as a public notice or announcement, especially one advertising goods or services in newspapers. It is a very powerful tool for promoting sales or services or raising public awareness through quick dissemination of information.

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

Classified Advertisements

- Occupy less space
- More economical
- Simple, concise compact

Non classified Advertisement

- Commercial purpose
- Visually attractive appealing
- Catchy slogans
- Varying font size's shape

Type of Classified Advertisements

Situation Vacant/Wanted

Points to remember:

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

SAMPLE ADVERTISEMENT

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

SITUATION VACANT

DAV Public School, Shastri Park, Delhi-31 requires 2 PGTs in English against permanent post. Only experienced and highly qualified candidates with linguistic fluency need to apply. Salary commensurate to experience and professional achievements. Attend Walk-in interview with resume, attested testimonials and passport size photographs on Monday 16th May20XX at 9:00 AM in Principal's office. No TA/DA admissible

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

SITUATION WANTED

An electronics and communication engineer, 25, healthy, male looking for a suitable job in or around Delhi in an electronics or communications company offering good working environment and growth opportunity.

The candidate has good communication skills, is open to correction and continued professional development. He is available for interview with a notice of 72 hours.

Contact:- +91-999999XXXX or write to ritucaplot@gmail.com

SALE AND PURCHASE

Points to remember:

- Begin with For Sale/ purchase or Available/Wanted
 - Type of house (Flat, Independent floor/ house/ office etc.)
 - Size of floor, No. of rooms etc
 - Surrounding centrally located, park facing, near to market, school, hospital, bank etc.
 - Use adjectives like airy, well ventilated, fully furnished, brand new, newly constructed, well furnished
 - Company or Bank lease preferred
 - Expected price- Rs. XXXXXXXXXXfixed/ negotiable
 - Contact address and phone no.
1. Your aunt, emigrating to Canada wants to put up a classified advertisement to dispose off her flat before she leaves. Draft a suitable advertisement putting her flat on sale.

FLAT ON SALE

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

Contact: Sanjna- 99999XXXXX

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

FLOOR REQUIRED

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

LOST AND FOUND

Points to remember:

- Begin with Lost / Found
 - Brief physical description - Name of the object/ article, brand, colour, size, condition etc.
 - When/Where lost/found
 - Reward / incentive, if any
 - For lost all details whereas for found keep strategic details undisclosed for authenticity verification of the claimant
 - Contact address and Phone no.
1. You lost some important documents the other day. You want to apply for duplicate documents for which you need to publish a public notice in a newspaper. Draft an advertisement giving details about the lost document

LOST!

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

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

FOUND!

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

MISSING PERSON/ PET ANIMAL

Points to remember: Begin with Missing

- Physical Description
 - For Person- Name, age, sex, height, complexion, built, clothes and other striking identification feature(s)
 - For Animal- Name, breed, colour of fur, of skin, other distinct feature/mark
 - Since when and from where missing
 - Reward/ message if any
 - Contact address and phone no.
1. Your brother has been missing from his home for the last two days. Draft an advertisement for a newspaper providing necessary details and offer of a reward to informer.

PERSON MISSING

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

CHANGE OF NAME

Points to remember:

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

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

CHANGE OF NAME

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

MATRIMONIAL Points to Remember

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

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

BRIDEGROOM WANTED

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

TOURS AND TRAVEL

Points to remember:

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

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

TOURS & TARVEL

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

Educational Institutions/ Language Courses/ Hobby Classes

Points to remember:

- Begin with coaching/ courses/classes/tutors/tutorialavailable
- Name of the institution
- Classes, subject, courses, exams/competitions
- Qualification and experience of tutor
- Environment and facilities
- Success/result graph/track
- charges/ fees/ package
- Eligibility criteria

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

You want to launch a tuition center from class X to XII. Draft a classified advertisement with all relevant details.

TUITION

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

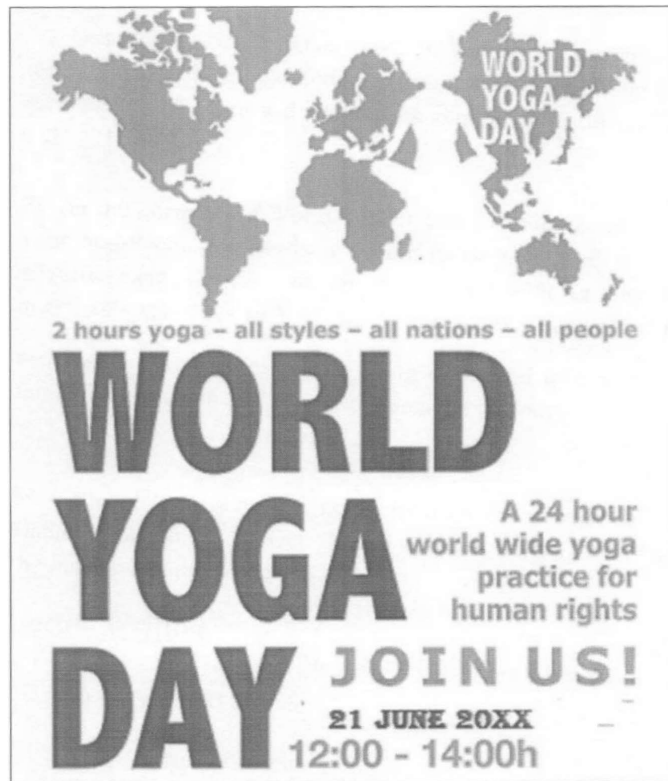
PRACTICE QUESTIONS

1. You are the Manager of Super Software Solution Ltd. Draft an advertisement for your company for the post of Chief Programmer (Solutions) giving details as per your requirement.
2. You want to sell off some office furniture such as computer table, filing cabinet, chairs, cupboard etc as you are moving into a new office. Draft an advertisement to be published in a local daily.
3. You want to purchase a pre owned motorbike. Draft an advertisement for a newspaper detailing your requirement, affordability and preferences.
4. Your cat named Katty is missing since 12 June 20XX. Draft an advertisement to be published in the “Missing” column of a local daily. Give all details in not more than 50 words.
5. A poor accident victim needs financial help for urgent surgery. As the secretary of a charity organization draft a classified advertisement to raise funds for this noble cause.

POSTER

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

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





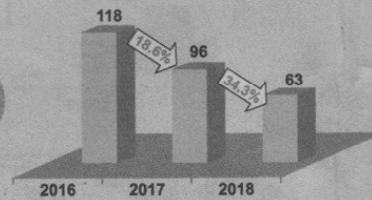
**WE
CARE**



**AS
WE
SERVE**

OUR EFFORTS FOR SENIOR CITIZENS

*Decline in
Heinous Crimes
Against
Senior Citizens*



AND OUR REQUEST FOR BETTER SAFETY

INSTALL THESE SIMPLE SECURITY DEVICES



Magic eye

Door safety chain

House Alarm

CCTV

Strong iron grills

AND DO NOT...



Keep an unverified domestic help

Talk wealth before domestic help

Let visitors stay with domestic help

Allow entry to unverified strangers

DP/0911/19

WORLD HEALTH DAY

7TH APRIL 20XX



Benefits of Physical Activity:-

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

KEEP HEALTHY

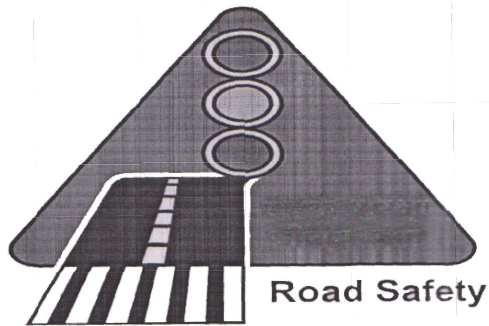
DO AT LEAST 30 MINUTES OF PHYSICAL ACTIVITY DAILY

Issued by: DIRECTORATE GENERAL OF HEALTH SERVICES

Ministry of Health & Family welfare,

Government of India

ROAD SAFETY WEEK(6th - 12th JANUARY, 2019)



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

Life is precious – Take Care: Drive Carefully

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

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

VOLUNTARY BLOOD DONATION DAY

DONATE BLOOD

THE BOND OF LOVE-THE GIFT OF LIFE



WE ARE BLOOD BROTHERS,
ONE AND ALL

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

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

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

WRITING LETTERS

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

Points to Remember

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

- * Yours sincerely-to friends and to all the people whom you are addressing by name.
- * Yours affectionately-to relatives.
- * Yours truly-to unknown persons or editor at the end, signature of the sender followed by his name in block letters alongwith designation.
- In modern letter writing, ‘yours Sincerely’ is often used for business letters, to editor also.

LETTERS TO THE EDITOR OR A NEWSPAPER

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

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

Points to Remember

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

DON’T WRITE THAT THE EDITOR SHOULD TAKE ACTION

- Be courteous, even if critical.
1. You are Saurabh/Swati of Rani Bagh, Delhi The road leading to your school is full of patholes, causing a lot congestion. Students and parents are often caught in traffic jams. Inspite of several representations MCD has done nothing to improve the conditions. Write a letter to the editor of Local Daily highlighting the problems and drawing the attention of the authorities to take concrete steps at the earliest.
 2. You are Mohan Lal/Sunita residing at C-25, Model Town, Delhi-7. Write a letter to the editor, Times of India expressing your concern over the govt’s decision to cut down trees in the Delhi University area to provide space for rugby field for the National games.
 3. You are Mansi/Manish of M.G Road, Delhi. You are worried about the hike in prices of essential commodities like LPG gas, petrol, diesel, vegetables, pulses etc. Write a letter to the editor of Hindustan Times. Delhi to draw the attention of Government to take concrete steps to curb the rising prices/inflation in the benefit of common man.

4. You are Vipin/Vidya a student of Class XII of Sarvodaya Vidyalaya, Nithari. The students are required to cope with lot of pressure in today's competitive environment. Write a letter to the editor of a national daily highlighting the increasing stress faced by students and suggest ways to combat the same.
5. Write a letter to the editor of Hindustan Times, B.S.Z. Marg, Delhi-2. Drawing attention to a newly opened liquor shop in your colony, which has become a menace for the residents. You are Frahan Ahmad, resident of D-32, New Light Colony, Delhi.
6. Having observed that crime against woman is increasing day by day in big cities. You feel that self-defence training should be made compulsory for girls in schools. Write a letter to the editor of 'The Hindu' highlighting the need for such training and drawing the attention of the Government to take concrete steps for safety of women. You are Navin/Naina, a student of class XII, Happy Public School, Delhi
7. Write a letter to the editor of The Times of India, New Delhi, expressing your concern for the youngsters who start smoking at a very early age which further leads them to drug addiction. Give your suggestion to check smoking and drug addiction. You are the prefect of Eco-club of your school.
8. You are Puneet/Poonam of Govt. S.S. School. Pushp Vihar, Delhi. You are very much moved to know about the killing of innocent people in serial blasts of Jaipur. Write a letter to the editor of Times of India over the wide spread terrorism not only in India but through-out the world; and suggest ways to over come it.
9. You travel by 'Blue Line' buses in Delhi everyday. You are the witness and experience the rash and negligent driving by the bus drivers. You have also read in the news paper about the death of dozens of people only due to these buses. Write a letter to the editor of Hindustan Times highlighting the related problems. Also give some suggestions.
10. You are Vimal/Vimla of 97, Safderjung Enclave, New Delhi. You have observed that subways in Delhi are seldom used by the pedestrians to cross heavy-traffic, resulting in accidents and traffic jams. Write a letter to the editor of Hindustan Times highlighting the need for creating awareness among the people about it.

LETTERS OF MAKING ENQUIRIES

Points to Remember

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

While Writing such letters

1. Refer to the source of information.
2. Make specific enquiry about
 - Accommodation in a hostel
 - Tariff
 - Type of food available etc.
 - Language : Formal but courteous
1. You are Sakshi/Sanjay of Govt. Sr. Sec. School, Sangam Vihar. You have appeared in class XII examination in Humanities Steam. Write a letter to the Director of YMCA, Delhi, requesting for sending the details regarding Short-Term Courses, duration and fee structure of the course offered by them.
2. You are Ravi/Akash residing at 20. A13 Dwarka, D.D.A. Flats, New Delhi. You have appeared for class 12th exam (CBSE) this year. As your result is awaited, you wish to do English speaking course from ‘The British School’, West Patel Nagar, Delhi. Write a letter to the Principal of the Institute requesting for sending the details regarding the course, duration and fee etc.
3. You are Head Boy/Head Girl of Sarvodaya Vidyalaya, Vikas Puri, Delhi. Write a letter to State organising Commissioner of Delhi State Bharat Scouts and Guides, requesting him to provide details of affiliating fee and other conditions for becoming a member of the organisation. You are Vishal/Vinita of Class XII.
4. You are A. Bose, H.R. Manager of IBM, Lakshya, Delhi. You want to take 25 voice Trainers of your organisation on a trip from Delhi to Mumbai by a deluxe bus. Write a letter to Yatri Global, 23, Palika Enclave, Delhi. Enquiring their terms and conditions for package tours. Ask about duration of the trip, boarding and lodging charges, mode of payment and discount available if any etc.
5. You are Lalit/Lakshmi of Sarvodaya School, Shadra Niketan, Delhi. You have passed Class XII CBSE Exam. In commerce stream obtaining 85% marks in aggregate. Write a letter to the Director, H.P. University Shimla for brochure and Prospectus for admission to B.Com. (H).

LETTERS OF COMPLAINT

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

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

Points to Remember

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

OFFICIAL/BUSINESS COMPLAINT

1. You are Ankit/Ankita of 34, Lajpat Nagar, Delhi, Last month you purchased double door frost-free refrigerator from Divya Electronics, against a warranty of two years. For one month, it worked well but now you find that it is making an unbearable noise and not cooling things properly. Write a letter to the Manager/Dealer of Divya Elec. Complaining about the problem you are facing and requesting him for the replacement immediately.
2. You are Ishaan/Meeta the Head Boy/Girl of Janki Public School, Kirti Nagar, Delhi. There is a heavy flow of traffic just out side your school gate, causing a lot of inconvenience to the school going children. There are frequent cases of accidents also. Write a letter to the Commissioner of Traffic Police, Delhi requesting him to take necessary measures to control the traffic.
3. You are Vandana/Vinod residing at 4 c, Pocket-A Paschim Vihar Delhi. People feed stray animals on the side of the roads. This creates chaos on the roads also Write a letter to the commissioner of M.C.D., highlighting the problem faced by the people living there and the possibilities of road accidents due to stray animals.
4. You are Somesh/Surabhi residing at C-27, Model Town, New Delhi. Last month you bought a Microwave oven from Neha Electronics, Kamla Nagar, New Delhi. Now you find it is not working properly. Write a letter to the dealer asking/requesting him to replace it immediately as it is within the guarantee period.

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

PLACING ORDERS

1. You are Librarian of R.N. Public School, Saket. Write a letter to Messers Suman Publishers, Delhi, Placing an order for some books for your School library. Mention the details of books (at least 5) and ask for the discount available on the purchase.
2. You are store incharge of G.S.S. School, Najafgarh, Placing an order for at least four items of School furniture like chairs, tables, Almirahs, desks etc. to Pragati furnitures, Hari Nagar, New Delhi.
3. You are sports incharge of Abhinav Public School, Shahdara. Write a letter to Messers Raman Sports Equipments, Darya Ganj, placing an order for sports material (at least 5 items) giving complete details. Ask for the discount available on purchase.
4. You are Prabhat/Pratibha of Sarvodaya Vidyalaya, Jahangir Puri, Delhi. You had placed an order for supply of sports material to Messers Laxmi Sport Equipment, Darya Ganj. You have not yet received the material write a letter to the dealer asking for the immediate supply of the material.
5. You are Science Lab incharge of Divine Public School. Okhla. Write a letter to Messers, Ahmad scientific instruments co. Okhla, for supply of scientific equipments (at least four giving complete details) for your school science lab.

WRITING APPLICATIONS FOR JOBS

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

- To write correct contact address.
 - To refer to the advertisement write date and name of the newspaper (source of information).
 - Forwarding note to offer your candidature.
 - To enclose your curriculum vitae (C.V. or Bio data) duly signed
- C.V. should include

- Personal details : Name, D.O.B., Address.
 - Academic qualifications.
 - Details of Experience.
 - Salary expected
- References (Two)

1.

RAM MANOHAR LOHIA HOSPITAL, NEW DELHI

REQUIRES

Junior Residents in the following faculties

1. Paediatric – 2 posts
2. Orthopaedics – 3 posts.
3. Ophthalmic – 2 posts
4. Gynecology – 3 posts.

Minimum Qualification – MBBS (with Ist Div.)

Age – not more than 35 years.

Desirable Qualification – Specialisation in the respective field.

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

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

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

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

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

PRACTICE QUESTION

1. Health Club needs an attractive poster to promote healthy lifestyle among its members. Draft a poster for its “Healthy Habit, Healthy Life” campaign that includes some useful tips on healthy food habit and exercise. Include catchy slogan and effective visuals to make your poster attractive.
2. Department of Science and Technology, Government of India is organizing a science exhibition in your school. Create an attractive poster announcing the event and inviting the general public to visit it.
3. On the occasion of World Cancer Day (4th February) the government of your state/ country needs a poster to be published as a public service advertisement. Create a poster that urges people to stay cancer free and suggests some ways to fight against this serious health hazard.
4. Design a poster for a play being organized in your school for raising funds to help victims of a temple stampede tragedy.
5. National book Trust is going to organize a book fair in memory of Mahatma Gandhi on 2nd Oct. Design a poster on the Book Fair, highlighting the importance of books.

Letter Writing

Letters in class XI include-

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

Tips for Writing Formal Letters in English-

In English there are some accepted conventions that should be used when formatting a formal or business letter. Furthermore, you should try to write as simply and clearly as possible, without making it longer than necessary. Remember not to use informal language like contractions slangs, colloquial language. Always stick to the word limit.

Addresses:

- (1) Sender's Address-top left-hand corner of the letter.
- (2) DATE
- (3) Use International formats for writing the date. As – May 10, 2018 or 10 May, 2018.
- (4) Avoid to write in (10-05-2018) format.
- (5) Receiver's Address with designation on the left below sender's address.

Salutation or greeting:

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

Complimentary Closing:

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

Contents of a Formal Letter (Body of the Letter)**First paragraph / Introductory**

The first paragraph should be short and state the purpose of the letter i.e. making an enquiry, complain, request etc.

Middle/ Main paragraph

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

Last/Concluding Paragraph

The last paragraph of a formal letter should state what action you expect the recipient to take i.e.-to refund, send you information etc.

CBSE Marking Scheme

LETTER WRITING

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

Format (1 mark)

1. sender's address, 2. date, 3. receiver's address, 4. subject / heading, 5. salutation, 6. complimentary close.

Content 3 marks

Expression (2 marks)

grammatical accuracy, appropriate words and spelling [1]

coherence and relevance of ideas and style [1]

Example

H. No. 289

Masjid Moth

New Delhi 110063

18 May, 2018

The Delhi Chronicle New Delhi 110001.

Sir,

Subject-Body of the letter: 1. Introduction

2. Main Content

3. Conclusion

Thankyou

Yours sincerely/truly

Name

(Designation)

SAMPLE LETTERS

LETTER OF ENQUIRY :

1. Look at the advertisement given below and draft a letter enquiring about the student exchange programme. Invent the necessary details.
 - Service available in which countries? France? Spain?
 - Cost?
 - Length of stay?
 - Knowledge of language necessary?

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

The Director
Student Exchange Services
South Extension
New Delhi

E-766
Malviya Nagar
New Delhi
20 March 2018

Subject: Enquiry regarding the Student Exchange Programmes

Dear Sir/Madam

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

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

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

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

Looking forward to a quick reply

Yours truly/sincerely

Harsh Chaddha

Placing of order:

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

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

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

Subject: Supply Order for Sports Equipments

Dear Sir

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

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

It is expected that the order will be delivered within ten days of the issue of this letter. The payment will be made by cheque within one week of the delivery.

In case any item is found missing/damaged the payment will be held back till it is replaced. It is expected that, 10% discount would be given to us as per the norms.

Yours truly

Signature

Name

Designation

Cancellation of order

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

Jaypee Hotel

Agra-201001

03 March 2018

The Sales Manager

Harisons Furnishings

Ring road Lajpat nagar

New Delhi

Subject: Cancellation of Order No. 345

Dear Sir

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

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

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

Yours truly

Signature

Name

Designation

Letter of complaint

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

R-57, Sec-7

Rohini

New Delhi

20 March, 20XX

The Proprietor

Spice shop

Lajpat Nagar

Subject: Complaint about faulty LG mobile phone

Dear Sir

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

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

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

Yours truly

Signature

Name

Letters of complaint-Civic amenities

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

10 Nand Nagri, New Delhi

May 16, 2018

The Municipal commissioner

MCD, (East)

New Delhi-92

Subject: Complaint regarding poor sanitary conditions in Nand Nagri

Sir,

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

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

I look forward to a quick resolution of the problem.

Thank you

Yours truly

(Muhammad Irshad)

Letter to the principal

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

The Principal

SKV - FU Block

Rohini

20 March 20XX

Subject: Request for more Water Coolers

Sir/Madam

I would like to bring to your notice the problems being faced by the students due to inadequate number of water coolers in the school.

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

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

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

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

Thank you

Yours obediently

Signature

Name

Head Boy

Letter to the editor

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

H-19

Green Park New Delhi

5 January, 2018

The Editor

The Hindustan Times

1 KG Marg New Delhi

Subject: Poor condition of water supply in Green Park.

Sir,

I am a resident of Green Park and on behalf of the residents of Green Park, I am writing this letter in your esteemed columns about the poor condition of supply of drinking water in our colony. Not to speak of water for bathing or washing, even the drinking water is not available during peak morning hours.

Most of the time the taps run dry. The supply is made only for two hours in the morning and one hour in the evening. Besides this, the water is muddy and polluted. Many residents have fallen sick due to it.

In this connection, we complained to the local authorities but in vain. I hope that you will publish my news to draw attention of the authorities towards the seriousness of the problem.

Thankyou

Yours sincerely

Prabhu Dayal

JOB APPLICATION

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

71, Defence Colony

New Delhi

2 August 20XX.

The Director (Administration)

News Services Division,

A.I.R, New Broadcasting House,

Parliament Street, New Delhi-110001

Sir

Subject: Application for the Post of News Reader

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

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

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

Yours Sincerely

Mohammad Kausar

Enclosures:

1. Bio Data
2. Certificates

Bio-Data

Full Name

Father's Name:

Mother's Name:

Date Of Birth/Age:

PermanentAddress:

Telephone No:

E-Mail Address:

Educational Qualifications: Preferably in tabular form

1. School Level
2. College Level
3. Professional qualifications e.g. Diplomas /degrees Experience:
4. Marital status

Interests:

Present Employment (If any)

Salary Expected: (Optional)

Signature :

Name :

QUESTIONS FOR PRACTICE

1. Shaheed Hemu Kalani school Lajpat Nagar has been getting an erratic supply of power as well voltage fluctuations. It is affecting teaching learning and office work in the school. As an affected student write a letter of complaint to the Director, BSES, drawing attention to the problem.
2. In modern times access to the Internet has become imperative to keep abreast with the latest information. However the children of SKV, Ashram, New Delhi have little information about the usage and application of Internet in education. As Head Prefect of the school, write a letter of requesting the Principal to arrange a workshop to enlighten the students about Internet.
3. Vinay/ Vidhi comes across the advertisement given below for a job in a call centre. He/ she decides to apply for the job. Write his/her application.



4. You are Gagan/Garima of 27, MG Road, Bangalore. You bought a 1.5-ton branded air conditioner from West Side, South Extension Part 2, about a month ago. Now you find that the AC makes a lot of noise and the cooling is also not effective. Write a letter of complaint to the manager asking him to get the device repair replaced.
5. Vaibhav/ Kirti comes across following advertisement in a newspaper. He/she is interested in doing a foreign language course. However he/she needs to find more details about the same. Write a letter of enquiry.

INDIRA GANDHI WOMEN'S POLYTECHNIC

Registered with Delhi government.

A school of foreign languages

“ French

“ German

“ Spanish

Evening classes

Join Today: Contact: Faizal Qazi, 62 South

Extn. New Delhi

6. You are Anubhav/Astha of 16, Green Park, New Delhi. You sent some important certificates through courier to Allahabad University in order to secure admission in a Management course. However, the packet was not delivered to the university the way. Write a letter of complaint to the manager of Blaze Flash Courier and Cargo Services, 201, Vardhman Plaza, New Delhi asking him to take necessary steps to retrieve the documents.

7. You are Sandesh /Shina of F-46 Rajouri Garden. The District Park adjoining your locality has been in shambles for months. It has become a dumping ground for garbage.



Moreover, cattle are often let loose to graze there. Write a letter to the Editor drawing attention of the authorities towards the pathetic situation.

8. You feel that the present generation needs to be more aware of its health and fitness. Write a letter to the editor highlighting the need for the same.

2. As Director of M/s Mehta & Company, 44 Main Road, Greater Kailash, Delhi, write a letter to a firm manufacturing computers enquiring about the features, process and terms of sale for their computers?
4. Sudhir Kumar, the head of a counselling centre, is quite disturbed about the general despondency and lack of direction students feel after the CBSE results. This is mainly due to academic, family and social pressures and expectations from the students. Sudhir strongly feels the need to open guidance and counselling centres in all schools. He writes an article on the topic 'Guidance and Counselling- the need of the hour'. Write the article.

REPORT WRITING

(125-150 Words)

10 Marks

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

REPORT WRITING

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

POINTS TO REMEMBER

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

TITLE

(Report by)

New Delhi 18 May,

.....

.....

.....

.....

.....

.....

REPORT

Points to Remember

Reports record happening of events in the recent past.

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

A. Format :

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

B. Content

- Write the report in 3-4 paragraphs
 - Para-1. Brief introduction of the incident, like what, who, when, where.
 - Para-2, 3. Give details of the incident.
 - Para-4. Concluding remarks regarding action taken or required.
- In case of report for school magazine, date and place need not be written.
- Put the Report in a box.
- Use Past Tense as Reports are written after the event is over. Use of Passive voice is also recommended.
- Follow the prescribed word limit. (*i.e.*, 100-125 words)
- Basic points for content:
 - (a) What Event and other details
 - (b) Where Venue
 - (c) When Day and date
 - (d) Who Participans, guests, chief guests, visitors etc.
- 1. You are Shruti/Shekhar a student of R.P V. Vidyalaya, Surajmal Vihar Principal of two schools from Pakistan visited your school as part of a Cultural Exchange Programme. Students of your school put up a Cultural Show in their honour. write a report about it for your School Magazine.

CBSE Marking Scheme

Report

Format-Title, Writer's Name-1 mark

Content - What, Where, When,

Chief Guest, participation details

Other details about the event/incident- 4 Marks

Expression- coherence, relevance 2½ marks

spellings, grammatical accuracy 2½ marks

Newspaper Report: Sample-

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

Exhibition Inaugurated

(by Shraddha)

Shalimar Bagh, Monday. Aug. 17

A grand ten-day science exhibition was inaugurated at Gyan Bharati Residential. School. Forty schools from different parts of Delhi participated in the exhibition. The theme of the exhibition was "Water Purification and Conservation".

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

2. Write a report to be published in your school magazine in 125 words on how Independence Day was celebrated in your school. You are Amita Puri of class XI, Modern School, Chanakyapuri.

Independence Day Celebrations

by Amita puri

The school celebrated 74th Independence Day on 15 August 2020 with great fanfare and enthusiasm. Mr Kailash Satyarthi, the child activist and Nobel laureate hoisted the tricolour on this historic day

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

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

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

Questions for practice

1. You are Aakriti/Pranay Sood. As a responsible citizen, you organized a campaign on 'Say No To Child Labour' in your locality in which many residents of all age groups participated. Write a report of the campaign in 125 words for publication in a magazine.
2. Sanskriti School, Chanakyapuri, New Delhi recently organized a Symposium on the acute water shortage and the need to conserve water. Its aim was to create awareness about water conservation. As secretary of the eco-club of the school, prepare a report on the proceedings of the Symposium, to be published in the school magazine.
3. To improve proficiency in spoken English, the Principal of Kendriya Vidyalaya No. 3, Delhi Cantt organized a workshop in which professionals and experts from the British School of Languages effectively taught spoken English through computer presentations and other aids during the summer vacations. The workshop proved very beneficial to the participants. As one of the participants, write a report to be published in the school magazine.
4. You are Rekul/Reva, the Headboy/Headgirl of Govt. Coed. Sr. Sec. School, Bawana, Delhi. Recently your school hosted the Regional level CBSE Science Exhibition. Write a report of this event for your School Magazine in about 125 words.

5. As you were driving back home from work you were witness to an accident between a Maruti car and a truck. The driver of the car was seriously injured. There was confusion and chaos prevailing on the road. Describe the scene in about 100-125 words. You are Sanjay/Sonika.
6. You are Raman/Rashmi. Your team of seventy students participated in the Health Mela. About twenty schools participated in the Health Mela. Your team won the first prize. Write a report about different stalls, team of doctors, blood donation camp and different models displayed by the students.
7. You are a reporter from the Hindustan Times. You visited the victims of serial cycle blasts at Jaipur, where many people lost their lives and hundreds of them got injured. Prepare a report in about 125 words.
8. Recently thousands of people lost their lives in earthquakes in China. Earthquakes have caused disaster in India also. Keeping in view the frequent occurrence of earthquakes, your school arranged a talk on 'Disaster Management'. Identifying the areas of your state most prone to earthquakes, the speaker explained the precautionary measures to be taken by (the public and Government in case of emergency. As a student write a report of the event in 100-125 words for your school magazine.
9. You are Ravi/Rani, secretary Yuva Club of your school. Your school celebrated a 'Yuva-week' by organising a cultural programme in your school, in which many students and teachers took active part. Write a report of the programme for your school magazine, in 100-125 words.
10. Recently the Chief Minister of Delhi inaugurated the "Clean Yamuna Campaign". In which about 250 schools participated. You were shocked to see the miserable condition of the River Yamuna, which reflected a dirty drain of a small town. Write a report in about 125 words about the campaign, for publication in the newspaper. You are Vipul/Meenakshi, a staff correspondent of Rashtriya Sahara.
11. You are Kartik/Kriti, the Head boy/Head girl of Sarvodya School, Rohini. The Deputy Director of Education of your District inaugurated Multi Media Lab for teaching English in your school. Write a report in about 125 words about the inauguration for publication in a news paper.
12. A group of 40 students of Sarvodya School, Pitam Pura, Delhi was selected for an adventure camp to Nainital where the students were given training in mountaineering boating and rafting. It was a seven day adventure camp in Summer Vacation. You were one of students who participated in the camp. Write a report of the camp relating your experiences at the camp.

FACTUAL DESCRIPTION

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

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

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

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

1. The International Book Fair was inaugurated by the chairman of Children's Book Trust, Dr. Kumar. The theme this year was Illustrated Works of Children. You are Abhay/Abha a Class XII student of A.K. international School, Mathura. You visited the exhibition and were impressed with the range of books on display. Write a factual description in about 125 words.
2. You are Gaurav/Garima of Class XII at G. Sr. Sec. School, Surajmal Vihar, Delhi. You recently visited a hill station along with your parents. It was an exhilarating, adventurous and joyful experience. Write factual description of your visit for school magazine, sharing your experiences in 150-200 words.
3. You are Kamal/Kamini of Sarvodaya Vidyalaya, Pooth Kalan, Delhi. A well-planned auditorium has been built in your school, to hold academic and cultural programmes. You have been asked by the editor of your school magazine to write a factual description of the auditorium for school magazine. Write description in not more than 125 words.
4. You are Bhavya/Bhavuk of Bal Bharti Public School, Dwarka. Recently you got a chance to travel by metro-train from Dwarka to Rohini. You had to change twice, at Rajiv Chowk and than at Kashmere Gate station. You were very much impressed with the cleanliness, system of security-check, escalators and lifts for physically challenged. Write factual description of metro-stations and metro train in about 100-125 words.
5. A move has been started by Directorate of Education, Delhi for the modernisation of libraries in Govt. School of Delhi, so that students may take interest in reading and learning. A computer and an over-head projector with screen have been installed in it. The librarians have also been provided with educative and informative CD's so that they can show various interesting programmes to students in their respective library periods. Write a factual description of the modernised library of your school in about 125 words. You are Drishti/Daksh of Sarvodya School, Nanak Pura, Delhi.
6. Give the factual description of your City Hospital.

7. Give the factual description of Rail Museum in Delhi.
8. You are Rohan/Rohini. 25 students in a school at Pitampura got ill after eating the midday meal. Describe this incident in about 125 words as an eye witness.
9. A group of 50 students of Sarvodaya Vidyalaya Kerala, visited Science Centre during an educational tour. You are Ajay/Abha Head boy/girl of the school. You are asked to write the factual description of the Science Centre in about 200 words.
10. You are Arun/Aruna. A few days ago you went to a bank. Outside the bank you saw that a businessman was robbed of a huge sum when he came out of the bank. Give a factual description of this incident in about 125 words.

ARTICLE WRITING

[200 Words]

10 Marks

Points To Remember

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

Common topics-Social(women Empowerment/ Safety/ Environmental/ science/ Internet/Social Media / Educational issues/any event or happening of general/current interest.) Health/sports and Global issues-pollution, peace, terrorism.

Marking scheme

Format (heading and writer's name) 1 mark

Content 4 marks

Expression 5 marks

grammatical accuracy, appropriate words and spelling [2½]

coherence and relevance of ideas and style [2½]

SAMPLE ARTICLE

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

Values Based Education-The need of The Hour

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

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

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

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

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

Questions For Practice

1. You are Ruchi/ Ramesh a class XI student. You are really upset that advertisements on TV, sell their products by appealing to the impressionable minds. Write an article on the topic Media should be socially responsible and think before playing on children’s sentiments.
2. Information technology has brought about a global revolution in all fields. Computer aided education is fast becoming the order of the day. The market is flooded with educational CDs and online learning is a new phenomenon. Write an article on ‘Can Computers replace classroom teaching’, for your school magazine’
3. You are Shrishti/Shridhar, of SKV BT Block, Shalimar Bagh., Delhi. You are disturbed to find that most of the youngsters nowadays are becoming a prey to the fast food

culture. They lack on physical activity. Write an article on the topic ‘Junk Food-a Health Hazard.’

4. Dr APJ Abdul Kalam, gave us the dream of developed India by 2020. You are quite upset to notice that corrupt practices by politician and beauraucrats are at a rise. Write an article making an appeal to generation Y to make the dream of a developed nation true.
5. You are Ankit staff reporter of a national daily. You were asked to cover a District Science Exhibition. Write a report on the same mentioning all relevent details.
6. You are the staff reporter of a national daily. Write a report for your newspaper on Health camp that was organized in ABC hospital, Delhi.
7. You are Mithoo/Chifly of SKV No. 1, Model Town, Delhi. Your school has recently organised a blood donation camp on the occassion of the Republic Day celebration. Write a report not more than 125 words as an editor for your school magazine, on this kindly acclaimed activity.
8. Write a news report on a road accident that you witnessed.
9. A week long Cancer Awareness Campaign was organized by your school. Write a report of the same.

Speech Writing (200 Words)

10 Marks

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

Points to remember

1. Give the title at the top.
2. Begin with “Good morning to all of you, today I am here to express my views on the topic “.
3. The Present Tense is usually used when you write out a speech.
4. Define the topic; give its causes, effects, the present state and remedial measures.
5. Clarity, organization and systematic presentation of ideas are very important.
6. Should be a coherent piece clearly stating a particular point of View. Divide the speech into 3 to 4 paragraphs.
7. Conclude by giving suggestions for improvement- hope for a better future.
8. Time yourself.

9. Always make a rough draft.
10. Begin with—“Honourable chairperson, Judges, teachers and my dear friends, I stand before you to express my views for/against the motion “TOPIC”..... .
11. Total agreement or disagreement with the topic should be expressed forcefully and clearly. You can use polite sarcasm and humor but no indecorous language should be used.
12. Use argumentative style and logical reasoning.
13. Back up arguments with relevant information.
14. At the end write “Thank you” at extreme end on the left.
15. Use powerful expressions like :
 - I’d like to argue
 - In my opinion
 - I fail to understand
 - May I ask?
 - I disagree etc.
16. Refer to your opponent’s view/views.

Layout of a Speech

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

SAMPLE SPEECH

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

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

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

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

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

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

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

Thankyou!

PRACTICE QUESTIONS

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

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

Question 3- To foster awareness among the students of the importance of tourism and its social, cultural and economic values, your school is celebrating World Tourism Day and your teacher has asked you to prepare a speech on the topic 'Why People Travel'. Taking ideas

from surrounding, real life, together with your own ideas, prepare a speech in about 150-200 words.

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

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

SAMPLE QUESTIONS

(WRITING SECTION)

1. A recent survey by the Ministry of health shows that the growing tendency of obesity among children of well off families is caused by addiction to junk food and lack of physical exercise and it adversely affects their learning power. Write a speech to be delivered in the morning assembly of the school highlighting the importance of good health and motivating the children to eat healthy, balanced diet.
2. Vinny/Vishesh is concerned about the spread of waterborne diseases with the on set of the summer season. School children being the most vulnerable to these, she/he decided to deliver a speech in the morning assembly of the school about precautions to be taken to prevent such diseases. Write the speech in about 200 words.
3. You are the Head girl of Sonia public School, Karol Bagh, Delhi. You feel now a days students are overburdened by the tuition classes after long school hours. There is a lot of pressure on them by their parents to attend the tuition classes. More over they are pressurised to achieve better results. So, much disturbed by this current problem of the students, you decide to deliver a speech in the morning assembly of your school. Write a speech and also give some suggestions to lighten the burden.
4. Global Warming and rapid melting of glaciers has become the concern of every Nation. As incharge of Eco-Club of your school. Write a speech to be delivered in school's Morning Assembly, in order to make the students aware about it. You are Abhinav/Asha of Yuva Public School, Anand Vihar.
5. Computer Games and Video games have become popular with children today. As a result outdoor games seem to have no place in their life any more. You are Saurabh/Surabhi. You had an opportunity of playing Hide-n-seek, with your cousins, on your visit to their small town in summer vacation. You decide to write a speech on your experiences about the joys of playing outdoor games to be delivered in morning assembly in your school. Write the speech in about 150-200 words.

GRAMMAR SECTION -10 Marks

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

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

DETERMINERS

Read these sentences carefully:

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

The words in Bold are DETERMINERS.

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

List of Determiners

Articles	A, an, the
Possessive Adjective	My, your, her, his, their, our, its
Demonstratives	This, that, these, those
Distributives	Each, every
Interrogatives	What, which, whose
Quantifiers	Some, many, few, a lot of, a few, the few, little, a little, one, two, all, both, first, second next, last

EXERCISE-1

Complete the following sentences with suitable Determiners:

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

EXERCISE-2

Complete the following sentences with suitable Determiners:

1. Bholu was crying because brother did not give him ice-cream.
2. of the child was given refreshment in the school.
3. Kavita was delighted to see mother in the school.
4. He reads Times of India on Sundays.

5. Monu passed in the tests but failed in Maths.
6. Mr. Sharma has sold old car.
7. Rajeev and Mohan are captains of their terms.
8. I can give you milk as I have to make tea for my guests.
9. Rahul met freinds in the park.
10. of them has completed the home work.

Active and Passive Voice

Read these sentences carefully:

1. (a) The Young people **watch** the IPL series in the stadium.
(b) The IPL series **is watched by** the young people in the stadium.
2. (a) the policeman **has arrested** the thief.
(b) The thief **has been arrested by** the policeman.
3. (a) My mother **purchased** a new car.
(b) A new car **was purchased by** my mother.
4. (a) The engineers **will complete** the project soon.
(b) the project **will be completed by** the engineers soon.

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

HOW to Change ACTIVE VOICE into PASSIV VOICE

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

Step 1 – The object of the verb becomes Subject.

Step 2 – The Subject becomes Object (Agent)

Step 3 – The main verb is changed into PAST PARTICIPLE. The third form of the verb and an appropriate form of the helping verb according to Tense in the Active Voice.

Step 5 – The Modals also change as Modals +Be + third form of the Verb.

Active Voice:

My mother purchased a new car.

Subject

Verb

Object

Passive Voice:

a new car

by My mother

Subject

was

purchased

Object (Agent)

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

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

EXERCISE No. 3

1. The children watered the plants in the park.
2. My brother purchased the new laptop from the market.
3. You should help your father in his work.
4. Someone has stolen my mobile.
5. The manager organised the meeting in the hall.
6. The students have cancelled their trip to the hill station.
7. Hari's father gifted him a new bicycle on his Birthday.
8. Meena will write an article for the newspaper.
9. Someone damaged my new car.
10. The artists paint the pictures beautifully.
11. The children will visit Book fair tomorrow.
12. The army protects our country.
13. The old man donated his house for the poor people.
14. The new teacher will teach us Spoken English tomorrow.
15. The contractor will plant trees after building the flats.

EXERCISE No. 4

Change the following sentences from Active to Passive Voice:

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

EXERCISE No. 5

Change the following sentences from Passive to Active Voice:

1. French will be taught by Mr. Kumar.
2. The thief was arrested by the policeman.
3. Why were you scolded by your mother yesterday?
4. The plants are watered by me daily.
5. The new house was painted by Murari.
6. By whom has the house been cleaned?
7. The magazine will be released by the chief guest.
8. Plants should be watered daily by the gardener.
9. The beggar is chased by a dog.
10. Was this film directed by you?

EXERCISE No. 6

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

1. Your book will (release) soon.
2. This poem (write) by me when I was seven year old.

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

Transformation of Sentences

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

Look at the sentences given below:

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

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

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

INTERCHANGE OF SENENCES: From Simple to Complex

1. By removing *too* an *to*

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

Points to remember:

1. *too* is replaced by *so/such*
2. Infinitive is changed into 'that + Negative adverb clause of result.

Shyam is **too** honest **to** cheat
So + that + he cannot

Shyam is so honest that he cannot cheat.

EXERCISE No. 7

Rewrite the following sentences by removing the adverb 'too'.

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

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

EXERCISE No. 8

Rewrite the following sentences using the adverb 'too'.

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

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

Look at the example given below:

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

So **that he can**

He is so tall that he can touch the fan.

Enough' is replaced by so

Infinitive is changed into that + positive adverb clause of result

Transformation of subject + verb + Adjective/Adverb

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

EXERCISE No. 9

Rewrite the following sentences by removing 'enough'.

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

(ii) Transformation of Degree

Transformation from positive to comparative degree

1. Soni is as beautiful as Moni.
Moni is not more beautiful than soni.
2. Ram is as strong as his brother.
Ram's brother is not stronger than him.

Points to remember:

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

EXERCISE No. 10

Rewrite the following sentences after changing the degree of comparison from positive to comparatives.

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

EXERCISE No. 11

Rewrite the following sentences after changing the degree of comparison from comparative to Positive.

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

(iii) Transformation from comparative to superlative degree:

1. **Babu is faster than any other boy is the tram.**
Babu is the faster boy in the class.
2. **Gold is more expensive than any other metal.**
Gold is the most expensive metal.

Points to remember:

- (a) Any other/no other is left out.

- (b) The comparative form is changed into superlative form.
(c) 'Than' is removed, 'the' is added before superlative degree.

EXERCISE No. 12

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

1. No other poet is greater than Kalidas.
2. Mr. Joshi is taller than any other teacher.
3. No other girl is more beautiful than her.
4. Kavita is more intelligent than any other girl in the class.
5. No other language is more widely used than English.
6. Anita is more afraid of robbers than any other girls in the school.
7. No other boy is stronger than Amit.
8. Vinita is more hardworking than any other student in the class.

EXERCISE No. 13

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

1. Diamond is the hardest metal.
2. Anita is the best student in the class.
3. Mount Everest is the highest mountains in India.
4. Vishwnathan Anand is the best chess player.
5. Burj Khalifa is the tallest building in the world.
6. Anamika is the best singer in her class.
7. The Akshar Dham is the best religious place in Delhi.
8. Anubhav is the laziest boy in the class.

(iii) Transformation from positive to Superlative.

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

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

EXERCISE No. 14

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

1. Hira Lal is the richest man in our society.
2. Kanha is the tallest boy in the team.
3. Rachna is the most beautiful girl in the class.
4. Rose is the most splendid flower.
5. Madan is the strongest player in the team.
6. Sachin Tendulkar is the best cricketer.
7. Rajni is the smartest girl in the family.
8. Anandi is the best character in the serial Balika Vadhu.

EXERCISE No. 15

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

1. No other student is as fast as Amit.
 2. Very few students are as co-operative as Arun.
 3. No other boy runs as fast as Kapil in the class.
 4. Very few offices are as clean as this.
 5. No other fruit is as tasty as mango.
 6. No other market is as crowded as Lajpat Nagar.
 7. Very few buildings are as high as 'Antariksha' in Connaught Place.
 8. No other teacher is as strict as our English teacher.
- (iv) Transformation of kinds of statements.
- (a) Interrogative to Assertive—
- Does man live by water alone?

Man does not live by water alone.

Who can deny the fact?

Now one can deny the fact.

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

EXERCISE No. 16

Rewrite the following sentences by changing them into Assertive Sentences.

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

(ii) Affirmative to Negative (–)

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

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

He is a fast runner.

He is not a slow runner.

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

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

EXERCISE No. 17

Change the following sentences from Affirmative to Negative:

1. Tulsidas wrote 'Ram CharitManas'.
2. This is a common occurrence.
3. Obama visited the Taj Mahal.
4. As soon as he saw the falling child, he ran to save it.
5. Mohan's brother is stronger than him.
6. There is always fire where there is smoke.
7. Only Delhiites need apply for this post.
8. He is too weak to speak.

EXERCISE No. 18

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

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

(iii) Transformation of Statements to Exclamation.

It is a very pleasant weather. (statement)

What a pleasant weather it is ! (exclamatory)

It is nice of you to help me. (statement)

How nice of you to help me ! (exclamatory)

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

EXERCISE No. 19

Rewrite the following statements by changing them into Assertive sentences.

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

EXERCISE No. 20

Rewrite the following sentences by changing them into Exclamatory sentences.

1. The mangoes are very delicious.
2. I wish that I could go to heaven.
3. It was a pleasant day when I met you.
4. I wish that I could meet the president of India.
5. You should be ashamed of being so cruel.
6. It is a pity that the old people are ignored.
7. Your child is very sweet.
8. It is sad that she lost her mother.

Transformation from simple to complex:

- (ii) By expanding a word or a phrase into a noun clause—

I heard the news of his arrival.

I heard that he had arrived.

The news of his death made everyone sad.

The news that he had died made everyone sad.

- (iii) By expanding a word or phrase into an Adjective clause.

An honest man needs no evidence.

A man who is honest needs no evidence.

The lady in the red dress was very smart.

The lady who was in the red dress was very smart.

PRACTICE QUESTIONS

Do as directed:

1. Rajan bought a car today. (Change voice)
2. Virtue has as own reward. (Interrogative)
3. Sachin has done well. (Exclamatory)
4. Rahul is as strong as Madan. (Change the degree)
5. Radha failed although she have put in so much hard work. (simple sentence)
6. The lions do not attack young babies. (change the voice)
7. Why quarrel with neighbours? (Assertive)
8. Antonio was one of the best speakers of the world. (change the degree)
9. Somebody blocked way. (Change the voice)
10. I love him more than his father. (Change the degree of comparison)
11. Very few flowers are as beautiful at rose (Change the degree of comparison)
12. I heard of his arrival (Change into complex sentences)
13. Old age is really curse. (Elaboratory)
14. As soon as he come in, all got up to slap him. (Negative)
15. The manager organised the workshop for teachers. (Change the voice)
16. Amit is the strongest boy in the class. (Change the degree of Adjective)
17. As soon as the reached the platform, the metro left. (Change into negative)
18. Aishwaraya Rai is one of the most beautiful person. (Change degree)
19. Mr. Sharma wanted to educate his son. He sent him to London.
(Combine into simple sentence)
20. Neema was present at some of the cricket matches. (change into negative)
21. It was nearly four in the morning. (Rewrite using 'by')
22. Akshar Dham is the most beautiful building in Delhi. (Change the Degree)
23. Is there anything I can do for you? (Change into simple sentence)
24. He does not admit that he told a lie (Change into assertive)
25. He performed as his teacher advised him (Change into simple sentences)
26. Question paper was easy enough. (Change into negative sentence)
27. Seeing a bear the fled. (Change into a complex sentence)

28. Abhinav Bindra is the strongest player in India. (Change the degree)
29. Is this the way you should treat your brother? (Change into assertive)
30. There was no one prevent who did not dance. (Change into affirmative)
31. Kapil is wiser than his friends. (Change the degree)
32. Somebody has changed the channel on the TV. (Change the voice)
33. We can never forget those miserable days. (Change into interrogative sentence)
34. The Taj Mahal is wonderful monument. (Change into interrogative sentences)
35. Kamla purchased an expressive car. (Change the voice)
36. Rajan has got as much as he deserved (Change into a negative sentence)
37. They avoid dirty lanes. (Change into complex sentence)
38. Very few leaders are as strong at Rajeev Gandhi. (Change Degree)
39. Who can hate his motherland ? (Change into Assertive sentences)
40. East or West, frame is the best. (Change degree)
41. Mahatma Gandhi was the greatest leader of India. (Change the degree)
42. The children need my support. (Change into Interrogative)
43. As soon as the chief state the purse, he left the shop. (Change into negative)
44. He is very mischievous boy. (Change into Exclamatory)
45. Please do not forget to pay the bill. (change into Affirmative)
46. So sooner did he see the fat man, than he started crying (Change into affirmative)
47. Please donate books for the poor children. (Change the voice)
48. How attractive the dress is ! (Change into Assertive sentence)
49. Ritesh is the tallest boy of our class. (Change the degree)

Class Test - 1

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

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

Our school celebrated Sports Day with great enthusiasm.

(a) Function / arrangements / the / for / advance / made / in / many / were / days /

(b) Prepared / our / programmes / Sport club / many / entertaining /

(c) Occasion / a / was / small / this / exhibition / arranged / on 1 × 1 = 3

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

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

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

Class Test - 2

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

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

In addition to entertainment television has a great educative value.

- (a) Attentively / lessons / students / so / that / interesting / televised / the / are / the / watch
- (b) Effective / lessons / the / taught / prove / through / television / very.
- (c) Be / subject / on / dull / a / can / made / screen / interesting / $1 \times 1 = 3$

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

e.g.

When things are at its worst, it's easy to look at the its their
 Past and analyse. By constantly looked in the past you (a)

Are not focusing at the future ,your goals (b)
will be set within a time frame (c)

Create additional space. $1 \times 1 = 3$

3. Do as directed

(a) Do you read Comics about the great heroes? (Change the voice)

(b) Asia is the largest continent in the world (Change into a negative sentence)

(c) A group of six men were playing cards in the coach. They alerted the sleeping passengers about the fire. (make a simple sentence)

(a) Ans.a. -are the comics about the great heroes read by you?

(b) No other continent in the world is larger than Asia.

(i) Or

No other continent in the world is as large as Asia.

(c) a group of six men who were playing cards in the coach alerted the sleeping passengers about the fire.

Class Test - 3

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

Example : of / army / the / bravery / and / Indian / symbol / is / selfless / service

Indian army is the symbol of bravery and selfless service.

(a) Terrorism / it / our / defends / and / borders / fights

(b) Army / an / calamity / the / responds / in / manner / to / natural / exemplary / the / country / in

(c) Is / army / the / of / proud / the / of / soldiers / contribution / immensely

2. The following passage has not been edited. There is an error in each line against which a blank has been given. Write the incorrect word and the correction against the correct blank number as given in the example. Remember to underline the word that you have supplied. $1 \times 3 = 3$

e.g.

Traditional Indian kites is diamond shaped and use paper and bamboo. is are
Europeans use parachute materials to made them inflatable. (a)

This makes them costliest but also more reliable. (b)

Kite flying is good at health and environment. (c)

3. Do as directed

(a) .quality education promotes the production of able leaders and aware citizens.
(Change the voice)

(b) The Principal has formed a student committee .it was declared in January (Change into a negative sentence)

(c) The leader was brave to accept the challenge of the enemy,”

Class Test - 4

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

Example : hunting / one / boy / day / a / winter / went / morning.

One winter morning a boy went missing.

(a) As / managed / several / was / hunter / birds / he / a / he / good / shoot / to

(b) Snow / way / he / home / back / the / made / his / through.

(c) And / he / rested / rock / a / near / tired / huge / became.

Ans-1.

(a) He managed to shoot several birds as he was a good hunter.

(b) he made his way back home through the snow

(c) He became tired and rested near a huge rock.

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

e.g.

The travellers' books and poems went all inside the world. Inside over

Some of them reached the king themselves. (a)

He sat in his golden throne reading and enjoying. (b)

He was delighted to read the glowing descriptions of (c)

Her palace and its gardens. $1 \times 1 = 3$

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

Ans-3.

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

ANSWERS TO GRAMMAR EXERCISES

Exercise-1 (Determiners)

- | | | | | |
|-------------|----------|-----------|-----------|----------|
| 1. none | 2. any | 3. some | 4. His | 5. his |
| 6. a few | 7. this | 8. Whose | 9. many | 10. many |
| 11. Some | 12. this | 13. your. | 14. whose | 15. many |
| 16. A ot of | 17. a. | 18. many | 19. some | 20. this |

Exercise-2 (Determiners)

- | | | | | |
|--------|---------|-------------|--------|----------|
| 1. her | 2. None | 3. Her | 4. the | 5. All |
| 6. his | 7. Both | 8. a little | 9. his | 10. none |

Exercise-3 (Active and Passive Voice)

1. The plants were watered by the children in the park.
2. The new laptop was purchased by my brother from the market.
3. Your father should be helped by you in his work.
4. My mobile has been stolen.
5. The meeting was organised by the manager in the hall.
6. The trip to the hill station was cancelled in the students.
7. Hari was gifted a new bicycle on his Birthday by his father.
8. An article for the newspaper will be written by Meena.
9. My new car was damaged.
10. The pictures are painted by artists beautifully.
11. The Book Fair will be visited by the children tomorrow.

12. Our country is protected by the army.
13. The house was donated to the poor people by the old man.
14. Spoken English will be taught to us by the new teacher tomorrow.
15. Trees will be planted by the contractor after building the flats.

Exercise-4 (Active and Passive Voice)

1. Are you liked by them?
2. Was a poem written for the school magazine by you?
3. Is the work completed by Raju on time?
4. Why was the little boy slapped by you?
5. Where is his new car parked by him?
6. By whom was the new T.V. damaged?
7. Why was the tiger killed by Sher Singh?
8. Has a new car been purchased by you?
9. Will a song be sung in the party by her?
10. How can a train be driven by me?

Exercise-5 (Active and Passive Voice)

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

Exercise-6

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

Exercise-7 (Remove too)

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

Exercise-8 (Add too)

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

Exercise-9. (remove enough)

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

Exercise 10 (from Positive degree to comparative degree)

1. Radha is smarter than Krishna.
2. My school is more famous than yours.
3. Sohan is not stronger than Mohan.
4. My sister is not more brilliant than my brother
5. Mr. Sharma is not less strict than Mr. Desai.
6. Kamla's hair is no longer that of Shanta.
7. This book is not less interesting than that.
8. Your car is not less expensive than mine.

Exercise 11 (from Comparative to positive degree)

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

Exercise 12 (use of Superlative degree)

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

Ans 13.

1. No other metal is harder than diamond.
2. No other student is better than Anita.
3. No other mountain in India is higher than Mount Everest.

4. No other chess player is better than Vishwnathan Anand.
5. No other building is taller than Burg Khalifa.
6. No other girls are better singers than Anamika.
7. No other religious place in Delhi is better than Akshardham.
8. No other boy in the class is lazier than Anubhav.

Class Test-1

Ans-1

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

Ans-2

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

Ans-3

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

Class Test-2

Ans-1

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

Ans-2

- (a) Looked—looking
- (b) At———towards
- (c) Will———should

Ans-3

- (a) Are the comics about the great heroes read by you?
- (b) No other continent in the world is larger than Asia.

i. Or

- (b) No other continent in the world is as large as Asia.
- (c) C. a group of six men who were playing cards in the coach alerted the sleeping passengers about the fire.

Class Test-3

Ans-1

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

Ans-2

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

Ans-3

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

Class Test-4

Ans-1

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

Ans-2

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

Ans-3

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

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

Teaching and Testing Objectives

Listening:

By the end of the course, students should be able to:

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

Speaking:

By the end of the course, students should be able to:

1. speak intelligibly using appropriate word stress, sentence stress and intonation patterns.
2. adopt different strategies to convey ideas effectively according to purpose, topic and audience (including the appropriate use of polite expressions).
3. narrate incidents and events, real or imaginary, in a logical sequence.
4. present oral reports or summaries and make announcements clearly and confidently.
5. express and argue a point of view clearly and effectively.
6. take an active part in group discussions, showing an ability to express agreement or disagreement, to summarize ideas, to elicit the views of others, and to present own ideas.
7. express and respond to personal feelings, opinions and attitudes.
8. convey messages effectively in person or by telephone.
9. frame question so as to elicit the views of others, and respond appropriately to questions.
10. participate in spontaneous spoken discourse in familiar social situations.

ESTIMATED AVERAGE ENGLISH LANGUAGE PROFICIENCY LEVELS

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

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

ASSESSMENT OF SPEAKING and LISTENING skills

The Listening Test

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

General Instructions for Students You are not allowed to ask questions or interrupt the Assessor at any point.

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

Assessment of Listening

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

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

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

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

General Instructions

1. The total administration time for the speaking test is approximately 10-12 minutes
2. The speaking test will be conducted for two students at a time.
3. The Speaking test is divided into three sections as given below:
 - I. General Introduction:** The Interlocutor converses with the two candidates. Simple warm up questions based on the candidates' names, place of residence, leisure preferences etc are asked.
 - II. Mini Presentation:** In this section the Interlocutor gives each candidate the choice to pick up a Role Card or a Cue Card with a topic written on it. The candidates are given 1 minute to prepare. The assessor should be ready with sheets of paper and pencil. Candidates may organize their thoughts and ideas. Prior to the day of the speaking test, as an assistance to students to prepare for the presentations, a teacher can give a choice of 20 to 30 topics in class to students so that they can prepare the topics and organise their ideas on each topic. Similar topics can be given in the formal testing. Please note that candidates are not allowed to write full length answers. They may jot down points only in the sheets given by the Interlocutor. Therefore, pencil and paper should be provided on the table. Students are not allowed to carry pen, paper or mobile in the examination room. After one minute, each student will be given 2 minutes each to present his/her ideas. In case, a student is unable to speak during /for the allotted time, the (Assessor) may ask some rounding off questions.
 - III. Pair Interaction:** The third section of the test is for 3 minutes. Both candidates are given a verbal or visual stimulus and asked to respond to it Both the candidates are given a total of 3 minutes to interact. Both of them will talk together.

Closing

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

LISTENING ASSESSMENT

Speaker 1

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

Speaker 2

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

Time: 1 hour

Max Marks: 20

Task 1

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

Speaker 1

Art plays a large part in making our lives rich. Imagine a world without art! You may think “So what?” but please consider the impact that lack of graphics would have on your favourite video game. Art stimulates different parts of our brains to make us laugh or cry, with a whole

range of emotions in between. Art. gives us a way to be creative and express ourselves. I would say that Art is something that makes us more thoughtful and well- rounded humans.

Speaker2

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

Speaker 3

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

Speaker 4

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

Speaker 5

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

Task 2

You will hear an interview with Dr. Deepak Chopra, a famous career counsellor, on the things to keep in mind while choosing a career. Read the sentences below, then listen to the

conversation and choose A, B or C for each sentence. You will hear the recording twice.

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

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

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

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

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

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

Interviewer: What's the importance of skills?

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

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

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

difficult careers, having a back-up plan is good idea.

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

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

Task 3

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

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

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

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

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

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

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

Don't forget, the journey is the reward.

Task 4

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

You will hear the recording twice.

Deepak: Hey where are you off to. You seem to be in a hurry.

Nisha: Yes it is my study time. So I am going to study.

Deepak: Do you do everything by the clock?

Nisha: I try to do everything according to my timetable. I have set time for every activity I do daily.

Deepak: I make timetables but I am never able to stick to them. I get distracted.

Nisha: You surely need discipline in life. It is extremely important

Deepak: And what is that? You mean somebody needs to be at my head with a stick to make me follow rules. Is that the discipline which we need?

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

Deepak: Don't worry! I am happy as I am.

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

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

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

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

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

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

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

Deepak: Ok you get going now. Thank you so much for your advice. It has really made me realize the importance of a disciplined life. I will try to be more disciplined. I will also try my best to stick to the timetable I make for myself.

WORK SHEET

Time: 1 hour

Max Marks: 20

Task 1

You will hear 5 short extracts of people talking about what art means to them.

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

- A. Art can be found only in galleries.
- B. Art stimulates our creativity.
- C. You can find art in everyday objects.
- D. Art is reflective of the culture it comes from.
- E. Art helps in creating a personable atmosphere.

F. Role of art in a culture never changes.

G. Art impacts individuals as well as the society.

Speaker Statement

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Task 2

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

1. According to the speaker early teens is a good time to think about careers because
 - A. It affects their choice of subjects in school
 - B. It affects their attitude towards work
 - C. It affects the important years of their life
2. Asking the right questions is important for teenagers because
 - A. Helps them find a good job
 - B. Helps them identify their skills
 - C. Helps them being free to travel
3. It is important to identify your core skills because it would help you
 - A. Match career with skill set
 - B. Make more money.
 - C. Be happier than others.
4. One can find out about one's interests
 - A. By exploring aspects of a subject.
 - B. By comparing personalities you admire
 - C. By comparing careers you care for
5. What does the speaker mean by being realistic

- A. eliminate inappropriate career choices
 - B. consider your abilities and interest.
 - C. Have a backup plan ready.
6. According to the speaker the best way to explore a career is
- A. volunteer for an organization
 - B. research all the allied careers
 - C. observe people in the field

Task 3

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

Which FOUR of the following statements does the speaker believe to be true?

- A. Practice can help you improve your craft.
- B. Your craft is your technique of doing something.
- C. You can reach the peak of your craft by practice.
- D. It can make you popular.
- E. It makes you more trustworthy.
- F. Greater exposure can get you more projects.
- G. There isn't much scope for making mistakes.

Task 4

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

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

5. Discipline helps us overcome and laziness.

Intonation

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

1. 'I didn't say he stole the money, — someone else said it.
2. I 'didn't say he stole the money. — I didn't say it.
3. I didn't 'say he stole the money. — I only implied it.
4. I didn't say 'he stole the money. — I said someone did, not necessarily him.
5. I didn't say he 'stole the money. — He only borrowed it.
6. I didn't say he stole the 'money. — He stole something else.

Problem Solving Tasks — Standard XI — B2

1. At school, someone damaged the teacher's chair, causing her to fall and injure herself. The head teacher says if the person does not own up, the whole class will be punished. Both of you know who it was. Discuss and decide what action you would take.
2. Your friend caused a minor accident while driving his/her father's car. He/she is not yet 18 which is the official age for driving. Discuss the implications of this and how you can encourage your friend to act more responsibly.
3. One of your classmates has developed the habit of eating too much junk food. This is causing problems as she is becoming very overweight and unhealthy. Discuss how to help her break this habit.
4. You find that a friend of yours copies your assignments, activities and project ideas and submits them to the teacher as their own contribution, therefore getting better marks than you. With your partner, discuss this problem and what you should do in this situation.
5. A student of your school recently met with a bad accident while riding a motorbike. Many students of your school who are actually minors ride two wheelers without wearing a helmet. With your partner, discuss this problem and what you can do to encourage them to follow road safety rules.
6. Students of your class are persuading you to visit a coffee shop after school hours without your parents' permission. You are unsure whether to defy your parents' instructions of going straight home after school hours or else be ridiculed by your peers. Discuss what you could do in the situation.
7. Your school plans to organize a Spring Festival and wants senior students to put up stalls of home-cooked food items, craft material and other decorative pieces. No one appears to want to do this. You have been asked to address this issue with your classmates and persuade them for maximum participation. How will you solve this problem?
8. One of your classmates often uses unfair means during, class tests. With your partner, discuss this problem and what can be done.
9. A good friend of yours has been taking out his father's car without permission. He is only 16 and has just offered to take you for a joyride also. With your partner discuss how you can talk your friend out of this unsafe habit.
10. Your school is organising an outstation trip for the students of class XI. However the students have not been given any role or choice in the matter. With your partner

discuss how you can talk to your teachers and convince them to give the students more autonomy in planning things.

11. Your friend has fallen into bad company. He is spending more and more time with these new friends and drifting away from studies. With your partner discuss the problem and. decide how you could help your .friend.
12. School uniforms are an essential part of school life. But some students feel that it should be their choice whether they want to wear this or not. Discuss with your partner how the students could try and persuade the school to allow them to exercise more choice in this matter.

15 secs	2 min 20 secs	Examiner: Thank you. Now (Candidate B) can you ask (Candidate A) a question please? Candidate B asks question; Candidate A responds.
40 secs	3 mins	Examiner asks 2 or 3 questions as appropriate from the topic prompt list. <ul style="list-style-type: none"> • Do you wish you? • Don't you think it must have been difficult to have been.....? • Don't you think you/ we might regret it later? • How would you have felt? • How do you think will change in the future? • How would you explain? • How would you feel if you.....? • How might x have been different if they had[n't].....? • If you had....., what would you have done? • If you had.....how different would life have been? • Should we regret some things about.....? • What can/could/should be done to/by.....? • What do you hope with happen if.....? • What may/might be the reason/explanation for_? • What should be done to change.....? • Why is it a better option than.....?

Assessment of Speaking and Listening Skills

Class-XI

Listening Test (Audio Scrip)

Time: 1 hour

Max Marks: 20

Task 1 **5 marks**

You will hear five people talk about weather predictions. Read the statements below, then listen to the extracts and match each statement A-G to each speaker 1-5. There are two statements you do not need. You will hear the recordings twice.

Speaker 1

I use my mobile phone to know all about the climate. I downloaded this free mobile application that offers me precise forecasts. It's so useful to know whether it will be too hot to venture out or if a thunderstorm in the evening would spoil a great family outing. I hear another new application gives you access to the world's largest network of weather-sensors. You can receive daily forecasts, alerts and so much more! Isn't that great?

Speaker 2

You know, my grandfather swears he can foretell the weather through his body! He usually complains of aching joints before it rains. He then announces that the weather is going to change by the evening. And the strangest thing is it really does rain! My dad's a doctor and he says that a person's joints may be sensitive to a drop in biometric pressure or increased humidity, but there's no proven cause-and-effect relationship to body pain and the rains.

Speaker 3

Did you know that birds and animals have a natural intelligence about changes in the weather? Some animals start howling, scratching or huddling about when a big storm is brewing. Birds are as alert. They probably feel a change in the wind's force and start flying low, so they don't get caught in the strong drafts. Experts say hurricanes cause large decreases in air and water pressure, so that's probably how they pick up the signals.

Speaker 4

In the village I belong to, our local shepherd has a quaint chant. He says, 'Red sky at night, shepherd's delight. Red sky in the morning, shepherd's warning!' What I read up about it is

this. Meteorologists say that dry particles in the air cause a redness in the sky. If this redness is in the west in the evening, then dry weather is coming. But if the red sky is in the east in the morning, then it's a sure sign of wet weather coming our way.

Speaker 5

'Ring around the moon, it's meant to rain soon!' I know, you probably feel the moon has no role to play in telling us what the weather will be. But I've been reading about it. A halo around the moon on a clear night indicates bad weather moving in. It's actually the light of the moon refracting through ice crystals from cirrus clouds. These clouds are found really high up in the sky and appear before low-pressure systems build up. And hence the belief in the saying.

Task 2 **6 marks**

You will hear two students talking about Meghalaya. Read the sentences below, then listen to the conversation and choose A, B or C for each sentence. You will hear the recording twice.

Boy: It's a real pity the north east of India has still not developed into a tourism hotspot, isn't it? There's so much to see and do there.

Girl: Yes, I agree. I've always wanted to go to Meghalaya, the Abode of Clouds. It's so picturesque and the climate is always so pleasant. I hear the tribals are really friendly and their culture is so fascinating.

Boy: But reaching there is an arduous task. Do you know the state has no network of railways to connect its landlocked regions? Mendipathar is the first and only railway station in Meghalaya that opened in 2014 and connects to Guwahati.

Girl: Yes, I know. But the road network is really good. In fact, National Highway 40 connects the state with Guwahati and other cities of the country.

Boy: Really? I would really like to visit Cherapunjee! Imagine having a place with the maximum rainfall in the world, in our own country. I hear there are some fabulous waterfalls located in Cherapunjee.

Girl: Yes, I've heard of them too. A friend of mine who is a regular trekker, was telling me about the deep caves of Meghalaya. I believe caves like Siju and Syndaiare are mainly made of stalagmites and stalactites.

Boy: Yes, yes. I've heard about this huge stalagmite creation at Mawsynram. It's a short distance away from the capital, Shillong. The Maw' in Mawsynram is a Khasi word which means 'stone' and refers to the megaliths found in the Khasi Hill area.

Girl: Incidentally, Mawsynram is actually the wettest place on earth, you know. It receives more rain than even Cherapunjee. I've heard the rainfall is so intense here, the villagers use thick grass to sound-proof their huts from the deafening rain!

Boy: Wow! Fascinating!

Girl: And they also have a unique kind of rain shield that looks like a turtle shell. It's called a 'knup'. It's woven from bamboo, broom grass and plastic sheets. They wear it on the head and it's large enough to keep the rain off your whole body, up to the knees.

Boy: Really? I wish I could get one myself for the monsoon at Mumbai!

Girl: (laughs) Yes, I'm sure it would work well. And another must-do experience here is the hanging bridges made from roots of living banyan fig trees. I believe they take about two decades to grow that strong. The locals use them to cross turbulent streams during the monsoon.

Boy: You're really making me restless to visit this state! I'm a wildlife enthusiast. I really want to experience Meghalaya's exotic flora and fauna in their many sanctuaries. Do you know the state boasts of a stunning range of over three hundred and twenty five species of orchids?

Girl: Oh! I didn't know it was that large!

Boy: Yes. And you'll never find such a huge variety of birds too. Robins, bulbuls, parakeets, hornbills, pheasants, peacocks, jungle fowl and even the Himalayan Whistling Thrush. It's a paradise for bird watchers!

Girl: That's true. I hear you find the Hoolock in their forests too.

Boy: Yes, the only tailless ape in India. I must plan a wildlife safari tour this summer to Meghalaya. I bet it will be the best experience of my life!

Girl: I know!

Task 3 **4 marks**

You will hear a talk by a student on volunteering. Read the questions below, then listen to the talk and choose four of the options A-G which are correct. Write the correct letters in the blank boxes. You will hear the recording twice.

Which FOUR of the following statements are true?

Thank you for inviting me to talk to you on volunteering and its benefits. I've always been an animal lover. Volunteering at a zoo was a natural outcome of this interest. So it's important to know what you enjoy doing in your free time, and then volunteer in those fields. I had a wonderful time learning about a wide range of wild animals, their habits and their needs.

Initially, I was trained in the kitchen, preparing food for the animals. Then I was allowed to accompany the staff and feed a few of them myself. The baby tigers were rather playful. They used to flick their tails into the water trays and spray me all over! The emus were rather fussy and refused to eat from my hand! On the other hand, the rhinos actually responded to my voice and came close to me to feed. That was thrilling! My time in the reptile house is also well worth repeating. People can photograph themselves with the reptiles here and I used to drape a huge python around my shoulders and pose with the visitors. They used to look at me with such awe! I also helped with nursing sick animals in the zoo hospital and did a lot of sweeping and cleaning. My experience taught me the value of hard work and the satisfaction of doing it right. And I know my passion for wildlife conservation is here to stay. If you want to take up volunteer work, start early at school. Join a nature club, or tree plantation drives or pet clubs. WWF and Kids for Tigers also welcome young volunteers. Do remember that your career need not affect your volunteer work. You can pursue volunteering if you are passionate about it and still hold a nine-to-five job in an office.

Task 4 **5 marks**

You will listen to a speech by an expert on food adulteration. Read the statements below, then listen to the extract and complete the sentences using one or two words only. You will hear the recording twice.

Good evening, ladies and gentlemen! Thank you for inviting me to this forum on 'Food Adulteration: The Consumer's Responsibility'.

Ladies and gentlemen, food adulteration is a very profitable business. Nobody realises how deep-rooted it is and how seriously it threatens us. There's so much in the news today about the lead content of ready-to-eat foods and the bans that have been enforced. But what about everyday foods, such as milk, dal, ghee and spice powders? Do we really know how much they are adulterated as well?

Let me recall the epidemic that broke out in 1998. Several people in the city of New Delhi developed symptoms of water retention, skin rashes, diarrhoea, enlargement of the liver, eye problems and even heart failure. Detailed investigations finally laid the blame at contaminated mustard oil. During festival seasons, there have been repeated instances of stomach infection and food poisoning due to adulterated sweets and chocolates. The colouring agents added to sweets contain carbon and heavy metal that cause asthma and allergies. Regular ingestion of these sweets even leads to cancer.

Do you know dairy owners add a cocktail of chemicals to milk to prolong their shelf life? These agents damage the kidney and liver. Our daily fruits and vegetables are regularly

sprayed with highly toxic pesticides that threaten human life. Calcium carbide, used to artificially ripen mangoes is known to cause nausea, vomiting, headache, and burns in the gastrointestinal tract.

Ladies and gentlemen, we live in dangerous times. Adulteration is easy money for traders and slow death for consumers.

So what can we do to protect ourselves from such devious practices? First, know the rules that protect you. The Prevention of Food Adulteration (PFA) Act of 1955, states that food adulteration is a crime and punishable as an offence. Every state has Food Analysts and Food Inspectors. Their addresses can be obtained from the Health Officer of the area or from the State's Directorate of Health Services or the Food and Drugs Department.

Whenever you suspect any defect in food items, report immediately to the Food Inspector or Sanitary Inspector of your area or the Health Officer concerned. Familiarise yourselves with the Standards of Weights and Measures (Package) Commodities Rule of 1977 and the Consumer Protection Act of 1986 to defend your interests as a consumer. Be vigilant and responsible while shopping. Low priced items need not always be the safest and best buys. Trying to save a few rupees may well land you in deeper trouble! Cheap goods are cheap goods. Stay away from them especially where food is concerned. Always verify the 'Best before...' date of packed food. Make sure they have an Agmark or ISI mark for quality.

Demand bill receipts after you finish shopping. Would you believe it. today, only 10 % of consumers ask for proper receipts! Know that you have a right to be protected from hazardous goods, a right to fair prices and choices and a right to justice. Use them and safeguard your health and: your loved ones too. Thank you!

Key

Task 1	Task 2	Task 3	Task 4
5 marks	6 marks	4 marks	5 marks
A - Speaker 3	1.c	A	1. lead content
C - Speaker 1	2.a	D	2. epidemrc
D - Speaker 5	3.c	E	3. offence
E - Speaker 2	4.b	G	4. quality
G - Speaker 4	5.a		5. safeguard
	6.b		

Worksheet
CBSE: Assessment of Speaking and Listening Skills
(ASL)
Class XI
Time: 45 min Max Marks: 20
LISTENING TEST

Task - 1 **5 marks**

	Statements	speakei
A	Weather variations are quickly sensed by wild life.	
B	A computer app can otter real-time weather forecasts.	
C	Sniartphone gadgets announce changing weather patterns instantly.	
D	A circle of light around the moon hints at a coming storm.	
E	Some people feel the onset of ram in their bones.	
F	A full moon on December twenty-filth spells drought.	
G	Herders study the colour of the sky to guess how their dav will go.	

Task-2 **6 marks**

You will hear two students talking about Meghalaya. Read the sentences below, then listen to the conversation and choose A, B or C for each sentence. You will hear the recording twice.

- 1. The girl wants to visit Meghalaya for its**
 - a. striking scenery and hospitable people.
 - b. beauty, cool weather and community life.
 - c. scenic beauty, weather, people and traditions.

- 2. A unique aspect of Meghalaya's transport system is the**
 - a. absence of regular train services.
 - b. excellent helicopter network.

- c. number of airports in the state.
- 3. Mawsynram is named after its
 - a. famous caves.
 - b. record levels of precipitation.
 - c. rock formations.
- 4. A knup' is a local innovation that helps people
 - a. store water during the monsoons.
 - b. keep dry from rainfall.
 - c. keep the sound of rainfall down.
- 5. The girl recommends a walk over a stream on
 - a. suspensions shaped from tree roots.
 - b. living bamboo overpasses.
 - c. handmade broom grass and rope bridges.
- 6. The conversation on Meghalaya's flora and fauna reveals
 - a. how endangered they are.
 - b. their rich and unusual diversity.
 - c. their links to species around the country.

Task - 3 **4 marks**

You will hear a talk by a student on volunteering. Read the questions below, then listen to the talk and choose four of the options A-G which are correct. Write the correct letters in the blank boxes.

You will hear the recording twice.

Which FOUR of the following statements are true?

- A The speaker feels pleasurable activities decide the voluntary work you do.
- B The speaker enjoyed cooking, so he trained in the zoo kitchen.
- C Feeding the baby tigers was rather difficult and stressful for the speaker.
- D His work in the reptile house was a memorable experience.
- E The speaker's stint at the zoo has convinced him of his future path.
- F The speaker insists students must work in nature conservation.
- G The speaker believes one's occupation and volunteering can be kept separate.

Task - 4 5 marks

You will listen to a speech by an expert on food adulteration. Read the statements below, then listen to the extract and complete the sentences using one or two words only. You will hear the recording twice.

1. The speech opens with the current issue of _____ in instant food.
2. An _____ in Delhi highlights how daily food items are also contaminated.
3. The speaker asks people to stand up to this _____ by understanding the laws and policies.
4. All packaged items must have their _____ attested to by the Agmark or ISI sign.
5. The speaker urges strong consumer awareness to _____ against unfair trade practices.

Assessment of Speaking and Listening Skills

Class-XI

Listening Test (Audio Script)

Time: 1 hour

Max Marks: 20

Task 1

You will hear five short extracts in which people talk about the movies they enjoy. Read the statements below, then listen to the extracts and match each statement A to G to each speaker 1 to 5. There are two statements you do not need. You will hear the recording twice.

Speaker 1

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

Speaker 2

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

Speaker 3

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

Speaker 4

I'm 70 and my favourite recreation is watching the musicals from the 60s. Such movies take

me back to my days of youth and I can't help smiling. My grandchildren are too young to understand the movies but they dance around me to the foot-tapping beats and sometimes even try and match the dance steps of the actors. When I'm on my own I prefer to watch political and biographical documentaries. They keep me engaged and I can share new information with my laughter club friends.

Speaker 5

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

Task 2

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

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

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

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

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

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

Dr. Deepak: Comparing subjects a teen enjoys with those she doesn't can be a good guide to exploring career paths. In fact students should delve deeper and study the various ingredients of subjects. For example, a teen may be bored by the dates or political aspects of history, but

completely fascinated by the personalities behind those events, leading to careers from psychology to journalism.

Interviewer: What's the importance of skills?

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

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

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

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

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

Task 3

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

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

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

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

My husband, I and my brother-in-law sold our technology firm in a multi-million dollar deal. This gave us \$10 million to create the set up for my private space travel. I trained in Moscow for about a year before the launch in 2006 when I blasted off into space from the Russian spacecraft Soyuz.

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

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

Task 4

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

You will hear the recording twice. Deepak: Hey where are you off to. You seem to be in a hurry.

Nisha: Yes it's my study time. So I am going to study.

Deepak: Do you do everything by the clock?

Nisha: I try to do everything according to my timetable. I have set time for every activity I do daily.

Deepak: I make timetables but I am never able to stick to them. I get distracted.

Nisha: You surely need discipline in life. It is extremely important.

Deepak: And what is that? You mean somebody needs to be at my head with a stick to make me follow rules. Is that the discipline which we need?

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

Deepak: Don't worry! I am happy as I am.

Nisha: You may be happy but discipline will help you earn respect. In studies, being disciplined

helps you complete you exam preparation, homework in time and helps you gain highest score. This wins you respect from your classmates.

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

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

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

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

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

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

Deepak: Ok. You get going now. Thank you so much for your advice. It has really made me realize the importance of a disciplined life. I will try to be more disciplined. I will also try my best to stick to the timetable I make for myself.

Assessment of Speaking and Listening Skills			
Class-XI			
Listening Test (Key)			
KEY			
Task 1	Task 2	Task 3	Task 4
A-5	1.A	A	A. stick
B-2	2.B	C	B. faster
C-NA	3.A	F	C. respect
D-3	4.A	G	D. enthusiasm
E-NA	5.A		E. procrastination
F-4	6.A		
G1			

Assessment of Speaking and Listening Skills

Class-XI

Listening Test (Worksheet-2)

Task 1

You will hear five short extracts in which people talk about the movies they enjoy. Read the statements below, then listen to the extracts and match each statement A to G to each speaker 1 to 5. There are two statements you do not need. You will hear the recording twice.

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

Speaker

Statement

- 1
- 2
- 3
- 4
- 5

Task 2

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

1. **According to the speaker early teens is a good time to think about careers because**
 - A. It affects their choice of subjects in school
 - B. It affects their attitude towards work
 - C. It affects the important years of their life
2. **Asking the right questions is important for teenagers because**
 - A. Helps them find a good job

- B. Helps them identify their skills
 - C. Helps them being free to travel
- 3. It is important to identify your core skills because it would help you**
- A. Match career with skill set
 - B. Make more money.
 - C. Be happier than others.
- 4. One can find out about one's interests**
- A. By exploring aspects of a subject.
 - B. By comparing personalities you admire
 - C. By comparing careers you care for
- 5. What does the speaker mean by being realistic**
- A. eliminate inappropriate career choices
 - B. consider your abilities and interest
 - C. Have a backup plan ready.
- 6. According to the speaker the best way to explore a career is**
- A. volunteer for an organization
 - B. research all the allied careers
 - C. observe people in the field

Task 3

You will hear a short speech by the first Iranian woman private space explorer on how the journey to space changed her worldview. Read the questions below, then listen to the extract and choose FOUR of the options A-G which are correct. You will hear the recording twice. Which FOUR of the following statements does the speaker believe to be true?

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

Task 4

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

You will hear the recording twice.

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

LEARN CORRECT ENGLISH CONVERSATION

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

APPROACH AND METHODOLOGY

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

INTERCHANGE ACTIVITIES

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

PLAN OF ACTION

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

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

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

COMMONLY USED WORDS AND PHRASES IN EVERYDAY CONVERSATION

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

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

Activities for developing fluency in English

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

Warm ups and ice-breakers

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

Resources for Speaking Activities

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

Narratives

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

INTERACTIVE COMPETENCE	5	4	3	2	1
Task Management	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.
Initiation & Turn-taking	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.
Appropriacy & Relevance	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.

FLUENCY	5	4	3	2	1
Cohesion & Coherence Speed of Delivery	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 & statements. Use with ease some cohesive devices. Speaks 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 cohesive devices but some over/under use. Coherence may be affected by hesitancy or rephrasing. 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.
PRONUNCIATION	5	4	3	2	1
Pronunciation, stress & intonation	Has clear, natural pronunciation that can be easily understood by the listener. Varies stress and intonation in keeping with the task, content & meaning.	Has pronunciation that can be easily understood by the listener. Varies stress and intonation in keeping with the task, content & meaning.	Is intelligible though there are examples of some mispronunciation. Tries to speak, varying stress and intonation according to task, content and meaning.	Is not always intelligible and the listener may have to ask for repetition from time to time. Flat intonation and/or inappropriate stress for the task, content or meaning.	Is not intelligible...

LANGUAGE	5	4	3	2	1
Accuracy	Uses a range of grammatical patterns with accuracy, including some complex forms. Makes only negligible errors.	Uses a range of grammatical patterns with accuracy, including few complex forms and makes only noticeable errors.	There may be some mistakes which affect meaning but there is an attempt to correct most of these mistakes.	There are mistakes which affect meaning but there is hardly an attempt to correct these mistakes.	Communicates with fragments of words and structures but does not manage to bridge the gaps or correct his/her mistakes.
Range	Uses an expressive and appropriate range of structures, words and phrases on topics appropriate to the level and to deliver an effective message.	Uses an expressive and appropriate range of words and phrases on topics appropriate to the level. These may be repetitive.	Can use the language of the level but is repetitive. May search for words with the risk of the message becoming weaker.	Uses basic, simple words and phrases for the level. There may be an effort to find suitable words, which may hamper the message.	Uses simple, isolated words for the level. There is little effort to find words.

CBSE Assessment of Speakin and Listening (ASL)

Specifications for Listening–Class XI

Listening Class XI **40-45 minutes** **20 items/20 marks** **1,700 words**

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

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

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

CBSE skills objectives	CEFR B2	Text type	Test tasks	Item specifications
Task focus	Domain: academic, vocational, personal, social. Familiar & unfamiliar + abstract			topic, text length, item focus, domain
To understand oral presentations across a topics	Can identify speaker view points & attitudes as well as information Can understand TV news, documentaries & live interviews	Extracts of opinion on a single topic Short texts; monologues Informal/semi-formal	Multiple matching 5 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.

SECTION C
PROBLEM-SOLVING TASKS AND FOLLOW-UP
QUESTIONS

EXAMINER COPY

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

Task 1

Prompt

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

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

Follow-up questions

- (a) Would your principal agree if you suggested...?
- (b) How would students react if...?
- (c) Could you think of another way you could...?
- (d) What role do you think the?
- (e) How would you react to...? What would you say to...?
- (f) How can students help improve/support...?
- (g) Is there a way... could be outsourced? How would... respond?
- (h) How can you use the motto of 'Self help is...?
- (i) Could you build awareness by...? Why/Why not?
- (j) In what other ways could good health values be...?

Task 2

Prompt

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

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

Follow-up questions

- (a) How would your friend react if...?
- (b) How could you and your classmates help...?
- (c) What could you tell your friend's parents...?
- (d) What role do you think your English teacher...?
- (e) What TV programmes could you...?
- (f) What can you tell your friend to counter the view that...?
- (g) How easy/difficult do you think it would be for you to suggest...? Why
- (h) Can you think of a real life example...? How could you use the example...?
- (i) Do you think it is unfair...?
- (j) What do you think can be done...?

Task 3

Prompt

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

Follow-up questions

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

Task 4

Prompt

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

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

Follow-up questions

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

Task 5

Prompt

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

With your partner discuss:

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

Follow-up questions

- (a) Would you be able to...?
- (b) How could you and your classmates help...?
- (c) What could you tell your friend's parents to...?
- (d) What role do you think the coach plays...?
- (e) What could you tell your teachers...?
- (f) What can you tell...to counter this view?
- (g) How easy/difficult do you think it would be for you to suggest...? Why?
- (h) Can you think of a real-life example...? How could you use the example to
- (i) Do you think it is unfair that sports.. ?
- (j) What do you think can be done to improve...?

CBSE ASSESSMENT OF SPEAKING AND LISTENING (ASL)

CLASS XI PROBLEM SOLVING TASK

CODE XI-S-01

Prompt

The food in your school canteen is unhygienic.

Discuss with your partner:

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

CBSE ASSESSMENT OF SPEAKING AND LISTENING (ASL)

CLASS XI PROBLEM SOLVING TASK

CODE XI-S-02

Prompt

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

With your partner discuss:

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

CBSE ASSESSMENT OF SPEAKING AND LISTENING (ASL)

CLASS XI PROBLEM SOLVING TASK

CODE XI-S-03

Prompt

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

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

CBSE ASSESSMENT OF SPEAKING AND LISTENING (ASL)

CLASS XI PROBLEM SOLVING TASK

CODE XI-S-04

Prompt

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

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

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

CBSE ASSESSMENT OF SPEAKING AND LISTENING (ASL)

CLASS XI PROBLEM SOLVING TASK

CODE XI-S-05

Prompt

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

With your partner discuss:

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

CBSE ASSESSMENT OF SPEAKING AND LISTENING (ASL)

CLASS XI PROBLEM SOLVING TASK

CODE XI-S-06

Prompt

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

Discuss with your partner:

- what the risks involved are in teenage driving
- how you will convince him not to break the law.

CBSE ASL SAMPLE TEST XI Speaking test (10 mins)

Stage 1: Introduction (1 min)

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

Stage 2: Topic presentation (4 mins)

5 secs	1 mins 05 secs	Examiner: Now (Candidate A), you are going to tell us about your topic. When you have finished,sss“(Candidate B) will ask you a question and then I will ask you Some more questions. Would you like to begin please? List of Topics:s Fears fashion generation gap Environment relationshipsss social networking Culture supernatural career choice Gadgets peer pressure social issues
--------	-------------------	--

1 min	2 min 05 secs	Candidate A speaks
15 secs	2 min 20 secs	Examiner: Thank you. Now (Candidate B) can you ask (Candidate A) a question please? Candidate B asks question; Candidate A responds.
40 secs	3 mins	Examiner asks 2 or 3 questions as appropriate from the topic prompt list. <ul style="list-style-type: none"> • Do you wish you? • Don't you think it must have been difficult to have been.....? • Don't you think you/ we might regret it later? • How would you have felt? • How do you think will change in the future? • How would you explain? • How would you feel if you.....? • How might x have been different if they had[n't].....? • If you had....., what would you have done? • If you had.....how different would life have been? • Should we regret some things about.....? • What can/could/should be done to/by.....? • What do you hope with happen if.....? • What may/might be the reason/explanation for_? • What should be done to change.....? • Why is it a better option than.....?
5 secs	3 mins 05 sees	Examiner: Thank you.
		Now {Candidate B}, you are going to tell us about your topic. When you have finished, {Candidate A} will ask you a question and then I will ask you some more questions. Would you like to begin please?

1 mssin	4 mins 05 secs	Candidate B speaks
15 secs	4 mins 20 secs	Examiner: Thank you. {Candidate A} can you ask {Candidate B} a question please Candidate A asks question; Candidate B responds.
40 secs	5 mins	Examiner asks 2 or 3 questions as appropriate from the topic prompt

State 3: Problem solving (5 mins)

15 secs	5 mins 15 secs	Examisner: Thank yous. Now let's go to the next task. I'm going to give you a card which has information about a problem. I'd like you to read the card information and then discuss together how you are going to solve the problem. You have two minutes to do this. OK? Here's your problem. Candidates read scard (10 secs). Then ask them to start speaking.
2 mins	7 mins 15 secs	Candidates discuss the problems and a solution.
45 secs	8 mins	Examiner: OK, can you stop now please. Option A (for candidate who have reached a solution). Thank you. (Move straight on to a question) Option B (for candidates who have not reached a solution). Can you agree on a solution? What is it? Candidates exsplain.s
2 mins	10 mins	Examiner asks 3 or 4 appropriate questions from the problem solving prompt list. • Do you think your (solution) will be effective enough? Why? Why not?

		<ul style="list-style-type: none"> • What role do you think plays in this problem? Why? • sounds interesting. Could you expand on this? • What would your approach be towards.....? Why? • Would you agree with what your partner has said about? Why?/Why not? • Do you think your solution would be acceptable/appropriate for (give name or role of person)? Why (not)? • How easy/difficult do you think it would be to put your solution in place? What do you think the consequences/response would be? Why? • What do you think the problems would be if? Why • Do you think you might have any regrets about making that decision? • What do you think might be some of the outcomes of this decision? • How easy do you think it will be easy to persuade about this course of action? • What might think/say about that solution? <p>(NB focus on quiet candidates if necessary)</p>
		<p>Please stop there* That's the end of the test. Thank you and goodbye Bye!</p>

LITERARY DEVICES OR FIGURES OF SPEECH

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

SIMILE

METAPHOR

PERSONIFICATION

ALLITERATION

TRANSFERRED EPITHET

ALLUSION

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

Poem 1
A PHOTOGRAPH
BY: SHIRLEY TOULSON

THEME:

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

Main points:

- The poet recollects how her mother laughed at the old photograph of her sea holiday. She also felt disappointed at the same time at the loss of her childhood joys.
- The sea holiday was mother's past; while the mother's smile is the poet's past now.
- At different points of time both of them try to reconcile with their respective losses with great difficulty.
- For the poet, the death of her mother brings great sadness and an acute sense of loss.
- The painful "silence" of the situation leaves her with no words to express her grief. Thus, the silence silences her.

POETIC DEVICES:

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

EXTRACTS:

- (i) *The cardboard shows me how it was*
When the two girl cousins went paddling
Each one of them holding my mother's hands
And she the big girl-some twelve years or so

All three stood still to smile through their hair

At the uncle with the camera.

(a) What does the word "cardboard" suggest? Ans. The cardboard suggests a photograph.

(b) How many persons are there in the photograph?

Ans. There are three persons in the photograph-poet's mother and her two girl cousins.

(c) Why were the two cousins holding on to the poet's mother?

Ans. The girl cousins were holding on to the poet's mother because she was the oldest amongst them. The line also suggests affection and a sense of security.

(d) What is the age of poet's mother in the photograph? Ans. The poet's mother is about twelve years of age.

(e) Where are the girls standing?

Ans. The girls are enjoying a holiday at the beach.

(f) Explain "smile through their hair".

Ans. The soft breeze at the beach had swept the hair of the girls on their faces.

(g) Which poetic device has been used in the second last line?

Ans. Alliteration in "stood still to smile".

(ii) *A sweet face:*

My mother's that was before I was born.

And the sea, which appears to have changed less,

Washed their terribly transient feet.

(a) What does the poetess say about her mother?

Ans. The poetess' mother was a young and pretty girl when the photograph was clicked. She had a sweet face. This photograph was clicked long before the poetess was born.

(b) What is peculiar about the sea in the photograph?

Ans. The peculiar thing about sea is that it has an unchangeable quality. The persons in the photograph have seen undergone massive changes while the sea has not changed much.

(c) Which poetic device has been used in the lines?

Ans. Alliteration and Transferred epithet in-"terribly transient feet".

(d) Explain "terribly transient feet".

Ans. The phrase suggests the transient nature of human beings. We undergo massive changes from the time of birth till old age before death takes over. These changes are terrible because we suffer from many losses as we grow older.

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

(a) How would the poet's mother have reacted to the photograph?

Ans. The poet says that her mother would have laughed at the photograph. She would have found their dresses strange and funny.

(b) Who are Betty and Dolly?

Ans. Betty and Dolly are the two girl cousins of the poet's mother.

(c) Which two things now belong to the past?

Ans. The sea holiday was the past of poet's mother.

The mother's laughter is the past of the poet because the mother is no longer alive.

(d) Find out word from the extract which means "disappointed".

Ans. "Wry".

(e) Identify the poetic device used in the last line. Ans. Oxymoron-"laboured ease of loss".

(f) Explain the phrase "both wry with laboured ease of loss".

Ans. Both the poet and her mother are disappointed with the losses which they have suffered but they have to accept the changes in order to move on.

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

(a) Who is "she" in the above lines? Ans. She refers to the poet's mother.

(b) Explain "this circumstance".

Ans. The poet feels deeply sad about the death of her mother. This is the "circumstance" which has been referred to here.

(c) How much time has passed away since the mother's death? Ans. The poet's mother passed away nearly twelve years ago.

(d) What is the mental state of the poet in these lines?

Ans. The poet is feeling sad while looking at the photograph because it reminds her of the mother's death.

(e) Identify and explain the poetic device used in the last line.

Ans. Alliteration- "its silence silence"

The poet is feeling emotional as the photograph kindles sad memories of the death of her mother. The painful "silence" of the situation leaves her with no words to express her grief. Thus, silence silences her.

Short Answer Questions

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

1. What has the camera captured?
2. Why did mother laugh at the snapshot?
3. In what context has the phrase "terribly transient feet" been used in the poem?
4. What does the poet tell us about the sea?
5. What does 'this circumstance' refer to?
6. Both the poet and her mother experience losses in their lives. What are those losses?
7. 'Its silence silences', says the poet. What has silenced the poet?
8. The three stanzas depict three different phases. What are they?
9. What impressions do you form of the poet's mother after reading the poem, 'A Photograph'?
10. Describe the three girls as they pose for the photograph.
11. The poet's mother laughed at the snapshot. What did this laugh indicate?
12. What has not changed over the years? Why?
13. What are the feelings of the poetess when she sees her mother's photograph?
14. What philosophy of life does the poem reflect?
15. Comment on the tone of the poem.

POEM 2
THE LABURNUM TOP
BY : TED HUGHES

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

MAIN POINTS:

- The poet has drawn a beautiful picture of an autumn afternoon. The laburnum tree is silent and still. Its leaves have turned yellow and some seeds have fallen. The whole tree comes to life with the arrival of the gold finch.
- Poet has compared the alert, abrupt and sleek movement of the goldfinch with a lizard. After feeding her young ones the goldfinch flies away towards the infinite sky.
- The laburnum tree becomes quiet and silent once again. The poet has compared the laburnum tree with a machine which starts up at the arrival of its engine(goldfinch).

POETIC DEVICES:

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

EXTRACTS:

- (i) *The laburnum top is silent, quite still*
In the afternoon yellow September sunlight,
A few leaves yellowing, all its seeds fallen.
- (a) Which season has been described here?

Ans. Autumn season- "in the afternoon yellow September sunlight"

(b) Identify the poetic device in the second line. Ans. Alliteration-"September sunlight"

(c) Describe the effect of season on laburnum tree.

Ans. Since its autumn season, the leaves of the tree have turned yellow and the seeds have fallen.

(d) Find out word from the extract which mean:

1. Not moving

2. Quiet

[Ans. 1. Still; 2. Silent]

(ii) Till the goldfinch comes, with a twitching chirrup. A suddenness, a startlement, at a branch end. Then sleek as a lizard, and alert and abrupt, She enters the thickness, and a machine starts up Chitterings, and a tremor of wings, and trillings.

(a) Who does "she" refer to?

Ans. "She" refers to the goldfinch.

(b) Which poetic device/s has/have been used in the third line?

Ans. Simile-"Sleek as a lizard"

Alliteration: "And alert and abrupt".

(c) What has she been compared to and why?

Ans. The goldfinch has been compared to a lizard because its movement is quick and alert while trying to find a way to the nest.

(d) Identify the literary device used in second-last line. Explain it.

Ans. Metaphor-"A machine starts up". The family of the goldfinch has been referred to here as a machine. With the arrival of the goldfinch its young ones fill the tree with movements and sounds.

(e) Which words have been used by the poet to describe the sudden startlement on the Laburnum tree?

Ans. Chitterings, tremor of wings, trillings.

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

(a) Identify the figure of speech in the first line.

Ans. Personification: "the whole tree trembles and thrills"- the laburnum tree has been attributed with human-like qualities. It appears to be making voluntary movements.

(b) Which poetic device has been used in the second line?

Ans. Metaphor-"It is the engine of her family".

(c) Who is the engine?

Ans. The goldfinch is the engine of her family as it stirs it to life and fills the tree with movements and various sounds.

(d) What is the meaning of "she stokes it full"?

Ans. The goldfinch has perhaps brought food to feed its young ones which has filled her family with excitement and energy.

(e) Identify the literary device used in the fourth line.

Ans. Metaphor: "showing its barred identity face mask"- the shadow on the face of goldfinch has been referred to as face mask.

(f) Find out word from the extract which means "bizarre and mysterious"

Ans. Eerie

(g) Which word from the extract can be replaced with "sky"?

Ans. Infinite

POEM 3

THE VOICE OF THE RAIN

BY : WALT WHITMAN

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

MAIN POINTS:

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

POETIC DEVICES:

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

EXTRACTS : I

(i) *And who art thou? Said I to the soft
Falling shower*

Which, stranger to tell, gave me an

Answer as here translated:

I am the poem of the earth, said the voice of the rain.

(a) Name the poem and the poet?

Ans. Walt Whitman

(b) Who is the speaker here? Who is he speaking to?

Ans. Walt Whitman, the poet is the speaker. He is speaking to the rain.

(c) Which image has been created in the first line?

Ans. The poet has created the image of a beautiful rainy day where the rain is falling down softly on the earth.

(d) Explain the phrase “which strange to tell, gave me an answer”.

Ans. The poet is speaking to the rain. He is surprised when the rain gives a reply to his question.

(e) Which poetic device has been used here?

Ans. Personification- the rain is speaking and giving answers like human beings.
Alliteration-”an answer as here...”

(f) Find a word/phrase from the extract which means “drizzle”.

Ans. “soft falling shower” means drizzle.

(g) What are the meanings of the words “art” and “thou”?

Ans. “Art” means are; “thou” means you.

(h) What does the rain call itself?

Ans. The rain calls itself the poem of the earth.

(i) Why does that rain call itself so?

Ans. Just as a poem originates from the heart of the poet and gives joy to every listener or reader, similarly, the rain originates from the earth and gives happiness to every living being,

(j) Which poetic device is there in the phrase “I am the poem of earth”?

Ans. Metaphor.

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

(a) Who is the speaker in the above lines? Who is “I” speaking to?

Ans. The rain is the speaker here. It is speaking to the poet.

(b) Find out words from the extract which mean the same as:

1. Ever-lasting
2. Which cannot be seen

Ans. 1. Eternal;
2. Impalpable

(c) Why does the rain call itself “impalpable”?

Ans. The water on the surface of the earth evaporates in the form of vapours and rises up in the sky. This is an ever-lasting process but cannot be seen by us. Therefore, the rain calls itself “impalpable”.

(d) Where does the rain rise up from?

Ans. The rain rises up from “the land and bottomless sea”.

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

(a) Explain “altogether changed, and yet the same”.

Ans. Rain changes several forms still it remains the same. It rises from the earth in the form of vapours. It rises up to form clouds. Then it cools down and falls on the earth in the form of water droplets.

(b) Explain the phrase “vaguely form'd”.

Ans. It means that the vapours rise up from the earth to form clouds of various shapes and sizes. Their shape is not definite.

(c) Which word in the extract means the same as “wash”?

Ans. Lave

(d) Explain the phrase “I descend to lave the droughts”

Ans. Rain falls on the earth and satisfies everyone’s thirst. It washes away famines.

(e) Whom does “I” refer to in the lines above? Ans. “I” refers to the rain.

(f) Explain the last two lines.

Ans. Seeds appear to be dry and lifeless, yet, as rain falls on them they sprout into new plants.

(g) Which word in the extract means “inactive or untapped”?

Ans. Latent

(h) What would happen to the seeds without rain?

Ans. The seeds would remain unborn without the rain.

(iv) *And forever by day and night, I give back life to my Own origin, and make pure and beautify it; (For song, issuing from its birthplace, after Fulfilment, wandering. Reck’d or unreck’d duly with love returns).*

(a) Who is “I” in the first line?

Ans. “I” is the rain.

(b) What does “I” do to its own origin?

Ans. The rain gives back life to its origin. It makes pure and beautifies it.

(c) Where does “I” originate from? Ans. The rain originates from the earth.

(d) Explain the phrase “make pure and beautify”. Ans. The earth washes away even the tiniest of the particles. It removes droughts and dust. Thus, it purifies and beautifies the earth.

(e) What has the rain been compared to?

Ans. The poet has compared rain with a song because he finds similarity in both.

(f) Is the comparison made by poet justified according to you?

Ans. Yes. Just as a song originates from the heart and gives joy to every listener. Similarly, rain originates from the earth and spreads happiness and contentment everywhere.

POEM 4
CHILDHOOD
BY: MARKUS NATTEN

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

MAIN POINTS:

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

POETIC DEVICES:

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

EXTRACTS:

(i) *When did my childhood go?*

*Was it the day I ceased to be eleven,
Was it the time I realized that Hell and Heaven
Could not be found in Geography
And therefore could not be,
Was that the day!*

(a) Name the poem and the poet.

Ans. Poem-Childhood; Poet- Markus Natten

(b) What do you know about the poet's age?

Ans. The poet is about twelve because he is saying "I ceased to be eleven".

(c) What has the poet come to realize?

Ans. The poet has come to realize that Hell and Heaven are merely concepts related to faith and religion but they do not exist in real world.

(d) What change has the poet observed in him?

Ans. The poet has come to understand the world in a more rational way. He has adopted scientific thinking now.

(e) What has the poet lost?

Ans. The poet has lost his childhood.

(f) Which word in the extract can be replaced with "stopped"?

Ans. Ceased

(ii) *When did my childhood go':*

*Was it the time I realized that adults were not
All they seemed to be,
They talked of love and preached of love,
But did not act so lovingly, was that the day!*

(a) Where are the lines from? Who is the poet?

Ans. The poem is called Childhood by Markus Natten.

(b) What change has the poet observed in him?

Ans. The poet has gained maturity and new understanding of the world. He has learnt to analyze the actions of others.

(c) What has the poet realized about the adults?

Ans. The poet has realized that the adults preach of love and care but actually they are hypocrites. Their actions are motivated by hatred and jealousy.

(d) When did the poet lose his childhood?

Ans. The poet lost his childhood when he realized that adults have double standards.

(e) Find a word from the extract which means “teach”.

Ans. Preach

(iii) *When did my childhood go?*

*Was it when I found my mind was really mine,
To use whichever way I choose,
Producing thoughts that were not those of other people
But my own and mine alone
Was that the day!*

(a) What does the poet want to know?

Ans. The poet wants to know when he lost his childhood.

(b) Explain “my mind was really mine”.

Ans. The poet has realized that he was an individual with a unique set of thoughts. He is the master of his mind and could do whatever he wanted.

(c) Explain the phrase “to use whichever way I choose”.

Ans. The poet has become aware of his right to take decisions for himself.

(d) What has the poet decided?

Ans. The poet has decided that he would stop getting influenced by other people and would use his mind whichever way he chooses to.

(iv) *Where did my childhood go?*

*It went to some forgotten place,
That's hidden in an infant's face,
That's all I know.*

(a) Whom does “my” refer to?

Ans. “my” refers to the poet Markus Natten.

(b) What is “it” in the second line?

Ans. “it” refers to the poet’s childhood.

(c) Where has “it” gone to?

Ans. The poet’s childhood has got lost to some forgotten place.

(d) Where is that forgotten place hidden?

Ans. That forgotten place is hidden in an infant’s face.

(e) Explain the phrase “hidden in an infant’s face”.

Ans. The poet has lost his childhood. He has understood that infancy is the time where innocent joys of childhood can be found.

(f) What does the poet long for?

Ans. The poet longs to go back in time to the period of infancy to find his innocence.

(g) Can the poet go back to infancy?

Ans. No, the poet cannot go back to infancy because he has entered adolescence.

(h) What has the poet gained after entering adolescence?

Ans. The poet has gained maturity and better understanding of the world. He has become rational.

Short Answer Questions

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

1. How does the poet realise he has grown up?
2. What do the phrase ‘my mind was really mine’ mean?
3. The first three stanzas of the poem end in exclamation marks. Why do you think the poet does so?
4. What is the poet’s attitude towards childhood in the poem of the same name?
5. What different questions does the poet ask in the poem?
6. Why does the poet take 11 years as the age of demarcation?
7. What is the poet’s conclusion about Hell and Heaven?

8. What does the poet observe about the behaviour of adults? How is the observation significant?
9. What does the poet discover about his mind? How is the discovery important?
10. What are the changes involved in the process of growing up?
11. What does the poet discover about his mind? How is the discovery important?
12. What are the changes involved in the process of growing up?
13. Where can the poet find his lost childhood?

POEM 5

FATHER TO SON

BY: ELIZABETH JENNINGS

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

MAIN POINTS:

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

- The father and son have no option but to live in the same world at the same time.
- Both want that the other should take initiative to solve the differences so that they can forgive his mistakes.

POETIC DEVICES:

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

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

*Though we have lived together now
the land is his and none of mine?
We speak like strangers, there's no sign
Of understanding in the air.
This child is built to my design
Yet what he loves I cannot share.*

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

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

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

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

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

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

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

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

e. Why have the two person become “strangers”?

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

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

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

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

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

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

Ans. Simile

(ii) *silence surrounds us. I would have him prodigal, returning to his father's house,
the home he knew, the land is his and none of mine?*

We speak like strangers, there's no sign

Of understanding in the air.

This child is built to my design

Yet what he loves I cannot share.

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

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

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

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

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

Ans. Simile

(iii) *silence surrounds us. I would have
him prodigal, returning to
his father’s house, the home he knew,
rather than see him make and move
his world. I would forgive him too,
shaping from sorrow a new love*

a. Which poetic device has been used in the first line?

Ans. Alliteration: “silence surrounds us”.

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

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

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

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

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

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

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

(iv) *father and son, we both must live
on the same globe and the same land,
he speaks: I cannot understand*

myself, why anger grows from grief.

We each put out an empty hand,

Longing for something to forgive.

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

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

b. Identify the poetic device in the fourth line.

Ans. Personification: "anger grows from grief".

c. Describe "anger grows from grief"

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

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

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

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

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

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

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

g. Explain "we each put out an empty hand".

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

Short Answer Questions

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

1. What kind of relationship exists between father and his son?
2. What does father mean when he says 'We speak like strangers'?
3. Why does the father say 'Silence surrounds us'?

4. Explain 'This child is built to my design, yet what he loves I cannot share'.
5. How is the father's helplessness brought out in the poem?
6. Give reasons for the failure of the father-son relationship.
7. The father wishes to rebuild a cordial relationship with the son. Why doesn't he succeed in doing so? (Hint- Does not walk his talk)
8. Who do you think is responsible for the deterioration in the relationship - the father or the son? Give reasons for your answer.
9. The poem is a commentary on generation gap. Do you agree with the statement? Support your answer.

1. The Portrait of a Lady

Khushwant Singh (2 February 1915-20 March 2014)

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

Appearance of the grandmother

- Old, short, fat and slightly bent.
- Her silver hair scattered untidily on her wrinkled face.
- She hobbled around the house in white clothes with one hand resting on her waist and the other telling the beads of her rosary.
- author remembers her as not very pretty but always beautiful.
- He compares her calm and serene face to that of a winter landscape.

Daily routine(Childhood phase in village)

During their long stay in the village

- Grandmother woke him up in the morning, plastered his wooden slate, prepared his breakfast, and accompany him to school.
- While he studied alphabets, she read the scriptures in the temple attached to the school.
- On their way back home she fed stale chapattis to stray dogs.

The turning point in their relationship (Family moved to city)

- Author went to a city school in a motor bus and studied English, law of gravity, Archimedes' principle and many more things which she could not understand at all.

- Grandmother could no longer accompany him to school nor help him in his studies.
- She was upset that there was no teaching of God and scriptures at city school.
- Instead he was given music lesson which, according to her, was not meant for gentlefolk. But she said nothing.

When author went to a university

- He was given a separate room.
- The common link of their friendship was snapped.
- Grandmother rarely talked to anyone now.
- She spent most of her time sitting beside her spinning wheel, reciting prayers, and feeding the sparrows in the afternoon.

When the author left for abroad

- Grandmother did not get disturbed. Rather, she saw him off at the railway station.
- Seeing her old age, the narrator thought that it was his last meeting with her.
- But, contrary to his thinking, when he returned after a span of five years. Grandmother was there to receive him.
- She celebrated the occasion by singing songs of the home coming of warriors on an old dilapidated drum, along with the ladies of the neighbourhood.

Last hours of her life

- Next morning she got a mild fever. She could foresee that her end was near.
- Peacefully kept on praying and telling the beads till her lips stopped moving and the rosary fell from her lifeless fingers.

Sparrows paid their silent tribute

- To mourn her death thousands of sparrows flew in and sat scattered around her body.
- There was no chirruping and when author's mother threw breadcrumbs to the sparrows, they took no notice of the bread.
- They flew away quietly when the dead body of Grandmother was carried away for last rites.

Short Answer Questions

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

1. Why does the narrator call his grandmother a 'winter landscape'?
2. How did Khushwant Singh portray his Grandfather in the lesson?
3. Which stories of Grandmother did the author treat as 'Fables of the Prophets'? Why?

4. The author and his Grandmother were good friends in the village. Support your answer with suitable examples from the text.
5. Describe the happiest half-hour of the day' for Grandmother.
6. 'We protested. But she ignored our protests'. Who protested and why? What was the result?
7. How did the sparrows react at the death of the author's Grandmother?
8. Mention instances from the lesson to prove that Grandmother was considerate towards animals.
9. Why was it hard for the author to believe that his Grandmother had once been young and pretty?
10. Why did Grandmother always accompany the author to school in village
11. Why did Grandmother disapprove of the 'things they taught' at the English school?
12. How did the move to the city prove to be the turning point in the grandmother-grandson relationship?
13. What change did Khushwant Singh's return from abroad bring in grand mother's routine?
14. Mention some of the incidents from the lesson to show that Grandmother was very fond of her grandson.

Long Answer Questions

Answer the following in about 120 words.

1. Describe the changing relationship between the author and his Grandmother?
2. "Animals do recognize and value a relationship established with human beings". Write an article on "Animals and Human Beings" on the basis of the above statement.
3. The grandmother is a silent voice in the story. However, her actions reveal her personality. Draw a character sketch of Grandmother citing examples from the text.
4. What light does the lesson throw on Indian family values?
5. 'When people are pious, kind hearted and God fearing, even nature mourns their death'. Justify this statement with reference to The Portrait of a Lady'.

Chapter - 1
The Portrait of a Lady
By Khuswant Singh

Short answer Type

Q.1. How did the grandmother spend her whole day?

Ans. The grand mother spend her whole day by getting her grandson ready for the school, making chapattis for him and dropping him to school. Besides, she always remained busy in reciting prayers and telling the beads of her rosary.

Q.2. Why was the grandmother so disturbed when the narrator started going to the city school?

Ans. The grandmother was a religious lady who loved to read scriptures and tell the beads of the rosary. When her grandson told her about the subjects being taught at school. She felt offended and reacted strangely. According to her music was a monopoly of harlots and beggars.

Q.3. How did the sparrows express their sorrow when the author's grandmother died?

Ans. Author's grandmother was very fond of feeding sparrows with bread crumbs. When the grandmother died, the sparrows did not take notice of bread crumbs and flew away without eating them. In this way, they expressed their sorrow at her death.

Q.4. How did the author's grandmother behave just before her death?

Ans. The author's grandmother had got a fair enough idea about her upcoming death. Therefore, she decided not to waste even a single second while talking to her relatives but reciting the prayers and telling the beads of her rosary. She gave a clear signal to her family that she was no longer interested in talking to them.

Q.5. Why did the grandmother hate music?

Ans. Grandmother considered that music was indecent and was meant only for harlots and beggars. It was not meant for gentle folk or school children from respectable families.

Q.6. Why was it hard to believe that the author's grandmother was young and pretty?

Ans. It was hard to believe that the author's grandmother was young and pretty because she author, as a young boy, had always seen her as an old lady. She was short

statured and wrinkled all over. She had a quiet personality whom everybody respected. So, to imagine her as a young and a pretty girl was a revolting thought for the author.

Q.7. Why was the grand mother dissatisfied with the city's education?

Ans. The grand mother was dissatisfied with the city's education because they never taught about the scriptures and God. The teachers taught science, the law of gravity etc. which was not of much importance to her.

Q.8. What was the turning point in the author's and the grandmother's relationship?

Ans. The author had to be sent to a big city for education. This was the turning point in his and the grandmother's relationship. The author began to receive education in a English medium school. The grandmother could not assist him with his assignment and therefore, became withdrawn. She began to feel lonely and fed sparrows in her past time.

Chapter - 2

We're Not afraid to Die — If We Can All Be Together

By Gordon Cook and Alan East

The story, 'We're Not afraid to Die—if We Can All Be Together' is a story of extreme courage and skill exhibited by Gordon Cook, his family and crewmen in a war with water and waves for survival.

Round the world voyage

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

Attack of the big wave

- Ø On the second day ,they began to encounter strong Gales up to 15 metres, as high as the main mast.
- Ø On 25th December, the writer's ship was in the southern Indian Ocean, 3500 kilometres to the east of Cape Town and celebrated their new Year in the ship.
- Ø At dawn on January 2 due to unfriendly weather and gigantic waves
 - the sailors slow their speed,
 - drop storm jib and take other precautions.
 - sailors complete life-raft drill,
 - attach life lines and life jackets.
- Ø Suddenly at 6 pm, a tremendous explosion shook the Wave walker, and the author was thrown overboard.
- Ø The ship was about to capsize when another gigantic wave hit it tossing it upright once again.

- Ø in spite of his injuries, the narrator took charge of the situation. Somehow he found the wheel, lined up the stern for the next wave and hung on till Mary appeared and took charge of the wheel.
- Ø Larry and Herb started pumping out water like madmen.
- Ø The whole starboard side bulged inwards.
- Ø The narrator managed to cover canvas across the gaps to prevent water from entering the ship.
- Ø Then came more problems. Their hand pumps stopped working and electric pumps short-circuited.
- Ø the narrator found a spare electric pump under the chartroom that worked.
- Ø The entire night was spent in pumping, steering, repairing and sending radio signals.
- Ø The narrator checked charts and calculated that Ile Amsterdam, a French scientific base was their only hope.
- Ø Sue's head was swollen and she had a deep injury. Ultimate victory
- Ø Finally they reached Ile Amsterdam, a volcanic island where they were welcomed by 28 inhabitants.
- Ø Thus, the collective strength and never failing optimism of the sailors made it possible for them to come out of the jaws of death.
- Ø Though, Jonathan and Suzanne did not do anything to save Wave walker but their courage, faith and optimism gave extra strength and persistence to the narrator and his team.

Short Answer Questions

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

1. What preparations were made by the narrator before their round the world voyage?
2. Comment on the mood of the sea on 2nd January 2010? What plans did the crewmen - the narrator, Larry Vigil & Herb have to face it?
3. List the steps taken by the Captain
 - a) to protect the boat when rough weather set in.
 - b) to check the flooding of Wavewalker.
4. How did the children's presence and behavior during the crisis influence the narrator?
5. What are Mayday calls? Why was the boat getting no replies to its Mayday calls?

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

Long Answer Questions

Answer the following in about 120 words.

1. Highlight the tremendous courage and stoicism shown by the two children during the struggle.
2. Describe the shifts in the narration of the events as indicated in the three sections of the text. { Hint:- Preparation of the journey, enjoying the sail, facing the fury of the nature and averting the disaster.
3. How does the story suggest that optimism helps to endure 'the direst stress'?

We are not afraid to die

Q.1. What preparations were made by the narrator before their round the world Voyage?

Ans. The writer wanted to go around the world voyage as captain James Cook had done about 200 years earlier. For about 16 years, both he and his wife used to spend all their free time in improving their sailing skills on the British sea. They made a 23 m long boat wave walker, with great skill. They tested it in the roughest weather. Finally, they started their Voyage in July 1976.

Q.2. How did the first leg of the journey pass? What happened to them immediately after they left?

Ans. The first leg of the journey was from Plymouth (England) to Cape Town (Southernmost tip of Africa). It was a journey of 1,05,000 kilometres. It passed quite pleasantly. But after leaving Cape Town, they had to face strong gales.

Q.3. How does the author describe Wave walker?

Ans. Wave walker was the name given to the narrator's boat. It was professionally built. It was a 23-metre long, wooden-hulled 30-ton boat. The narrator spent months fitting it out and testing it in the roughest weather.

Q.4. What did the travellers find at dawn on 2 January and what preparation did they make?

Ans. On this dawn, the waves were gigantic. The ship rose to the top of each wave that came their way. There was fear of shipwreck. So they made all possible preparations to save the ship and themselves as follows :

1. They dropped the storm jib to slow down ship.
2. They secured everything rightly.
3. They attached lifelines to the life-rafts.
4. They put on their oilskins and life-jackets.

Q.5. "We are not afraid to die." Who speaks the words and when?

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

Q.6. How did she make her father laugh when the situation was almost hopeless?

Ans. The situation was hopeless and the parents were still tense. She made a card and drew their caricatures, laugh. The card also thanked them and gave a message of hope.

Question 1:

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

Answer:

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

Question 2:

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

Answer:

The story suggests that optimism certainly helps to endure the direst stress. The behaviour of our adults during crisis bears it out. Larry Vigil and Herb Seigler were two crewmen. As

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

Question 3:

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

Answer:

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

Question 4:

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

Answer:

Man is adventurous by nature. The greater the risk, the more the thrill. The thrill of exploring unknown lands, discovering wealth and beauty lying hidden in far off lands inspires brave hearts to stake their life of rest and repose. Perhaps they value one crowded hour of glory more than a long uneventful life of sloth and inactivity. It is true that sometimes adventures are quite risky and prove fatal. The failures of some persons do not daunt (discourage) the real lovers of adventure. They draw lessons from the shortcomings and errors of others and make fresh attempts with greater zeal. Part of the charm of an adventurous expedition lies in adapting oneself to the circumstances and overcoming the odds. The success of an adventurous expedition brings name, fame and wealth. History books are replete with accounts of famous explorers like Columbus, Vasco da Gama, Captain Cook and Captain Scott.

Chapter - 3

Discovering Tut: the Saga Continues

By A. R. Williams

Discovering Tut: the Saga Continues' gives an insight into the mystery surrounding the life and death of Tutankhamun, the last teenage ruler of the powerful Pharaoh dynasty that had ruled Egypt for centuries.

- Ø King Tut was the last ruler of his family's line, and his funeral brought an end to this powerful dynasty.
- Ø Tut's father or grandfather, Amenhotep III was a powerful pharaoh who ruled for about four decades during the dynasty's golden age.
- Ø His son, Amenhotep IV shocked the country by attacking Amun, a major God, smashing his images and closing all his temples.
- Ø He changed his name to Akhenaten and promoted the worship of Aten or the sun disk.
- Ø After his death, a mysterious ruler, Smenkhkare appeared briefly and exited with hardly a trace.
- Ø When Tut took over, he changed his name from Tutankhaten to Tutankhamun and restored the old ways.
- Ø However, Tut ruled for nine years and then died mysteriously.

Funerary Treasures

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

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

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

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

Discovering Tut

Q.1. Who was Tutankhamun?

Ans. Tutankhamun was a pharaoh of ancient Egypt. He was the last heir of royal family that had ruled Egypt for centuries.

Q.2. How did Carter separate Tut's mummy from Coffin?

Ans. The solidified resins had cemented Tut's mummy to the bottom of his coffin. Carter tried to loosen the resins in sun's heat, but could n't succeed. At last, he used a chisel to separate Tut's mummy from coffin.

Q.3. Why was Tut's body buried along with gilded treasures?

Ans. In Tut's time, the royals thought that they could take their riches to the after life. So Tut's body was also buried along with a lot of gold and things of everyday need.

Q.4. Why did the boy king change his name from Tutankhaten to Tutankamun?

Ans. Amun was a major God in ancient Egypt. But the previous king had made his people worship the sun God Aten. He smashed all images of Amun & closed his temples. When young Tut took the throne, he restored the old ways. He changed his own name from Tutankhaten to Tutankhamun which means 'living image of Amun'.

Q.5. What startling fact was revealed about Tut in 1968?

Ans. In 1968, Tut's mummy was X-rayed. It revealed a startling fact that the breast bone and the front ribs were found missing in the chest. It suggested that Tut might not have died a natural death. He could have been murdered.

Q.6. What did Amenhotep IV do when he became pharaoh?

Ans. Amenhotep made his people worship the sun god Aten. He smashed all the images of Amun and closed his temples. He even changed his religious capital from Thebes to new City of Akhenaten.

Short Answer Questions

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

1. What are the two biggest questions still lingering about Tutankhamen?
2. What was the Pharaoh's curse?
3. What were the funerary treasures found in the pharaoh's tomb?
4. What does the presence of funerary treasures in Tut's tomb tell us about the beliefs of ancient Egyptians?
5. Why did Ray Johnson describe Akhenaten as 'wacky'?
6. What were the findings of the CT scan of Tut's mummy?
7. Who was Tut? Why was his demise a big event?
8. How do you know that King Tut was buried in March/April?
9. What superstition do Egyptians associate with mummies?
10. King Tut's body has been subjected to repeated scrutiny. Why?
11. Why were the Pharaohs buried with tremendous amount of wealth?
12. Why did the boy king change his name from 'Tutankhaten' to 'Tutankhamun'?
13. Carter had to chisel away Tut's mummy. How did he justify it?
14. Why was Carter's investigation resented?
15. What were the results of the CT scan?
16. Mention any two aspects of ancient Egyptian life as portrayed in the lesson?

Long Answer Questions

Answer the following in about 120 words.

1. Do you think Carter was justified in removing the hardened resin deposits on Tut's mummy? Why? Why not?
2. What is the Egyptian Mummy Project? How successful has it been?
3. Describe the Egyptian rulers that you find mentioned in the lesson.
4. Explain the statement - 'King Tut is one of the first mummies to be scanned -in death, as in life moving regally ahead of his countrymen'.
5. What picture of Egyptian life and beliefs does the lesson portray?
6. Knowledge about past adds to our knowledge of the world we live in. Do you agree? Why? Why not?

Chapter - 4
Land scape of the Soul
By Nathalie Trouveroy

Wu Daozi was a famous painter of Eighth Century. He made famous painting for the palace of Tang emperor Xuanzong. After showing the painting to the King, Daozi along with painting got vanished. Quinten Metsys painted a fly on a master's masterpiece painting with such delicacy and precision that the master agreed to his daughters marriage with Q. Metsys. Paintings of Europe present an illusionistic view where as Asian or Chinese painting create essence, inner life and spirit. The western painting reproduces an actual view and we can view the landscape as the painter views it. On the other hand a Chinese painter does not have a single viewpoint. His landscape is not a real one and we need to enter it from mind. Chinese landscape is spiritual and conceptual. Shanshui is mountain water. 'Yang' is mountain which is vertical stable, warm and dry. 'Yin' is water which is horizontal and resting on the earth in form of fluid, moist and cool.

The interaction of 'Yin' (feminine) and 'yang' (Masculine) is the fundamental aspect of Chinese painting. This interaction takes place in the 'Middle' void - empty space between Yin and Yang. White, unpainted space in Chinese painting represents the middle void. 'Art brut' is the raw art of those who were talented but did not have any formal training. Their works are stimulating and thought provoking. Nek Chand, untutored genius created famous Rock Garden using discarded (thrown away) things, stones and recycled material. For this show of talent and creativity, Nek Chand became a renowned figure all over the world.

1. What is the significance of the story of a Chinese painter Wu Daozi”?
2. Who was Quinten Metsys? How was he able to marry painter's daughter?
3. Describe Chinese view of art with example?
4. What is 'outsider art' or 'raw art' ? Describe Nekchand's contribution to it?
5. Describe the concept of Shanshui in Chinese paintings.
6. What is the difference between Chinese art and European art?
7. Illustrate with example the difference between Chinese style of painting and European style of painting.
8. What is Daoist view of the Universe? Describe all the three elements of Daoism.
9. Who is Nekchand? What is his achievement? Why does media call him “as untutored genius”?

Short Answers Type Questions

Q.1. What wonderful tale is told about the Chinese painter Wu Daozi?

Ans. The Chinese painter Wu Daozi was engaged by the Emperor to decorate his palace walls with landscape paintings. It was painter's last painting. He hid his work behind a screen which only the emperor could see and admire it. But the painter got into a cave. The gate closed before the king could enter it. All the painting also disappeared along with their maker.

Q.2. What does Chinese story about Emperor and Wu Daozi illustrate?

Ans. The story deals with the magic of art and skill of the artist. He created wonderful landscapes on the palace walls. The emperor admired only the outer looks of the work. It also conveys that the emperor could only rule over his territory, and not understand the spirit of art. Only the artist known the way within. He alone can enter the spirit of the universe.

Q.3. Explain the terms "illusionistic likeness", 'figurative painting' and 'delicate realism'.

Ans. The word illusionistic means creating a sort of false expression. European art tries to create illusion of actual view. 'Figurative' also has something to do with figure or actual shape of a thing. The word 'delicate' means fine. Art reproduces not exact view of reality, but only a resemblance of it.

Q.4. What is the unique feature of horizontal scroll? How can it be appreciated?

Ans. The unique feature of Chinese horizontal scroll is that it does not give us an integrated view of scene. There is gap between one picture and another. It leaves scope for the viewer to use his mind and imagination. The landscape is not realistic but an inner one.

Q.5. Which story from Flanders, Europe, is most representative of Western painting?

Ans. The story is about a famous painter who would not draw the eyes of a dragon he had painted. He had a fear that with eyes, the dragon would fly out of painting.

Q.6. What is Shanshui? How does it express the concept of word 'landscape'?

Ans. Shanshui is a concept about the mystery and origin of the universe. The landscape literally means 'mountain water'. There two elements are like two poles, the source of energy. The mountain is vertical and male, the water is horizontal and female. There are also called yan and yin. They are complementary. Their interaction keeps the world going.

Q.7. What is the third element, represented by the 'Middle Void' in Chinese landscape?

Ans. The masculine energy of Yang and female energy of Yin are in complete without each other. But their interaction takes place in the 'Middle Void', or blank space left in a Chinese landscape nothing can happen without the combination of both aspects of energy.

Long Answers Type Questions

Q.1. How does the author contrast the Chinese View of Art with the Western concept of painting? Which one do you find easy to understand and admire.

Ans. A Chinese landscape does n't stick to reality. It leaves enough scope for the viewer to use imagination. The painting can be looked from any angle and any view point. The scroll on which the artist paints has white, blank spaces left over. It gives freedom to the viewer to travel up and down. It captures the essence of inner life.

A European or Western painting, on the other hand, is realistic. The painter wants us to look at it as he had seen it. From a particular angle it creates an illusion of delicate realism. The story of quinten, in 15th century, illustrates the point clearly. He entered a painter's studio and painted a fly on artist's blank convenes. The artist mistook it for a real fly and tried to drive it away. That story is representative of Western painting.

Q.2. What is Nek Chand's unique achievement and gift to the world? How did he get international recognition?

Ans. The India born and altogether untrained artist Nek Chand developed concept of 'outsider art'. He created a Paradise using waste material at Chandigarh. He cut the rocky place and created his dream. This drew attention of the world. His art is of an untrained visionary. Because such artists have received no formal training, but sometimes such artists show remarkable talent and insight. Nek Chand's creation is known as the 'Rock Garden'.

The Swiss Commission organized a European exhibition in 2005 on Nek Chand's works of art. It was shown in various other European countries. Thus, he got international recognition.

Chapter - 5

The Ailing Planet: the Green Movement's Role

By Nani Palkhivala

This article written by Nani Palkhivala appeared in The Indian Express on 24 November, 1994. The lesson, 'The Ailing Planet: the Green Movement's Role' focuses on the deteriorating health of the Earth because of human being's growing lust to exploit all its natural resources.

Sustainable Development

- The Green Movement launched in 1972 has never looked back.
- There is a growing need of sustainable development, which was popularised by World Commission on Environment and Development in 1987.
- Sustainable development is the development that meets the needs of the present without compromising the ability of the future generations to meet their needs.
- In a Zoo at Lusaka, Zambia, there is a Notice board in a cage where it is written the most dangerous animal in this world. There is no animal but a mirror inside where one can see his image.
- The earth itself is a living organism -an enormous being of which we are parts.

It has its own metabolic needs that must be respected and preserved. But its vital signs reveal a patient in declining health.

- Man has realised that we must live in partnership with 1.4 million other living beings with whom we are sharing the earth.
- Brandt commission which had one of the Indians L.K.Jha as member raised the question regarding the condition of the earth which we are going to leave for our successors.
- According to Mr Lester R. Brown, there are four biological systems fisheries, forests, grasslands and croplands. They form the basis of the global economic system.
- They supply food to us and raw materials for our industries. But their productivity is being damaged.
- According to Dr. Mayer tropical forests are the power house of evolution. It has been well said that forest precede mankind and deserts follow. We are losing our forest an acre and half per second.
- India is losing its forest at the rate of 3.7 million acre a year.

Measure to be taken

- Population control is to be given top priority. Fertility falls as incomes rise, education spreads, and health improves. Thus, development is the best contraceptive.
- Industries have crucial role to play.

Important Statements

“No generation has a freehold on this earth. All we have is a life tenancy, with a full repairing lease.”

Margret Thatcher

We have not inherited this from our forefather; we have borrowed it from our children.”

Mr Lester Brown

Short Answer Questions

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

Q.1. What is meant by sustainable development? When did this concept become popular?

Ans. Sustainable development means development that meets the needs of the present but doesn't affect the ability of future generations to meet their needs. This concept became popular in 1987.

Q.2. The writer says, "What goes under the pot now costs more than what goes inside it." What is meant by this?

Ans. In poor countries, people cut down trees for firewood. As a result, there is shortage of firewood. It has become very expensive. That is why the author says "What goes under the pot costs more than what goes inside it".

Q.3. What are the facts that support the title, "The Ailing Planet".

Ans. The planet on which we live is, indeed, ailing. Its grasslands, croplands, forests and fisheries have been destroyed. Many of its species have almost become extinct. The land, rivers and seas have been polluted. The fertility of soil has gone down. All natural resources have depleted badly. Hence, it is, indeed, an ailing planet.

Q.4. What does the notice "The world's most dangerous animal' at a cage in the zoo at Lusaka, Zambia Signify?

Ans. There is no animal in the cage but a mirror where one can see oneself. It makes one realise that the world's most dangerous animal is none but man himself which is very true. Man has destroyed forests, fisheries, grasslands and croplands. He has made

many species almost extinct. Thus the mirror in the cage signifies man's cruelty and thoughtlessness.

1. What do the earth's vital signs reveal?
2. What remarkable shift in our attitude towards the earth has been brought on by the Green Movement?
3. What do you mean by 'Sustainable development'?
4. What does the expression, 'holistic and ecological view of the world' suggest?
5. What does the notice in the zoo at Lusaka read? What does it signify?
6. What role can the Industry play in this era of responsibility?
7. Why are tropical forests referred to as 'the Powerhouse of Evolution'?
8. When did the Green Movement start? How has it affected humanity?
9. What were the important issues raised in the First Brandt Commission on ecology and environment?
10. What is man's ethical obligation towards the planet 'Earth'?
11. What does the writer mean by — "the earth itself is a living organism-an enormous being of which we are parts'?"
12. What has the most dangerous animal on the earth learnt in recent times?
13. What was the question raised by the First Brandt Commission? What does it suggest? What is the significance of this question?
14. What did Lester Brown mean when he said "We have not inherited this earth from our forefathers, we have borrowed it from our children"?
15. How is the depletion of tropical forests affecting our Planet Earth?
16. How are the Earth's biological systems the foundation of the global economic system?
17. "What goes under the pot now costs more than what goes inside it". What does this statement imply?
18. Justify the title 'The Ailing Planet...'
19. Design a poster to highlight the importance of 'Green Movement'.

Long Answers Type Questions

Q.5. "We have not inherited the earth from our forefathers : We borrowed it from our children" Discuss.

Ans. This earth supplies all our needs. But we don't have a freehold on it. We are not its

masters. We have not inherited it from our forefathers. Rather, we have borrowed it from our children we have to give it back to them in good form. We should take from it as much as we can give back to it.

Q.6. Why is development called the best contraceptive?

Ans. When there is development, income rises, education spreads, and health improves. It means enlightened population which understands the value of small families. Thus, development is called the best contraceptive.

Q.7. Do you think element of Coercion is essential for family planning?

Ans. Human beings should not be treated like cattle. They should not be sterilized compulsorily like cattle they should be encouraged to adopt family planning voluntarily. There should be no element of coercion.

Answer the following in about 120 words.

1. What are the four principal biological systems of the earth according to Mr. Lester Brown? How do they sustain humanity? What would happen to them if they are over exploited by man?
2. How has the growth of world population become the strongest factor in distorting the future of human beings? What does the author suggest in this regard?
3. What has made the Earth sick? What remedial measures would you like to suggest about improving its health?
4. 'Forests precede mankind; deserts follow'. Explain with suitable examples from the text.
5. 'Development is the best contraceptive'. Elaborate this statement in the context of the Chapter, 'The Ailing Planet...'
6. 'Laws are neither respected nor enforced in India' Justify citing examples from day to day life.

Chapter - 6
The Browning Version
By Terence Rattigan

It is an extract from the play The Browning Version written by Terence Rattigan which is focused on a good but unpopular school teacher Mr Crocker Harris. It vividly brings about the agony of a dedicated teacher who has a strict attitude towards his students. Frank - young teacher, Crocker Harris- old teacher, Taplow-a boy of sixteen.

Crocker Harris

- Different kind of teacher
- Strict disciplinarian, hard working and fully devoted to his duties.
- does not tell his students their results before the last day of the term. Taplow had asked Mr. Crocker-Harris about his remove and in response the teacher told him that he has given Taplow exactly what he deserves - "No less; and certainly no more".
- Frank admits envying Mr. Crocker-Harris for the effect he has on his students.
- He is not the sort of a person who would beat students and vent out his frustration on students.
- He is hard like a nut all shrivelled up. Never respond to feelings shown by the students.
- Taplow admits that in spite of all this, he likes Mr. Crocker-Harris.

Taplow

- A boy of sixteen.
- Came to school to do extra work for Crocker Harris as he had missed a class a week ago.
- He dislikes the play Agamemnon and is more interested in science.
- He is a good mimic as he imitates Crocker Harris's voice and style very well.
- Liked Crocker Harris even though he was a strict teacher.
- He does not consider him a sadist. He admires Crocker Harris.
- He does not want to make Crocker Harris angry by displeasing him in any manner.
- When Frank suggests him that he could play and come back as there are very bleak chances of Crocker Harris's coming, he refuses to do so.

Frank

- Frank is a young teacher.

- He shows a better understanding of student behaviour and psychology.
- He is humble towards his students.
- He has a friendly attitude towards his students. His conversation with Taplow shows that Taplow is very comfortable discussing the matter with him.
- Even though Frank is easy in his attitude, he is not of the kind who will appreciate sarcasm on fellow teachers.
- He quickly points out to Taplow when he get too carried away mocking Crocker-Harris.

When Frank and Taplow were talking, Millie, the wife of Mr. Crocker-Harris arrives there and sends Taplow to a chemist's shop with a prescription.

Short Answer Questions

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

Q.1. Why did Crocker-Harris not disclose the results like the other teachers?

Ans. It was a rule that results would be announced by the headmaster alone. The other teachers didn't care for this rule. But Gocker-Harris was a man of principles. He never disclosed the results like the other teachers.

Q.2. Who was Millie? What did she tell Taplow?

Ans. Millie was Mr., Crocker's wife. She total Taplow that her husband was at the Bursar's's. It could take him a lot of time. Thus she told him indirectly that he could go and play.

Q.3. Why doesn't Taplow agree with Frank in calling Cracker a "Sadist"?

Ans. Frank calls cracker a radist because he gets after his students. But Taplow says after he understands he meaning of the word 'sadist' that cracker was much more than that. He was a feelingness person who was like a shrivelled-up nut. He hated to be liked and behaved in a strange manner with his students.

Q.4. Where did Taplow meet Frank?

Ans. Taplow had been asked to do some extra work by Mr. Cracker Harris. He was waiting for the teacher in the school. Frank also came there and met Taplow.

Q.5. What is Taplow's attitude towards Mr. Crocker Harris?

Ans. Taplow is respectful towards Mr. Crocker Harris and likes him even though he is afraid of him, and dare not cut the extra work even on the last day of the term.

Q.6. What do you gather about Mr. Frank from the play?

Ans. Mr. Frank is a young science teacher. He does n't like the subject the teaches. He also admits that he tells the results to the students before it is officially announced by the head master. He feels envious of cracker Harris because Taplow likes him.

Q.7. What subjects does Taplow want to opt for? Why?

Ans. Taplow feels if his grades are good, he would opt for science. He feels science is more interesting than the study of classics.,

Q.8. How does Taplow react to Millie's arrival?

Ans. Taplow is nervous. He is unable to control his emotions and whispers to Frank if he thinks she has heard their conversation. Taplow feels that if she tells Mr. Crocker Harris, he would lost his form.

1. Why was Taplow given an extra work on the last day of the session?
2. Why did Mr. Crocker-Harris not disclose Taplow's result?
3. What do you learn about Mr. Frank as a teacher from this lesson?
4. Why did Taplow laugh at Mr. Crocker-Harris's joke?
5. How is Mr. Crocker-Harris different from other masters? Give two points of difference.
6. What does Millie Crocker-Harris ask Taplow to do?
7. Why did Taplow prefer science to literature?
8. Who is Millie? Why does she send Taplow to the chemist?
9. Why did Taplow keep on waiting, even after knowing that Mr. Crocker-Harris was, ten minutes late?
10. Why does Taplow sound bitter?
11. Does Mr. Frank seem to encourage Taplow's comments on Mr. Crocker-Harris?
12. 'We get all the slackers!' Why is Frank not very enthusiastic on hearing that Toplow wishes to join Science?
13. Why does Taplow call Mr. Crocker-Harris a man of principles?
14. What does Taplow consider 'muck?' Why?
15. Why was Taplow horrified to find Mrs. Crocker Harris standing by the door screen, watching Taplow and Mr. Frank?
16. Mention two character traits of Taplow.

Chapter - 7

The Adventure

By Jayant Narlikar

This fictional narrative by Jayant Narlikar belongs to the genre of science fiction and deals with the much intriguing aspect of time. The protagonist of this story, Professor Gaitonde, a historian is preparing for his thousandth presidential address in which he would speak on the topic "What course history would have taken if the result of the Battle of Panipat had gone the other way?"

While on an evening stroll he is hit by a truck.

- At that time he was thinking of the catastrophe theory and its implications for history.
- He found himself in another Bombay-which looked more like England (cleaner, big English shops).
- The East India Company was flourishing. In this different Bombay, he went to the Asiatic Society library in the town hall, to read some History books, including the ones he had written.
- Most of the history was as he knew it in his world-but the point where history had changed was the Battle of Panipat. In this different world, the Marathas had won.
- The Marathas had not allowed the East India Company to expand. In fact, its influence was limited to a few places like Bombay, Calcutta and Madras. India had become a democracy but allowed the British to carry on for commercial reasons.
- Prof. G wanted to find out how the Marathas had won the battle. According to one history book, the Maratha army's morale was boosted when Vishwasrao managed to escape death narrowly.

Next morning he went for a stroll to Azad Maidan.

- There was a lecture and Prof. Gaitonde went and sat on the vacant presidential chair.
- It turned out that in this world people were fed up of long speeches and had abolished the 'chairing' custom.
- They got angry because Prof. Gaitonde would not stop talking. They threw things at him and then got onto the stage to throw him out. Suddenly Prof G vanished.
- He was found in the Azad Maidan in his own familiar world. But where had he been for two days remained a mystery.?
- He showed Rajender Deshpande the proof that he had been somewhere else and not

just imagining things- the torn-off page of the history book from the other world, about Vishwasrao escaping death.

- In his book in his own world, the account was given as Vishwasrao being hit by the bullet and dying. So in our world, the Marathas had not won, the East India Company had not flourished and so on.
- Through discussions. Prof Gaitonde and Rajender Deshpande came to the conclusion that there could be many 'different worlds at different points of time.' They could all have a different history.
- Prof. Gaitonde had been to another world. The time was the present but their history was completely different!

Rajendra Deshpande his scientist friend offers a scientific explanation of his strange experience. He says that professor Gaitonde was living in the present but was experiencing different worlds. This shift from present world to another was based on catastrophe theory. According to this theory small changes in circumstances lead to a sudden shift in behaviour.

Short Answer Questions

1. Why was professor Gaitonde going to Bombay?
2. What was the plan of action in professor Gaitonde's mind as his train approached Bombay?
3. What important discovery was made by Gangadharpant on reading history books?
4. Professor Gaitonde could not complete his thousandth address at Azad Maidan. why?
5. What explanation was given by Rajendra Deshpande for professor Gaitonde's transition from one world to another?
6. What is reality according to Rajendra Deshpande?
7. How did Gangadhar Pant behave at Azad Maidan? What was the reaction of the audience?
8. Why did professor Gaitonde consult history books? What did he discover in the 'Bhauasahebanchi Bakhar'? Why was he shocked?
9. How did Rajendra Deshpande try to rationalise Gangadhar Pant's experience at Azad Maindan scientifically?

Q.1. Who was Professor Gaitonde? What was his plan in Bombay?

Ans. Professor Gaitonde was a historian. He had written five volumes on History. He was on his way to Bombay. He planned to go to a library and consult the history books there to find out how present state of affairs was reached.

Q.2. What for did professor Gaitonde enter the Forbes building? What was his experience there?

Ans. The professor went to Forbes building to meet Vinaya Gaitonde his own son. The receptionist reach through the directory of employees. But there was no person bearing that name. It was a big blow. He felt that so far everything had been shocking so the below of non-existence of his son was not totally unexpected.

Q.3. What did the professor do in the Town Hall Library?

Ans. The professor consulted the history books that he himself had written. There was no change in the events upto death of Aurangzeb. The change had occurred in last volume. He read the description of the battle of Panipat. Aadali was defeated by Maratha army led by Sadashivrao Bhau and his nephew. Vishwasrao. It established the supremacy of the marathas. They set up their science research centres. They accepted the help of English experts.

Q.4. What did the professor wish to find out in history books?

Ans. He wished to find the answer to his question how Marathas won the Battle of Panipat. He found a clue in the book titled Bakhars. Vishwasrao had a narrow escape from being killed by the bullet that brushed past his ear. This boosted the morale of Maratha army and they won the battle.

Q.5. 'But why did I make the transition? What explanation did Rajendra give to the professor?

Ans. Rajendra guessed that the transition must have been caused by some interaction. Perhaps the professor had been thinking at the time of collision about Catastrophic theory and its role in wars. The professor admitted that he had been wondering at that time what course history would have taken if the Marathas have won the Battle of Panipat.

Long Answers Type Questions

Q.1. How did Rajendra Deshpande apply his theory of Catastrophic experience regarding the Battle of Panipat?

Ans. Gangadherpant narrated to Rajendra his experience at the Azad Maidan meeting. For two days he was in coma. He had met with an accident. He asked Rajendra Prasad to explain where he had spent those days.

He admitted that he had been thinking of the catastrophic theory before the collision and how it could change the history course. He produced a page from the Bakhar to

prove that his mind was working normally. The page described that Vishwasrao had not escaped the bullet, rather he had been killed. It was just contrary to what his own history book said. And he wanted to know the facts.

Q.2. How did Rajendra explain the concept of reality with the example of movement of an electron?

Ans. Rajendra Deshpande tried to rationalise the professor's experience on the basis of two scientific theories. Gangedharpant had passed through a strange catastrophic experience. The juncture at which Vishwasrao was killed in the Battle proved to be turning point. The Marathas lost their morale and lost the battle.

Rajendra then moved to his second explanation. Reality is not exactly what we experience directly with our senses. It can have other manifestations also e.g., the electron does not follow the laws of science. It is called lack of determinism in quantum theory. It can be found in different places & each is real. It happens by transition. Professor also experienced two worlds one that was present, in other that might have been.

Chapter - 8

Silk Road

By Nick Middleton

The lesson 'Silk Road' is an extract from the author's travelogue. Here the author describes only a small part of his journey from Ravu, a small mountain village to Darchen which is at the foot of Mt. Kailash.

Journey towards Mount Kailash

- Lahmo gives a farewell present to author, a long sleeved sheep skin coat. Worn by men.
- The author left Ravu in the company of Daniel and Tsetan. Tsetan knew a short-cut. He said the journey would be smooth if there was no snow.
- From the gently rolling hills of Ravu they took a short through vast open plains. On the way they saw a few gazelles and a herd of wild asses.
- Again passing by the hills they could see the lonely drokbas tending their flocks.
- Men and women would pause and stare at their car, occasionally waving as they passed by.

The Tibetan Mastiff:

- As they passed the nomad's tents there were the Tibetan mastiffs. They would explode into action as they neared the tents.
- They barked furiously and were completely fearless.
- They would chase the car for some distance and would then go back
- When they were at 5210 meters above the sea level, the road became bumpier.
- The icy top layer of the snow was very dangerous; the car could slip off the road. The snow continued blocking their way.
- As they reached 5515 meters above the sea level, the atmospheric pressure became very low and Tsetan opened the lid of the petrol tank to release the evaporated fuel. The author experienced severe headache.

The town of Hor:

- By late afternoon, they had reached the small town of Hor situated on shores of lake Mansarovar.
- Mansarovar a source of four main Indian rivers the Indus, the Ganges, the Sutlej and the Brahmaputra.

- Hor was grim, miserable place. There was no vegetation, just dust and rocks.
- Unlike the past, the place no longer appeared holy.

Reaching Darchen:

- By 10.30 p.m., they reached a guesthouse in Darchen.
- The author had a very troubled night. His sinus were blocked and he was not able to get enough oxygen and found it difficult to sleep.
- Next day Tsetan took him to the Darchen Medical College.
- Doctor told him it was just cold and the altitude giving him troubles. He gave him some medicine and that night he was able to sleep well.
- Tsetan left the author in Darchen and went away.

Dry Darchen:

- Like Hor, Darchen was dusty and heaps of refuse could be seen all around.
- There were not many shops in Darchen. The town appeared to be sparsely populated.
- He felt lonely, as there were no pilgrims. He had reached there very early in the season.

Meeting Norbu:

- Author wanted to reach Mount Kailash to do kora. But he didn't want to do it alone.
- He was looking for someone who could speak or understand English. One day he was sitting in a cafe. When Norbu saw him reading an English book he came and introduced himself to the author.
- He was a Tibetan but worked in Beijing at the Chinese Academy of Social Sciences.
- He too was there to do kora. But he was not a religious person. Both of them decided to climb Mount Kailash.
- Norbu turned out to be the ideal companion for author.

Short Answers Type Questions

1. Why were Tibetan mastiffs popular in China's imperial courts?.
2. Why had Hor been described as a miserable place by the narrator?
3. Who was Norbu? How did Narrator feel on meeting him?
4. How did cold and altitude affect the narrator?
5. Why was the narrator's experience at Darchen disappointing?
6. Justify the title of the Lesson "Silk Road" ?

7. What was the purpose of author's journey to Mount Kailash? How did Tsetan help him during the journey?
8. Compare the narrator's experience at Hor to the earlier accounts of the place given by travellers?
9. Describe the difficulties faced by the narrator during his journey to Mount Kailash?

Q.1. Who was Lhamo? What farewell gift did she give to author?

Ans. Lhamo was a Tibetan women who had set up a tent fore pilgrims near Raru. She was honest and helpful. She offered a long sleeved sheep skin coat as a farewell gift.

Q.2. Who did the party come across after leaving Raru?

Ans. From the gently rolling hills of Raru, the author's car came to vast open plains. They saw a few antelopes grazing and further on, they saw a heard of wild ass raising a pall of dust. As the car approached them, they galloped away.

Q.3. What does the author tell you about Tibetan mastiffs?

Ans. The Tibetan mastiffs were huge block dogs with rough hair. They were very ferocious. They barked furiously and appeared fearlessly in front of the vehicle for there very qualities they became popular in China's imperial courts as hunting dogs.

Q.4. What impression did the two towns Hor and Darchen leave on the author's mind?

Ans. Hor was a small town, close to Mansarovar lake. It was a miserable place, with no greenery. The author found the place in contrast to the accounts he had read about lake Mahasrovar. He drank some herbal tea in the cafe there.

The author's next half was at Darchen. It was also a dusty place with heaps of rubble and litter lying here and there. His cold had become worse and he could not breathe. He stayed awake all right. The town had a couple of general stores which sold Chinese goods.

Q.5. Who was Norbu? How did the other strike friendship with Norbu?

Ans. Norbu was a Tibetan scholar who used to write articles about holy lake. He was working at an academy in Beijing. It was his first to the place. He knew a bit of English. This brought him closer to author. He was n't practising Buddhist. He suggested that they should hire some yaks to carry their luggage and start their journey. He turned out to be an ideal companion.

Long Answers Type Questions

Q.1. What difficulties did the author encounter and overcome when he set out to reach Mount Kailash?

Ans. The author set out from Ravu to complete the Kora. to the destination "Mount Kailash, "beyond Mansarovar lake he had to face many difficulties. Rocks, snow and height problems made the journey risky.

On the way, they came across several mountaineous animals. He saw nomad's tents with huge Tibetan dogs guarding them. The author had his first physical problem when he felt the pressure mounting up in his ears. When Tsetan saw snow lying across the tracks, he sprayed dirt on the frozen surface to make it rough and safe.

By afternoon they reached the small town of Hor. It was dusty, dry and rocky At Darchen he had cold and mountain sickness. He took some medicine from Tibetan doctor. The next day he met Norbu, who could speak English. Both decided to continue their "Kora" together.

SNAPSHOT — (Supplementary Reader)

1. The Summer of the Beautiful White Horse

By William Saroyan

Main Points:

- This is a story of two tribal Armenian boys who belonged to the Garoghlanian tribe.
- Their tribe lives in extreme poverty yet, nothing could match their honesty.
- They never did anything wrong and never lied or never even stole anything.
- The story talks about an incident that revolves around two cousins Aram who is nine years old and Mourad who is thirteen.
- Mourad was considered to be crazy by everybody he knew. He was considered the natural descendent of his uncle Khusrove, an enormous man with a roaring voice.
- The story opens with Mourad coming to Aram's house at four in the morning . He tapped on the window to Aram's room. When Aram looked out of the window, he was taken aback and startled to see Mourad riding a beautiful white horse.
- This was too unbelievable because Aram knew that they were too poor to be able to afford to buy a horse.
- The only way Mourad could possess it could be by stealing. They were too honest to lie and yet too crazy to ride a horse.
- Thus, they decided to keep the horse for two weeks to enjoy its ride in cool air. They justified their action by saying that stealing a horse for money was not the same as stealing it for riding.
- They hid it from the rest of the world by keeping it in a barn of the deserted vineyard.
- One day while returning from horse riding they came across John Byro, a farmer who was the owner of that horse.
- John Byro was sure that it was his horse, yet, he did not suspect the boys
- He even counted the horse's teeth and was just amazed at the resemblance and said: "I would swear it is my horse if I did not know your parents."
- This moving experience led the boys towards John's vineyard the very next morning. They left the horse in the barn after patting it affectionately.
- Later that day, John seemed to be very pleased and shared the news of the return of his horse with Aram's mother.
- The story teaches us the importance and necessity of honesty even in the face of greed and passion.

- Mourad has been described in the story as a kind-hearted animal lover. He has a way with animals.
- He loves the horse and shows his affection by whispering to it. He is able to tame the horse quite easily and rides it well.
- At another point he is shown trying to mend the broken wings of a bird and talking softly to it.

A. Short Answer Type Questions (30 to 40 words)

Q.1. Why was Aram surprised when he saw Maraud in the Morning?

Ans. Aram was surprised to see Maraud because he had come so early in the morning that too with a beautiful white horse. He could not believe that a boy of his tribe could buy or steal a horse.

Q.2. Who was uncle Khosrove? Why was he considered the craziest member of his tribe?

Ans. Uncle Khosrone was a relative of Aram who was an enormous man. He was short tempered and impatient by nature. His standard response to all the problems was. “It is no harm : pay no attention to it”.

Q.3. Why was John Byro Sad?

Ans. John Byro was sad because his horse was stolen and now he had to go on foot for long distance as him surrey was useless without a horse.

Q.4. Why did Mourad return the horse?

Ans. Mourad belonged to a tribe which was known for its honesty. He could not tolerate John Byro's expressions when he seemed to have recognised the horse. It was no more charming and challenging task for him to keep the horse after this incident.

Q.5. Why did John Byro not accused mourad of stealing the horse, though he recognise his horse?

Ans. Though John Byro could recognise the horse, he did not blame Mourad of stealing because he knew his parent well. He knew that Mourad's family and tribe was famous for honesty.

1. Why Mourad came so early in the morning?
2. Aram could not believe his eyes when he looked out of the window. Comment
3. How did Aram and Mourad feel during the ride on the beautiful white horse?

4. How did the boys justify their act of stealing?
5. Which place was used by the boys for hiding the horse? Why?
6. Who was John Byro? What was his reaction on seeing the two boys with the white horse?
7. Why did the narrator and his cousin return the horse?
8. How did Aram conclude that Mourad had stolen the horse?
9. What consideration(s) did the boys have in making a choice of the place to hide the stolen horse?
10. What happened during the narrator's solo ride?
11. Were the boys able to prove the hallmarks of their tribe? Why/Why not?

B. Long Answer Type Questions (120 words)

1. Fear or / and Conscience - what worked behind the boys' decision of returning the stolen horse?
2. Mourad was considered the natural descendant of Uncle Khosrove. What traits had he inherited from his uncle?
3. Describe in detail the first ride Aram and Mourad enjoyed together on the summer morning.
4. Trust and honesty were the hallmarks of the tribe the two boys belonged to. Illustrate with examples from the text.
5. Do you think the boys were right in returning the horse? Give reasons.
6. Why do people have to tell lies sometimes? Do you think telling lies sometimes can be justified? Why? Why not?

2. The Address

By Marga Minco

MAIN POINTS:

- Marga Minco is the narrator. She was a girl of fifteen or seventeen. Her family was Jewish and Hitler was planning to kill all the Jews in Germany, Holland, Austria, etc..
- The war led to exodus of Jewish families towards safer places. They were forced to abandon their homes and belongings.
- This short story is a touching account of a daughter who goes in search of her mother's belongings after the War, in Holland.

- When she finds them, the objects evoke memories of her old life However she decides to leave them all behind and resolves to move on
- A lady named Dorling comes to Mrs. S's house to give pre-war info to Mrs. S.
- The narrator happens to meet Mrs. Dorling on one of her visits to her house and remembers her taking away a suitcase full of their belongings.
- Mrs. S tells her daughter that Mrs. Dorling has good intentions of keeping their belongings safe during the war time. She has offered to help the narrator's family by carrying their house hold utensils, furniture and all the other valuables.
- When the war was over and the Jews were feeling safe in these countries, Marga (the narrator) returned to her house (which was no more!) and lived in a small hut. She has lost her mother and misses her dearly.
- One day, Marga thinks of the woman (Mrs. Dorling) who had taken all her possessions. She recalls her address - 46, Marconi Street and goes to the address by train.
- Mrs. Dorling opens the door and is surprised to see the narrator. When the narrator introduces herself she refuses to recognize her. Perhaps Mrs. Dorling was not expecting that she would ever return after the war.
- On the other hand, the narrator recognizes the woolen cardigan which Mrs. Dorling was wearing as it belonged to her mother.
- Marga was terribly pinched, hurt, disappointed and betrayed by the behavior of Mrs. Dorling. Anyhow, the first visit ends on a sad note.
- She grew impatient after a while and decided to visit Mrs. Dorling once again.
- When she rang the bell at house number 46, Mrs. Dorling's daughter- meets the narrator and offers her a cup of tea. Marga goes inside.
- She recognizes many articles that once belonged to her mother but were now being used in a distasteful manner by the Dorling family.
- Marga is hurt and disgusted at the shrewdness of Mrs. Dorling. She loses the desire of taking back her mother's belongings as they evoke sad memories of the war and painful loss of the mother in her heart.
- She resolves to forget the address and move on in life.

A Short Answer Type Questions (30 to 40 words)

Q.1. Why did the narrator go to Mrs. Dorling's house?

Ans. The narrator went to Mrs. Dorling's house to collect her valuable belongings which her mother had given to her during war time. She wanted to renew her past memories.

Q.2. Why was the narrator confident that she had reached the correct address?

Ans. The narrator remembered the house No. 46. She recognised her sweater with its buttons. On seeing her cardigan with Mrs. Dorling, she was confident that she had reached the correct address.

Q.3. How did Mrs. Dorling's daughter treat the narrator?

Ans. Unlike Mrs. Dorling, the daughter invited the narrator inside her house. She offered her a cup of tea.

Q.4. Why did the narrator decide not to collect her belongings?

Ans. The narrator was disappointed after recognising her belongings in a staid and dirty environment. She didn't feel comfortable on seeing all those valuable articles in Mrs. Dorling's house.

Q.5. Why did the narrator's mother ask her to remember the address by heart?

Ans. The narrator's mother asked her to remember the address by heart because she gave a number of household valuable articles to Mrs. Dorling during the war time. She thought that her daughter would collect all that after the war was over.

1. Why was Mrs. Dorling surprised to recognise the author?
2. What helped the author to recognise Mrs. Dorling during her first visit?
3. Why did the author feel upset on her first visit to Mrs. Dorling's house?
4. How did the author feel towards the 'stored stuff' at Mrs. Dorling's house? Why did she feel so?
5. What type of a girl was the author? How did you form this opinion? [Hint:- Possessive.]
6. Describe the author's meeting with Mrs. Dorling's daughter?
7. What type of traumas do wars cause?
8. What was the girl thinking when she was travelling home by train?
9. Why did she resolve to forget the address?
10. 'I resolved to forget the address. Of all the things I had to forget, that would be the easiest.' Comment.
11. Which address had the narrator remembered for years? Why?
12. Why did the narrator desire to see the 'stored stuff' after so long?
13. What do you gather about the character of Mrs. Dorling in the story?
14. Describe the incident of Mrs. Dorling's daughter opening the box of cutlery.

15. Why did the author not wait to meet Mrs. Dorling?
16. 'The address was correct. But I didn't want to remember it anymore.' Why did the narrator say so?
17. What important lessons of life do we learn from the story 'The Address'?

B. Long Answer Type Questions (120 words)

1. Do you think the title of the story 'The Address' is appropriate?
2. Comment on the statement 'The Address is a story of post-war human predicament.'
3. After reading the story, what opinion do you form about the narrator's character?
4. It is not easy to let off past memories and possessions. Do you agree? Why/Why not?
5. Past whether good or bad is gone. We must never worry about it. All we need to make the best of our present. Explain with reference to the story 'The Address'.

3. Ranga's Marriage

By Masti Venkatesha Iyengar

- The story is about a boy who returns to his village after receiving education in English medium from Bangalore.
- The boy is the son of the accountant of the village. They live in the village Hosahalli in Mysore.
- When the boy returns, the whole village floods over him to see if there is any change in his appearance.
- The courtyard turns black with heads of villagers. This incident has been compared with a historical event known as the "Black-hole of Calcutta"
- Shyama, the narrator too goes inside the courtyard to see Ranga. The young boy recognizes him and greets him respectfully. The narrator is deeply impressed with his manners and immediately decides to find a suitable match for his marriage.
- But Ranga has starkly opposite views about marriage. He tells Shyama that he had no interest in getting married as he believed in equality of age and maturity for getting married.
- Shyama meets disappointment, yet, he gets determined to get him married to Ratna, an eleven year old girl, the niece of his friend Rama Rao.
- She was from a big town and knew how to play veena and harmonium.

- He came up with a plan. He asked Rama Rao's wife to send Ratna to his place to fetch some buttermilk. So she came on Friday wearing a grand saree. He requested Ratna to sing and sent for Ranga.
- Ranga reached the narrator's place and stopped outside the room as he did not want to disrupt the singing but was curious to see her face so peeped in.
- Ratna noticed the stranger and stopped abruptly. Ranga came in and the girl left.
- Curiously he inquired about the girl and narrator cleverly played at his words. He told Ranga that the girl was married off a year ago and noticed that Ranga's face had shriveled up like a roasted brinjal out of disappointment.
- Ranga was attracted to the girl but was yet to admit this. Shyama was happy as his plan was working.
- Later, the narrator takes Ranga to Rama Rao's home and asks him to wait outside. When he comes outside he confirms that Ratna was not married. Light returns to Ranga's face.
- Then Shyama takes Ranga to the house of his astrologer friend Shashtri with whom he has already hatched a plan to know Ranga's feelings for Ratna.
- Ranga falls into the trap and admits his attraction towards Ratna.
- The story moves forward ten years. Ranga has come to invite the narrator at his son Shyama's third birthday. Obviously, Ratna and Ranga had been married. They have named their son Shyama as a tribute for the efforts he made to get the two of them married.
- Ranga is an educated boy with exposure to English, which is a rare achievement in those days. He proclaims to be modern and open-minded about equality in marriage. Yet, he marries a girl merely eleven years old. It clearly exposes his hypocrisy (double standards) and indicates that child marriage is as much prevalent in educated families.

1. Why was Hosahalli famous?

Ans. The village Hosahalli was famous for mangoes which were extremely sour and huge leaves of a creeper to serve meals.

2. Who was Ranga? Why was he sent to Bangalore?

Ans. Ranga was the son of the village accountant Rama Rao. He sent Ranga to Bangalore to study.

3. Why were the villagers disappointed on seeing Rangappa?

Ans. The villagers had anticipated that he would be a changed from after going to Bangalore. But they were disappointed when they saw that he was not changed. Even his Janewara was intact. He was the same person with the same features.

4. Who was Ratna? why did Ranga decide to marry her?

Ans. Ratna was Rama Rao's niece, who come to stay with him after the death of her parents. Ranga was so impressed by her melodious voice that he decided to marry her.

1. Describe the raw mango episode?
2. How has English influenced the author's village in the recent years?
3. Why is the village accountant called courageous by the author?
4. What made people rush to the accountant's house?
5. 'Everyone was surprised to see that Ranga was the same as he had been six months ago.' Why?
6. Why did the old lady run her hand over Ranga's chest?
7. Why was the narrator upset on knowing about the Ranga's decision to remain a bachelor?
8. Describe the meeting when the narrator took Ranga to Shastri.
9. How does the author justify his use of the title 'Ranga's Marriage' for the story?
10. What is narrator's opinion about mingling of English words with mother tongue?
11. Why was Ranga's homecoming a great event?
12. Why is the Black Hole of Calcutta referred to in the story?
13. 'The crowd melted away like a lump of sugar in a child's mouth.' Why did the crowd melt away?
14. How did Ranga greet the author when he noticed his presence?
15. What were Ranga's views on marriage?
16. Briefly describe Ranga and Ratna's first meeting.
17. Ranga was grateful towards the author for his marriage with Ratna. How did he express his gratitude?

B. Long Answer Type Questions (120 words)

1. Astrologers may manipulate facts to arrange a marriage in modern times. Discuss with reference to the lesson.
2. Comment on the narrative style of the narrator in the story “Ranga’s Marriage”.
3. How did the narrator play an important role in arranging Ranga’s marriage?
4. What personal and social values do you think are important to the narrator? Do you think they are related to contemporary world? Why? Why not?

Question 2. What was special about Rangappa? How did the villagers react to it?

Answer: Ten years ago, there were not many people in Hosahalli village who knew English. Rangappa, the accountant's son enjoyed a unique distinction. He was the first one to be sent to Bangalore to pursue his studies. This was considered an act of courage on the part of his father. It was an important event in the village — a sort of first of its type.

Naturally, Ranga's homecoming was a great event. The crowds of villagers milled around his house to see whether he had changed or not. People were quite excited because Ranga had returned home after studying English at Bangalore. An old lady ran her hand over Ranga's chest. She looked into his eyes. She was satisfied to find the sacred thread on his body. She felt happy that he had not lost his caste. People disappeared from the scene, once they realised that Ranga had not undergone any material change.

Question 3. Give a brief account of the narrator's two meetings with Ranga after the latter's return from Bangalore. What opinion did he form about the young man?

Answer: When Ranga returned home after getting his education in Bangalore people collected round his home to see him. The narrator was attracted by the crowd. He too went and stood in the courtyard. Ranga came out smile on his face. After every one had gone, the narrator asked Rangappa how he was. Ranga noticed him and came near him. He folded his hands and touched narrator’s feet. He said that he was all right, with the narrator's blessings. The narrator blessed him and wished that he might get married soon. They exchanged some polite friendly remarks. Then the narrator left.

That afternoon, when the narrator was resting, Ranga came to his house with a couple of oranges in his hand. The narrator thought that Ranga was a generous, considerate fellow. He was of the opinion that it would be fine to have him marry, settle down and be of service to the society.

Question 4. What were Ranga's ideas about marriage? Do you find any change in them during the course of the story?

Answer: Ranga was influenced by the English way of life in the matter of marriage. He

was not in favour of arranged marriages of the time where the brides were quite young. He told the narrator that he was not getting married just then. He gave two reasons. First, he must find the right girl. She must be mature enough to understand his love-talk. A very young girl might take his words spoken in love as words spoken in anger. He gives examples of a thirty-year-old officer who married a twenty-five-year-old lady and that of King Dushyanta falling in love with Shakuntla. The second reason he gave was that one should marry a girl one loves.

During the course of the story we find a change in Ranga's ideas about marriage. Not only is he fascinated by Rama Rao's eleven-year-old niece Ratna, he also marries her in the old traditional way of arranged marriages.

Question 5. What steps did the narrator take to get Ranga married to Ratna?

Answer: The narrator was intimate with Rama Rao's family. He knew that his niece Ratna would be a suitable wife for Ranga. He proceeded systematically. First he created an opportunity where Ranga might listen to Ratna's song and have a glimpse of her. He arranged this sudden encounter of two strangers at his home. The reaction of two youngsters was on expected lines. Ranga felt interested in her. Ratna felt shy, lowered her head and went to the other room.

In order to test the intensity of Ranga's feelings towards Ratna, the narrator said that she had been married a year ago. Ranga looked crestfallen. Then the narrator tutored an astrologer and took Ranga to him. Shastri, the astrologer, gave sufficient assurance that there was no hitch in his marriage to a girl whose name was that of something found in the ocean.

While returning from the Shastri's house, they saw Ratna standing alone in her uncle's house. The narrator went in for a moment and brought the news that Ratna was not married. After ascertaining Ranga's views, the marriage was settled.

Question 6. Comment on the title of the story 'Ranga's Marriage'.

Answer: The title of the story is quite appropriate and suggestive. It at once sums up the theme of the story. The whole story has one central issue Ranga's marriage. It begins with Ranga's refusal to marry just then and ends with his blissful married life. All the incidents contribute to the central theme.

The writer has presented the working of a young educated Indian's mind and heart. He is easily influenced by the English way of life and customs. He wants to adopt them in his own life as well. The narrator, who is his well-wisher, takes deep interest in him and takes active steps to wean Ranga away from the fantasy of love-marriage. By arousing his interest and fascination in a young girl, Ratna, he makes Ranga agree to marry her. Thus Ranga's one condition for marriage is fulfilled — he knows the girl and loves her. She does not fulfil the other condition of being a mature girl in twenties — she is just eleven at that time.

Question 8. Write a brief note on the ending of the story 'Ranga's Marriage'.

Answer: The ending of the story is superb. Like all the tales of romance where the hero and heroine are finally united, the caption "...and they lived happily ever after" is usually displayed. The writer goes here one step further. He presents Ranga as a happily married husband, a proud father and a good member of the joint family. He has a three year old son, a golden child, whom he had named Shyam' after the narrator to express his love and gratitude to the elderly person. We also learn that Ratna is about to deliver another child and Ranga's sister has come there with his mother. They will not only look after household affairs but Ratna as well. The scene of a toddler putting his arms round the legs of an elder and the latter kissing him on his cheek and placing a ring on his tiny little finger as a birthday gift presents a lovely emotional scene full of tender affection and love. What a happy ending.

4. Albert Einstein at School

By Patrick Pringle

- In the history class, the teacher Mr. Braun questioned Albert about the year in which the Prussians defeated the French to Waterloo. Albert told him that he didn't know and he must have forgotten. This irritated the teacher.
- On being asked the reason for his ignorance of the subject Albert replied that he didn't see a point in learning dates of battles. According to him, it was more important to know the causes of a battle.
- The teacher felt insulted and taunted Albert to explain his "theory of education". Albert told him that education should be about ideas and not facts.
- The teacher said that Albert was a disgrace to the class and that he disrupted the discipline with his unruly behavior.
- Albert felt miserable when he left the school that afternoon. He didn't like this school
- He found no peace/solace at his living quarters. He lived in a small room in one of the poorest quarters of Munich.
- His landlady would beat her children regularly who would then wail all the time. Her husband was quite violent towards her. Moreover, the landlady didn't let Albert play the violin which he liked so much. He complained to his only friend Yuri about his miserable life. He hated the atmosphere of slum violence.
- Once his cousin Elsa visited him in Munich. When Albert shared his experience and views about education, she told him that passing an examination was an easy thing. She gave examples of some stupid boys who had easily passed in exams by merely rote learning facts like a parrot. Few more months elapse but there is no respite for Albert.

He is still feeling miserable at his school due to traditional education pattern which doesn't leave any scope for creativity and expression of ideas.

- He meets Yuri after a long gap and seeks his help. He has an idea. He tells Yuri that if he is able to obtain a medical certificate stating that he's suffering from nervous breakdown, then perhaps he could get rid of school.
- Yuri agrees to help him because he understands his tense state of mind. He finds Dr. Ernest Weil who could help Albert.
- However, Yuri advises Albert against lying before the doctor. He suggests that Albert must share his problems frankly with the doctor.
- When Albert visited Dr. Ernest Weil he had really come near a nervous breakdown because he was too worried about presenting his problems.
- Dr. Ernest understood his mental state and issued him the certificate.
- Albert thanks Yuri for his help. Yuri advises him to take a reference from the mathematics teacher before leaving the school.
- Mr. Koch, the mathematics teacher writes a brilliant reference for Albert stating that Albert was a genius in the subject. Albert is full of gratitude for his mathematics teacher.
- Albert goes straight to the room of the head master with the certificate hoping that he would be able to get a break from the school for some months.
- He is taken for a surprise when the head master expels him from the school due to his unruly behavior and disregard for education. He feels as if the medical certificate was burning a hole in his pocket because he could not tell the head master how unhappy he was with their education system.
- Anyways, he goes to Milan and joins another school. The whole world knows his journey thereafter.

A. Short Answer Type Questions (30 to 40 words)

Q.1. Why did Mr. Braun scold young Einstein?

Ans. Mr. Braun, the history teacher scolded young Einstein because he did not remember the dates of events in history. Further, he annoyed him by giving statements against education. He told the teacher that learning the dates of historical events was meaningless.

Q.2. Why was Albert tense about this neighborhood?

Ans. Albert did not like the environment of his neighbourhood as the land lord often beat him wife. The wife also beat children. There was a lot of violence in the neighbourhood. The landlady did not let him play violin.

Q.3. What was the opinion of Mrs. Koch about Albert?

Ans. Mr. Koch appreciated Albert for his intelligence. He was impressed by his knowledge of maths. He felt that Albert knew more than him in Maths. He gave him a glowing certificate in Maths.

A. Short Answer Type Questions (30 to 40 words)

1. What, according to Albert, would interest him in learning History?
2. Why did Albert feel miserable “that day” when he left the school?
3. Why did Albert’s landlady ask him to stop playing the music?
4. What did Elsa think about the examination system?
5. Albert told Yuri his desire to leave the school. What reasons did he give for this?
6. What did the Maths teacher think about Albert?
7. Why did the head teacher decide to expel Albert from the school?
8. ‘Albert felt the medical certificate almost burning a hole in his pocket.’ Explain.
9. What opinion do you form of Einstein’s nature from his conversation with the head teacher?
10. Why did Albert see no point in learning dates and facts from History books?
11. Was Albert impolite while talking to the history teacher? Give reasons.
12. What according to Albert was the purpose of education?
13. ‘Ugh! These are the students!’ Why did Albert say so?
14. Why was Albert not interested in going back to his quarters?
15. How was Albert feeling when he met the doctor?
16. Why did Mr. Koch give Albert a ‘glowing reference’?
17. ‘He could not think of anyone he wanted to say good bye to.’ Comment.
18. Where did Albert find refuge In his moments of stress? [Hint:-playing violin]

B. Long Answer Type Questions (120 words)

1. Would you term Albert’s school days as happy or unhappy? Why?
2. The school system often curbs individual talents. Discuss in the light of the lesson.
3. Write a note on the education system as it existed during Albert’s time.
4. Yuri played an important role in solving Albert’s problem. Discuss with respect to the lesson.

5 Mother's Day

By J.B.Priestley

- Mrs. Pearson is a dedicated wife and mother who tends to each and every demand of her husband George and children Doris and Lyril, both of whom are adults.
- Yet, she is disrespected and taken for granted by them. All the three family members lack gratitude towards her. In fact they treat her like a domestic help.
- Mrs. Pearson shares her grief with her neighbour Mrs. Fitzgerald. Mrs. Fitzgerald tells her that her own soft behavior is responsible for the misgivings for the family members.
- Mrs. Fitzgerald has a plan for her. With the magic that she once learnt in the far east, she suggests that the two of them should exchange their spirits with each other.
- Initially reluctant, Mrs. Pearson agrees to the idea. They both hold hands and their spirits get exchanged when Mrs. Fitzgerald reads a spell.
- Doris is shocked to find her mother smoking when she comes home. She orders her mother to prepare tea. But Mrs. Pearson remains indifferent towards her demand. This sudden change baffles Doris.
- She goes to her room to find that her yellow dress has not been ironed. She gets really upset and almost scolds her mother for not doing this work.
- Upon hearing her words, Mrs. Pearson replies with disgust that Doris being a grown up should do her work on her own. Above that, she makes fun of her friend Charlie Spense and calls him a "half-witted buck tooth".
- Doris feels deeply offended and starts weeping.
- Then her son Cyril comes home and notices Doris crying and mother playing with cards. He too demands tea and snacks but is met with the same indifference from his mother.
- The children discuss their mother's strange behavior when they see her filling a glass of wine for herself.
- Doris hints that perhaps the mother has gone mad owing to some head injury after a fall or so.
- The mother chides them for their callousness and tries to give them a piece of mind.
- She tells them that she would not work for more than eight hours every day like them from then onwards and will also go for a vacation during weekend.
- She also proclaims that she would do some work on Saturday and Sunday only if she is thanked for everything.

- Her husband George Pearson enters the room and senses tension in the ambience.
- He is annoyed that instead of preparing tea his wife is sipping wine and relaxing. But Mrs. Pearson shows only indifference.
- He then tells her that he would have supper at the club. Mrs. Pearson gets annoyed at his attitude and rebukes him by telling him that people at the club make fun of him behind his back.
- All the family members are feeling miserable. Just then enters Mrs. Fitzgerald (actually Mrs. Pearson).
- Mrs. Pearson (actually Mrs. Fitzgerald) tells her that she was just putting everyone at place and that the things were alright.
- The family members look at each other in confusion when Mrs. Fitzgerald (actually Mrs. Pearson) requests to have their spirits re-exchanged. Mrs. Pearson (actually Mrs. Fitzgerald) agrees on a condition that Mrs. Pearson would not go soft on her family again. They get into their original bodies and Mrs. Fitzgerald leaves.
- The mother, the children and husband smile at each other with relief and it is decided that they all will have the dinner together and play a game of rummy.
- This play provides a glimpse into the miserable lives of house-wives and mothers who work tirelessly from morning to night for keeping their family members happy. Their sacrifices are taken for granted and they are treated as domestic helps. It teaches us to be thoughtful and respectful for our mothers.

A. Short Answer Type Questions (30 to 40 words)

Q.1. How was Mrs. Pearson different from Mrs. Fitzgerald?

Ans. Mrs. Pearson was a pleasant but worried looking women in her forties. Mrs. Fitzgerald was older, heavier and a strong and sinister personality. Mrs. Pearson was soft spoken with a touch of suburban while Mrs. Fitzgerald had a deep voice with Irish accent.

Q.2. How does Mrs. Fitzgerald planned to deal with the family of Mrs. Pearson.

Ans. Mrs. Fitzgerald changed their bodies through magic spell. Now Mrs. Fitzgerald look like Mrs. Pearson, while Mrs. Pearson looked like Mrs. Fitzgerald. Mrs. Fitzgerald in the body of Mrs. Pearson dealt with the family very sternly.

Q.3. How the members of the club use to treat George Pearson.

Ans. The members of the club use to call George Pearson, pompy-ompy Pearson because they use to think that he was slow and pompous.

(Take help from the notes to answer the following questions)

1. What help did Mrs. Fitzgerald offer to Mrs. Pearson?
2. How was George treated by the other members of the club?
3. In what ways Mrs. Pearson and Mrs. Fitzgerald differ from each other?
4. What remarks did Mrs. Pearson make about Charlie Spence?
5. Why did Doris say - 'Did you fall or hit yourself with something'?
6. Why does Cyril call his mother 'barmy' when he returns home?
7. What changes do you observe in the Pearson family by the end of the play?
8. What problems did Mrs. Pearson face with her family?
9. What is the first impression you gather about Mrs. Fitzgerald?
10. 'Mrs. Fitzgerald acts a savior to Mrs. Pearson'. Comment.
11. How did the two ladies exchange their personalities?
12. What made Doris cry?
13. How do Doris and Cyril react to their mother's changed behaviour?
14. Why did Mrs. Pearson talk of forty two hours a week job?
15. What social message does the play, 'Mother's Day' convey? How relevant is it in the present day context?
16. Does the ending of the play provide a feasible solution? Discuss.

B. Long Answer Type Questions (120 words)

1. Do you think that the issues raised in the play have any contemporary relevance? Give reasons.
2. The play is an ironical portrayal of the status of the mother in a family. Do you agree? Give reasons.
3. What personal and family values are dear to Mrs. Pearson? How do they create problems for her?
4. Do you think the title of the play 'Mother's Day' is appropriate? Give reasons for your answer.
5. A mother's work is never done. Do you agree? Explain on the basis of the play and day to day life.

6. The Ghat of the only World

-Amitav Ghosh

MAIN POINTS:

- SHAHID is an expatriate who hails from Kashmir. He has been described as a 'gregarious' (very social) person who is very fond of throwing parties at his home in Brooklyn where he moved to in 1975.
- He is diagnosed with cancer. But even in his last days he likes to be surrounded by friends and family members. He still enjoys get-togethers. He has a keen taste for food and can tell by the aroma about the stage of each meal being cooked. Amitav's memoir inspires each one of us to live life one day at a time. He comes across as a fun-loving personality who loves his homeland deeply.
- Shahid is very patriotic and secular. He doesn't believe in boundaries created by religion. He has imbibed these qualities from his parents. As a child, he had built a small temple in a corner of his house. His parents too supported him
- Amitav Ghosh came in touch with him during his graduation years at Delhi University due to their common love for poetry.
- Both of them cross paths again when Amitav too migrates to America. They become close friends owing to shared love for Kashmiri food-Roganjosh, old Bollywood movies and poetry.
- Shahid suffers from a sudden blackout in February 2000. Soon it is discovered that he is suffering from a malignant brain tumor. Shahid is aware about the fact that he has only numbered days left in the world. But that doesn't change his spirit.
- In a very casual manner he asks Amitav to write a story on him. Amitav is taken for a surprise at this unusual request. Unable to refuse he starts keeping a record of each and every call and meeting with Shahid. Shahid's health declines continually as the tumor grows inside his brain but he becomes livelier with every passing day.
- Finally he surrenders before the disease after struggling for several months.

Q.1. Who was Shahid?

Ans. Shahid was from Srinagar, Kashmir. He studied in Delhi. He was an academician, a creative writer and a very popular and learned teacher of English literature. He settled in America. He was a gregarious being. There was never an evening when there wasn't a party in his living room. He suffered from brain tumour.

Q.2. What promise did the writer make with Shahid? How did he fulfil it?

Ans. Writer promised Shahid to fulfil his wish to write something about live after his death. To fulfill his wish the writer, Amitav, use to keep a record of all the conversations and meetings he had with Shahid. This record helped him to fulfil his promise.

(use the given notes to answer the following questions)

1. When did Shahid talk about his approaching death for the first time? What had happened to him?
2. How did Shahid want to be remembered after his death?
3. What promise did the writer make with Shahid? How did he fulfill it?
4. What was common between Shahid and the author?
5. Why did Shahid have a special passion for Kashmiri food in Pandit style?
6. Give two instances from the text to show that Shahid was gregarious by nature?
7. How did Shahid's upbringing help him in developing a secular outlook?
8. How did author feel after Shahid's death?
9. What different aspects of Shahid's character do you gather from the Lesson "The Ghat of the only World"?
10. What is mean by 'diaspora'? What do you learn about Indian diaspora from the lesson 'The ghat of the only world'?
11. Justify the title of the Lesson 'The Ghat of the only World'?

7. Birth

-A.J. Cronin

- BIRTH is the story of a doctor, just a fresher, who handles a complicated child delivery case in the most admirable way and brings back life in a dead born child.
- In doing so he applies his medical text book knowledge as well as determination. The story expresses the anxiety, dedication towards profession and gratitude towards god.
- Andrew Manson was returning home late night brooding over a disappointing evening with his girl friend, Christine.
- It was midnight and when he reached near his house and found a miner, Joe Morgan, awaiting him to attend to his wife immediately. She was expecting their first child after twenty years of marriage.
- At the patient's house, Andrew saw that the lady was being attended to by a midwife and Mrs. Morgan, an elderly woman.

- It took about two hours when the process of child birth began. Andrew was tired but he had no option to leave the patient.
- After about an hour long harsh struggle a child was born towards the dawn. But the child was still born.
- When Andrew gazed at the lifeless form, he shivered with horror. Then he looked at the mother. She required immediate attention. Andrew was in a dilemma- whom should he attend to first: the child or the mother?
- Andrew gave the child to the nurse and turned his attention to the mother who was unconscious. Gradually, her heart strengthened and Andrew could now leave her to attend to the baby.
- He asked about the child. The midwife was thoroughly frightened. Taking this still child, she had dumped it beneath the bed amongst soaked newspaper. He pulled out the child.
- The child was perfectly formed. Andrew could understand that it was a case of suffocation due to lack of oxygen and excess of carbon-dioxide in the blood.
- Andrew started giving the necessary treatment. He did not lose heart. The midwife again and again told him that it was a still born child. But Andrew did not heed. He kept on dipping the child's limp body in hot and cold water alternatively.
- After exhaustive efforts, a miracle happened. The child sighed and started crying. Its white skin turned pink and he was no longer still born.
- At last Andrew heaved a sigh of relief. He handed the child to the nurse. He told the entire story to Joe standing outside and walked down the street.
- The dawn was breaking by the time Andrew started towards home. He was full of gratitude towards god and felt a deep sense of satisfaction. He realized that he had done something real at last. It was the birth of his new life as a doctor.

A. Short Answer Type Questions (30 to 40 words)

Q.1. Who was Joe Morgan? Why was he waiting for Dr. Andrew Manson?

Ans. Jeo Morgan was a driller in Blaenelly, a minning town. He and his wife Susan, were married for nearly twenty years and now they were expecting their first child. He was waiting for the doctor to help Susan in the delivery of the child.

Q.2. Why did a shiver of horror pass over Andrew?

Ans. Dr. Andrew Struggled for more than an hour to help the mother Susan Morgan for the safe delivery of the baby. But when the child was born he was lifeless. As Andrew gazed at the still born baby, a shiver of horror passed over him.

(use the given notes to answer the following questions)

1. 'Eh Doctor, I'm glad to see you.' Why did Joe Morgan say this to Dr. Andrew Manson?
2. What thoughts (related to marriage) were running in Andrew's mind?
3. How do you conclude that the meeting between Andrew and Christine was an unpleasant one?
4. How was Joe's house maintained?
5. Why did Susan not want to be injected chloroform?
6. 'As he gazed at the still born a shiver of horror passed over Andrew.' Explain
7. How was Susan brought back to consciousness?
8. The old lady offered Andrew a cup of tea. Why did he smile at her offer?
9. What decision did Andrew make as he drank the tea?
10. Why were Andrew's thoughts on marriage confused and resentful?
11. 'She's awful set upon the child. Ay, we all are, I fancy' Why did the old lady say so?
12. What dilemma was faced by Andrew when he saw the still born child?
13. Why was the midwife frightened on being asked for the stillborn child?
14. How did Andrew revive the stillborn child?
15. What made Andrew say, 'I've done something real at last'?

B. Long Answer Type Questions (120 words)

1. Describe at length how Andrew revived the stillborn child.
2. What made Andrew exclaim, 'I have done something; Oh God!'?
3. Justify the title of the story, 'Birth'.
4. What does the story highlight about the essence of true happiness and fulfillment through Dr. Andrew's experience? Discuss with reference to the story.
5. The greatest lesson, we can learn from Dr. Andrew's life is, 'Never give up'. Do you agree? Give reasons in support of your answer.

8. The Tale of Melon City

-Vikram Seth

- The Tale of Melon City by Vikram Seth is a humorous poem about a king who is just opposite the terms 'just and placid'.
- The poem is about one hasty decision of king that costs him his life.
- He orders to build an arch from where he can instruct the spectators. The arch is constructed within no time.
- But as soon as the king passes from under the arch, it touches his crown and it falls to the ground.
- The king feels humiliated and summons the chief of the builders. A noose is set up to hang him.
- The crowd gets excited at the prospect of a spectacle.
- But the chief of builders pleads for mercy and blames the workmen for fault.
- Next the workmen are taken to the death penalty; they too cry aloud saying that this is the mistake of a mason.
- The mason is then put next for the death punishment; well he passes the blame on the architecture.
- Well, the architecture being a clever guy says that the amendments in the plan were made by the king itself.
- This incident puts the king in a dilemma. He says that the situation is tricky.
- The king calls for the wisest man in the country for a decision. The oldest man is brought for the decision.
- The old man can neither walk nor see but he says that the culprit must be hanged. So according to his judgment, the arch is made to hang.
- The ministers find an opportunity to impress the king and glorify the arch for having touched the king's head.
- So the arch was spared. But now the crowd was becoming impatient. It demanded hanging.
- Finally, the king decided that whosoever fits the noose will be hanged. One by one all men were measured.

- Ironically, the tallest one of them was the king. So he was hanged. The king died because of his own foolishness.
- The ministers held a meeting to discuss that a king was needed immediately. But who is going to be the next king of the kingdom? So, as was the custom, the first man passing the City Gate would get to decide who would be the next king.
- Just then an idiot comes out as a passer-by. When asked he replied melon as it was his standard reply to all questions.
- A melon was crowned and declared as the king of the kingdom.
- This poem is a satire on the political scenario of our country.

A. Short Answer Type Questions (30 to 40 words)

Q.1. What kind of king was the one who ruled over the state? What did he proclaim?

Ans. The kind of the state was just and placid. For the welfare of the workers he proclaimed that an arch should be built up which would extend across the major thoroughfare.

Q.2. Why did the king ride down the thoroughfare and what was the result?

Ans. The king rode down the thoroughfare to edify the spectators there. Since the arch was built too low, he lost his crown under it. He felt himself disgraced.

Q.3. How was the new ruler of the state selected?

Ans. After the king the ministers sent the messengers to proclaim that the next man to pass the city gate would choose the ruler of their state. An idiot happened to pass the gate. His standard answer to all the questions was 'A Melon'. So when he was asked to decide about who will be the king, he replied 'A Melon' Ministers declared that a melon would be their new ruler.

1. What proclamation did the king make? Why?
2. How did the chief builder, workmen and masons pass the blame onto each other?
3. How did the king react to the explanation given by the architect?
4. What was the criterion for the choice of “the wisest man.” What was his verdict?
5. Who was ultimately hanged? Why?
6. Do you think the king was really ‘just and placid’? Why/Why not?
7. What message does the poet give through the use of irony and humour in the poem?

8. Describe the custom of the city to choose the king.
9. The poem portrays the principles of 'laissez faire'. Discuss.
10. Why was the wisest man called by the king?
11. How did the choice of the person 'to be hanged' become ironical for the king?
12. Why was the melon crowned as the next king?

B. Long Answer Type Questions (120 words)

1. Why was the arch blamed at the first instance? Who was ultimately punished?
2. The poem is full of humour and irony. Cite examples.
3. How has the poet made fun of the system of governance by using the phrase 'just and placid' for the king?

SOLVED SAMPLE PAPER -I

Subject: English Core

Class : XI

Time: 3 Hrs.]

[M.M.: 80

Q1. Read the passage given below carefully:

1. Research has shown that the human mind can process words at the rate of about 500 words per minute, whereas a speaker speaks at the rate of about 150 words a minute. The difference between the two at 350 words is quite large.
2. So a speaker must make every effort to retain the attention of the audience. The listener should also be careful not to let his mind wander. Good communication calls for good listening skills. A good speaker must necessarily be a good listener.
3. Listening starts with hearing but goes beyond. Hearing, in other words is necessary, but is not a sufficient condition for listening. Listening involves hearing with attention. Listening is a process that calls for concentration. While listening, one should also be observant. In other words, listening has to do with the ears, as well as with the eyes and the mind. Listening is to be understood as the total process that involves hearing with attention, being observant and making interpretations. Good communication is essentially an interactive process. It calls for participation and involvement. It is quite often a dialogue rather than a monologue. It is necessary to be interested and also show or make it abundantly clear that one is interested in knowing what the other person has to say.
4. Good listening is an art that can be cultivated. It relates to skills that can be developed. A good listener knows the art of getting much more than what the speaker is trying to convey. He knows how to prompt, persuade but not to cut off or interrupt what the other person has to say. At times the speaker may or may not be coherent, articulate and well-organized in his thoughts and expressions. He may have it in his mind and yet he may fail to marshal the right words while communicating his thoughts. Nevertheless a good listener puts him at ease, helps him articulate and facilitates him to get across the message that he wants to convey. For listening to be effective, it is also necessary that barriers to listening are removed. Such barriers can be both physical and psychological. Physical barriers generally relate to hindrance to proper hearing whereas psychological barriers are more fundamental and relate to the interpretation and evaluation of the speaker and the message.

- 1.1 On the basis of your reading of the above passage make notes on it, using headings and sub-headings. Use recognizable abbreviations (wherever necessary - minimum 4) and a format you consider suitable. Also supply an appropriate title to it. (5)
- 1.2 Write down the summary of the above passage in about 80 words. (3)

Q2. Read the passage given below: (12)

1. When M K Gandhi was thrown out of a train in South Africa he had a choice to make - either to ignore the event and live in peace or enter into a conflict and face harassment, hardship and the possibility of getting physically hurt. He chose the latter. Why? Did he not have a guru who had taught him that living in peace and tranquility was the ultimate objective of life and the best way to achieve this objective was to avoid situations of conflict? Why did he not walk away?
2. The Dalai Lama chose to live in exile rather than live in peace in Tibet. He is a spiritual master himself. He preaches peace around the world. Does he not know that living in peace requires avoiding situations of conflict?
3. Aung San Suu Kyi did not have to stay in jail. Winston Churchill did not have to join the World War. Nelson Mandela did not have to suffer in solitary confinement. Julius Nyerere did not have to fight a war with IdiAmin. There is a long list of people who have embraced conflict, despite standing for peace, otherwise. They had the courage to stand up against repression rather than submit to it.
4. Both the Ramayana and Mahabharata, revered Indian epics, are stories of war, not peace. Krishna did not tell the Pandavas to ignore the incident of Draupadi's humiliation in court (the Draupadi vastraharan). He encouraged them to go to war. The Gita says engaging in war to uphold truth is not a matter of choice for a warrior; it is his duty. Islam says participation in jihad is the duty of a Muslim when the fight is to uphold justice when challenged by oppression, as a way of self-defence.
5. Most of us are confused between conflict and the method of resolving a conflict. We assume, incorrectly, that Gandhi, as a peace loving person, must have avoided situations of conflict. On the other hand, he faced conflict head-on. Bhagat Singh and Gandhi were both gearing themselves to deal with conflict, except that Gandhi tried to employ peaceful means while Bhagat Singh chose aggression.
6. The duty of a scientist, artist or professor is also to engage in conflict against repressive regimes of knowledge. Any kind of limited knowledge is a form of bondage. Albert Einstein advanced the boundaries of scientific knowledge. James

Joyce did the same in the world of literature. He flouted rules of writing as he saw them as restrictions on creativity. Picasso and M F Husain. for example, explored realms beyond accepted rules in visual art. Mother Teresa redefined the concept of caring. Every one of them faced criticism and controversy, yet they remained convinced of the nature of their work and the methods they used to fulfil their vision. They remained engaged.

7. One can only conclude from this that the people we admire and even those we worship have all rejected the existing as being adequate and have chosen to engage in conflict to expand the existing. They have redefined the purpose of our life.
8. The purpose of our life is not to live in passive acceptance but to engage with conflict in order to be creative. Creativity is the purpose of life. The purpose is to advance an individual soul and the collective consciousness. The only word of caution here is that we must first settle ourselves spiritually so that we know whether a conflict is justified or not.

2.1 On the basis of your reading of the above passage, complete the following statements with the help of given options. 6

- (a) Peace loving personalities like Mahatma Gandhi. Dalai Lama, Suu-kyi etc. took the way of conflict so that they could challenge the forces of
 - i) peace and harmony
 - ii) war and peace
 - iii) Tyranny and repression
 - iv) peace and progress
- (b) Bhagwad Gita says that waging war to uphold truth is an
 - i) the duty of a warrior
 - ii) an excuse of a coward
 - iii) a diplomatic stand of a cunning person
 - iv) compulsion of an individual
- (c) Mahatma Gandhi faced the conflict head on but he employed
 - (i) aggression
 - (ii) peaceful means
 - (iii) strategic moves
 - (iv) surrendering tactics

- (d) The author wants the scientists, artists and teachers to
- i) support repressive regime
 - ii) challenge repressive knowledge
 - iii) stand by old theories
 - iv) refute old beliefs
- (e) The conflict must be
- i) personal
 - ii) general
 - iii) justified
 - iv) groundless
- (f) People like Albert Einstein, James Joyce, Mother Teresa, etc. have redefined
- i) the literature of the World
 - ii) the purpose of our life
 - iii) creativity
 - iv) controversy
- 2.2 Answer the following questions as briefly as possible. 3
- (a) Name any three people who have embraced conflict, despite standing for peace.
 - (b) Why did James Joyce flout the rules of writing?
 - (c) What is the purpose of our life?
- 2.3 Find words from the passage that mean the same as: 3
- i) adversity (para 1)
 - ii) violence (para 5)
 - iii) awareness (para 8)

Section B: Writing Skills & Grammar: 30 Marks

3. Imagine you are a member of RED CROSS Blood Bank Society, Bangalore. You have been asked by the President of the society, Mr. Manish Nair to organize a Blood Donation Camp. Write a notice in 50 words urging the people to come in large numbers for this noble cause. (4)

OR

You are the General Manager of Pioneer Software Solutions. Hyderabad. You need three software engineers for your organization. Draft an advertisement for the classified column of a national daily.

4. You are Vipin/Vidya a student of Class XI of Sarvodaya Vidyalaya, Nithari. The students are required to cope with lot of pressure in today's competitive environment. Write a letter to the editor of a national daily highlighting the increasing stress faced by students and suggest ways to the same. (6)

OR

You are the Stores In-charge of B.K.P. Senior Secondary School, Gwalior. M.P. you require various items of furniture such as chairs, desks, almirahs, etc for your school. Write a letter to M/s Chadha Furniture House, 15, Tilak Road, Gwalior. M.P. placing the order for furniture. Ask for the discount available on the purchase.

5. You are Kiran or Krishna of Model School, Champa Nagar. The road leading to your school is full of pot holes causes a lot of congestion. Students and Parents are often caught in a traffic jam. Write a letter to the Municipal Commissioner of your town requesting to take action to solve the problem at the earliest. (6)

OR

You recently bought a smart phone from Tele World, Ashok Nagar. It functioned well for a month but has now developed some snags. The screen goes blank in a minutes time and it's ringer goes off. Write a letter to the store manager asking for replacement of the item since it is still in warranty period.

6. It is believed that empowering women is a major step towards empowering a nation. Write an article of about 200 words on the given theme. (8)

OR

"Our Good Earth", an environmental awareness magazine has launched a marathon 'Clean Your City' campaign. As an active participant write a speech to be read out in the morning assembly urging students to participate in the campaign in 150-200 words.

7. **Fill in the blanks with the appropriate options given below:** (2)

If (a) _____ too late when Ravi saw the watch. He was taken over by the old fear that he might (b) _____ the train. Once he had missed the train and was stranded for whole night. He (c) _____ up and (d) _____ a taxi.

- | | | | |
|---------------------|------------------|-------------------|------------------|
| (a) (i) was getting | (ii) got | (iii) gets | (iv) have missed |
| (b) (i) missed | (ii) have missed | (iii) miss | (iv) misses |
| (c) (i) hurries | (ii) hurried | (iii) would hurry | (iv) hurriedly |
| (d) (i) hires | (ii) hired | (iii) would hire | (iv) hiring |

8. The following passage has not been edited. There is one error in each line against which a blank is given. Write the incorrect word and the correction in your answer sheet as given below against the correct blank number. Remember to underline the word that you have supplied. (2)

More of the fun and excitement in your life (a) _____
comes from use your senses. Senses open up (b) _____
a world who is full of sights, sounds, smells (c) _____
tastes and things to touch. They sharpen your
senses and the more you use it, the (d) _____
more enjoyable each of these becomes for you.

9. Rewrite the following sentences by placing the words in the correct order.
e.g. : Children / vacations / can / for fun / meant / are / compromise / and
Vacations are meant for fun and children can compromise. (1×2 = 2)
i) comes from / the / most of / flavour / its / of / aroma / food.
ii) grew up / of the / amidst / Siddharth / pleasure / the / at / royal court / Kapil-vastu

SECTION C : LITERATURE & LONG READING TEXT : 30 Marks

10. Read the stanza given below and answer the questions that follow: (2)

And of this circumstance

There is nothing to say at all.

Its silence silences.

- a) What does 'this circumstance' refer to?
b) Explain: 'Its silence silences.'

OR

And forever, by day and night,

I give back life to my own origin,

and make pure and beautify it;

(For song, issuing from its birth-place, after fulfilment, wandering,

Reck'd or unreck'd. duly with love returns./

- a) How does the rain give back life?
b) Why are the last two lines in brackets?

11. Answer any five of the following questions in about 30 words. (5×2=10)
- a) Everybody including the sparrows mourned the grandmother's death. Elaborate.
 - b) Do you agree that Aram had a way with things ? Illustrate.
 - c) Why did the narrator want to forget the Address finally?
 - d) What type of a girl Ranga said he would marry? What reasons did he give for his choice?
 - e) Why did the Egyptians resent Carter's investigation?

Explain 'terribly transient feet'

12. Highlight the tremendous courage and endurance shown by the two children during the struggle of the ship to keep from sinking. (We're not Afraid to Die ... if we are together) (120-150 words) (6)

OR

Describe the circumstances that led to the hanging of the king.

13. Did the boys return the horse because they were conscience stricken or were they afraid? Give reasons for your answer. (6)

OR

How does the exchange of roles prove to be rewarding for Mrs. Pearson ?

14. Prove that the grand mother was a religious and a kind hearted women. (6)

OR

Explain how over-exploitation of our planet has made it an ailing one.

SAMPLE PAPER
Subject: English Core
Class : XI Marking Scheme

Time: 3 Hrs.]

[M.M.: 80

1. Objectives: To develop the skills of taking down notes from talks and lectures. To develop the extracted ideas into sustained pieces of writing
Marking: Notes - 5 marks
Title - 1 mark
Abbreviations/symbols - 1 mark (4 abbr.) Content - 2 marks Format/fluency - 1 mark
Vocab. = 3 Marks
2. Objectives: to understand the writer's attitude and bias to develop the ability to comprehend language as required in related fields and given context to develop the ability to form opinions.
 - 2.1
 - a) iii) Tyranny and repression
 - b) i) the duty of a warrior
 - c) ii) peaceful means
 - d) ii) challenge repressive knowledge
 - e) iii) justified
 - f) ii) the purpose of our life
 - 2.2
 - a) Aung San Suu Kyi - Winston Churchill - Nelson Mandela - Julius Nyerere (any three)
 - a) as he saw them as restrictions on creativity
 - b) to advance an individual soul and the collective Consciousness
 - 2.3
 - a) hardship b) aggression c) consciousness

Section B: Writing Skills & Grammar: 30 Marks

3. Notice (one out of two)
Format - Title. Date, Signature with Designation - 1 mark Content - What. Where. When - 2 marks (Word Limit - 50) Expression - 2 Marks
4. Letter Writing
[Note : No marks are to be awarded if only the format is given. Credit should be given to the candidate's creativity in presentation of ideas. Use of both the traditional and the new format is permitted.]

5. Format - 1 marks - 1. sender's address, 2. date, 3. receiver's address. 4. subject heading, 5. salutation, 6. complimentary close Content - 3 marks Expression - 2 marks Grammatical accuracy, appropriate words and spelling [1] Coherence and relevance of ideas and style [1]

Article Writing

Format: (Title and Writer's Name) 1 mark Content: 4 marks Expression 5 marks

Grammatical accuracy, appropriate words and spelling [2/4] Coherence and relevance of ideas and style [2½]

OR

Speech Writing

7. (a) (i) was getting (b) (iii) miss (c) (ii) hurried (d) (ii) hired
8. More of the fun and excitement in your life (a) _____ of _____ comes from use your senses. Senses open up (b) _____ using _____ a world who is full of sights, sounds, smells (c) _____ which/that _____ tastes and things to touch. They sharpen your senses and the more you use it. the (d) _____ them _____ more enjoyable each of these becomes for you.
9. i) Most of the flavour of food comes from its aroma.
ii) Siddharth grew up amidst the pleasure of the royal court at Kapilvastu.

SECTION C :LITERATURE & LONG READING TEXT : 30 Marks

10. a) the death of poet's mother
b) the silence of death - helplessness

OR

- a) by purifying and beautifying it
b) comparison between a song and the rain
11. **(Any 5) 5 × 2 = 10 Marks**
a) thousands of sparrows collected and sat in the courtyard - no chirruping - author's mother threw some bread for them - they took no notice - were full of grief - flew away quietly.

- b) had a special understanding with the horse - when Aram went to his place, he was sitting under a peach tree, trying to nurse the hurt wing if a young robin - was talking to the bird - threw it into the air - bird tried hard - fell twice - at last flew away - dogs in John's farm - did not bark when he went to pout back the horse.
- c) had primarily returned for the sake of memories that were linked to the things that had once belonged to her mother - saw the objects - realized - linked to her memory with the familiar life she had once lived - lost their value - put in strange surroundings.
- d) a mature girl who would be able to talk lovingly - very young girl might not be able to understand him - felt one should marry a girl whom he admired
- e) mummy severed at joints - was stuck to the gold coffin - chiselled - separated - damaged - Carter's investigation resented - damaged the preserved mummy.
- f) In the poem 'A Photograph' - the feet of the girls - signify short life of humans - ever changing bodies - contrasted with the eternal sea.

12. (Any 1)

- 1) optimistic - endurance - team work - cooperative
- 2) peace - medicine , etc.

PRACTICE PAPER -I

Subject: English Core

Class : XI

Time: 3 Hrs.]

[M.M.: 80

Q1. Read the following passage carefully:

1. The whole movement of man's life is towards greater freedom. As a child grows up, his dependence upon his parents and family progressively diminishes, while his freedom and self-reliance increase all the time. The goal of life seems to be headed in the direction of complete liberty. But what do we understand by the word 'freedom'? Freedom only means the capability of self-government. For the highest function of freedom is to make us capable of governing ourselves. Nietzsche says, "He who cannot obey himself will be commanded." Freedom does not mean liberty to do anything that one pleases. Freedom has no meaning without responsibility, for only the responsible can be truly free for nothing is liable to a greater abuse than freedom.
2. All development is a process whereby we learn how to make the right choices. Hence, it won't be far from truth to say that all values are created in freedom. And what, one may ask, is the purpose of freedom? The purpose of freedom is only one - it is perfection. " The entire process of time and development is from the less to the more perfect, whether it be in moral, ethical, physical, mental or spiritual perfection. Freedom is the necessary condition in which the ideal of perfection may be realised. Complete freedom of choice means complete freedom to do what you want to do - and is the only means to self - realization. The fully realised being is the highest ideal, not only because he fulfils himself, but also because being fully realised, he helps others to achieve their true potential. Mill says, " In proportion to the development of his individuality, each person becomes more valuable to himself and is, therefore, more capable of being more valuable to others."
3. Freedom, rather than meaning unrestricted licence, means total self-discipline, for discipline alone gives us freedom. Discipline is the means of achieving that which a free mind has evolved. Discipline is not an obstruction to freedom, but a passage to it, for the more disciplined you are, the more free you are to do that which you desire. And discipline must be imposed upon you if you cannot discipline yourself. Discipline means order while freedom may exist in chaos. And nothing worthwhile can be achieved where there is disorder and anarchy. Chaos has no

power to effect anything worthwhile. So, give up all ideas you may have that freedom meant doing anything that you fancy, for if you fancy disorder, you are not free, but bound. Know that only he has liberty who has control. Only he has speed, who has brakes. Only he must fly, who can land. Only he must start, who can stop. Liberty without control is like a car without brakes. It will crash. Freedom has no meaning to achieve the objectives of humanity.

1.1 On the basis of your reading, make notes on it using recognizable abbreviations wherever necessary. Supply a suitable title to it.

1.2 Write a summary of the passage based on your notes in about 80 words.

Q2. Read the passage given below and answer the questions that follow:

1. Today there is a lot of talk about the environment. All nations are coming to an agreement to save planet earth. Like we pollute the earth, we pollute the water; we also pollute the subtle environment through our negative feelings and emotions. We have become a victim of our environment. We are not in control of our mind. We hear a lot about other things in life but we spend very little time to hear about ourselves. How to handle our mind? How to be in present moment? How to be happy and be grateful? This we not learnt. This is the most unfortunate thing. Then, what is the solution? This is where we miss a very fundamental principle that governs our environment, our mind, our emotions and our life in general
2. Our body has the capacity to sustain much longer the vibrations of bliss and peace than it does negative emotions because positivity is in the centre of our existence. Just like in the structure of atom, protons and neutrons are in the centre of the atom and electrons are only the periphery, same is with our lives; the centre core of our existence is bliss, positivity and joy, but it is surrounded by a cloud of negative ions. Through the help of the breath, we can easily get over our negative emotions in a short period of time. Through meditation and certain breathing techniques, we can clear this negative cloud.
3. This life has so much to offer to you. You can see this once you take some time off, rejuvenating the soul. Your soul is hungry for a smile from you. If you could give this, you feel energised the whole year and nothing, whatsoever, can take the smile away from you.
4. Everyone wants to be successful in life. But without knowing what is success, you want to be successful. What is the sign of success? Just having a lot of money, is that success? Why do you think money means success? Because money gives you freedom so that you can do whatever you want. You may have a big bank balance but you have stomachaches, ulcers, you may have to go for bypass

surgery; can't eat this, can't do this, can't do that. We spend half our health to gain wealth and spend half our wealth to gain back the health. Is this success? It is very bad mathematics.

5. Look at those who claim to be successful - are they successful? No, they are miserable. Then, what is the sign of success? It is confidence, compassion, generosity and a smile that none can snatch away, being really happy and being able to be more free. These are the signs of a successful person.
6. Take some time off to look a little deeper into yourself and calm the mind down. Thus, erasing all the impressions that we are carrying in our minds and experience the presence, the divine that is the very core of our existence. This is feeling the presence.

2.1 Answer the following questions by choosing the best of the given choices:

(a) How do we pollute our environment?

- (i) by becoming victims to our environment
- (ii) by not listening to indications about ourselves.
- (iii) through our negative thoughts and feelings.
- (iv) by not being in control of our mind.

(b) How can we get rid of our negative emotions?

- (i) by keeping longer the vibrations of bliss
- (ii) through meditations and using some breathing techniques
- (iii) by ignoring clouds
- (iv) by preserving the protons and neutrons

(c) In para 2, positivity has been compared to

- (i) protons and neutrons
- (ii) electrons
- (iii) cloud of ions
- (iv) atom

(d) We can feel the presence of the divine at the core of our existence if we

- (i) are healthy
- (ii) take time off

(iii) can erase the impressions in our minds

(iv) meditate

(e) 'Sustain' in para 2 means....

(i) keep alive

(ii) experience

(iii) remember

(iv) create

(f) 'Erase' in para 6 means

(i) cover

(ii) wipe off

(iii) hide

(iv) destroy

2.1 Answer the following questions briefly:

(g) What, according to the author, is 'bad mathematics'?

(h) What are the signs of a successful person?

(i) What can happen if we calm the mind down?

(j) What does the author mean by saying 'positivity' is in the centre of our existence?

(k) Find out the word which means the same as 'edge' (para 2)

12 marks

SECTION - B (WRITING SKILLS AND GRAMMAR)

Q3. Your school is holding an exhibition of the handicraft objects made by the students. Prepare a poster announcing the event and showing its highlights.

OR

You are Yash /Yashika, living at M-47, Wajirpur, Delhi. You want to sell off your MI phone. Draft an advertisement for the classified columns of a national daily giving its details and the price expected.

4 marks

Q4. You are Riyazzuddin / Rihana, the Secretary of your school sports club. On behalf of the school Principal, write a letter to the Sales Manager of Delhi Sports Store, Murad Nagar, Delhi, placing an order for sports equipment - cricket bats, balls, volley balls, rackets etc.

OR

You are Gunjan / Ganesh Mehta, a software engineer, residing in 21C, MIG Flats, Ashok Vihar. You read an advertisement seeking web designers for a private company called Infinite solutions, C - 320, Greater Kailash, Delhi. Apply for the post, with complete biodata, to the Personnel Manager of the company. 6 marks

- Q5.** You feel that the present generation is losing its health due to sedentary life style. There is a need to create awareness regarding health and fitness. Write a letter to the editor of a national daily expressing your views.

OR

You are Anubhav or Anita of Adarsh Vidyalaya, Rajouri Garden. Your school has been getting an erratic supply of power for last many weeks. Write a letter of complaint to the authority concerned. 6 marks

- Q6.** Your school organised a cleanliness drive on Mahatma Gandhi's birth anniversary. Students took the responsibility of keeping clean - the classrooms, corridors, assembly and playgrounds, canteen area and drinking water area. Write a report (150-200 words) on how the drive was organised and how successful it was.

OR

Many students of your school volunteered for a two day Meditation camp. You feel meditation can be extremely useful in modern times of stress and tension. Write an article for your school magazine in 150-200 words. 10 marks

- Q7.** The following passage has not been edited. There is an error in each line. Write the incorrect word and the correction against it.

1. A good - mannered man says please when he
2. needed help. You, on the other hand simply
3. expect people to do your jobs.. I am telling you many times but
4. you always forgetting to make a request.

2 marks

- Q8.** In the passage given below, one word has been omitted in each line. Write the missing word along with the word that comes before and after the word.

1. Sea given food and shelters to countless creatures.
2. It is potential source of protein.
3. In 1900 the world only 150 crore,
4. now it is more 560 crores

2 marks

Q9. Rearrange the following words to form meaningful sentences:

1. of / plenty / is / only / earth / water / contains / the / the / planet / which
2. life / this / water / with / pulsating / has / colourful / made / and / earth / our

2 marks

SECTION - C (TEXT BOOKS)

Q10. Read the extract given below and answer the questions that follow :

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

- (a) Why is the poet worried?
- (b) Where has the poet's childhood gone?

OR

I do not understand this child
Though we have lived together now
In the same house for years. I know
Nothing of him, so try to build
Up a relationship from how
was when small.

- (a) Why does Poet feel he knows nothing of 'him'?
- (b) How does the poet plans to rebuild a relationship with his son?

2 marks

Q11. Answer any five of the following questions:

1. What is Taplow's opinion about the Greek tragedy ' Agamemnon'?
2. What does the notice 'the world's most dangerous animal' at a cage in the zoo at Lusaka, Zambia signify?
3. Why does the narrator refer to the Black Hole of Calcutta?(Ranga's Marriage)
4. What had the camera captured in the poem 'photograph'?
5. What did the workmen say in their defence when the king ordered them to be hanged?(The Tale of Melon City)
6. Einstein was not very happy in his lodgings. What disturbed him the most?

5×2 = 10 marks

Q12. Would you agree that the author's grandmother was a person strong in character? If yes, give instances that show this.(The Portrait of a Lady)

OR

The narrator mentions ' a crazy streak' running in his family. Which two characters show this streak in their behaviour and words and how?

6 marks

Q13. Why did Andrew say, 'I've done something real at last'?

OR

Shahid faced his end very bravely. Comment.

6 marks

Q14. Do you think that the issues raised in the play 'Mother's Day' have any contemporary relevance ? Justify your stand.

Or

How is over population responsible for impoverishment and exploitation of resources?

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

1. No student of a foreign language needs to be told that grammar is complex. By changing word sequences and by adding a range of auxiliary verbs and suffixes, we are able to communicate tiny variations in meaning. We can turn a statement into a question, state whether an action has taken place or is soon to take place, and perform many other word tricks to convey subtle differences in meaning. Nor is this complexity inherent to the English language. All languages, even those of so-called 'primitive' tribes have clever grammatical components. The Cherokee pronoun system, for example, can distinguish between 'you and Y, 'several other people and I' and 'you, another person and I'. In English, all these meanings are summed up in the one. crude pronoun 'we'. Grammar is universal and plays a part in every language, no matter how widespread it is. So the question which has baffled many linguists is - who created grammar?
2. At first, it would appear that this question is impossible to answer. To find out how grammar is created, someone needs to be present at the time of a language's creation, documenting its emergence. Many historical linguists are able to trace modern complex languages back to earlier languages, but in order to answer the question of how complex languages are actually formed, the researcher needs to observe how languages are started from scratch. Amazingly, however, this is possible.

3. Some of the most recent languages evolved due to the Atlantic slave trade. At that time, slaves from a number of different ethnicities were forced to work together under colonizer's rule. Since they had no opportunity to learn each others languages, they developed a makeshift language called a pidgin. Pidgins are strings of words copied from the language of the landowner. They have little in the way of grammar, and in many cases it is difficult for a listener to deduce when an event happened, and who did what to whom. Speakers need to use circumlocution in order to make their meaning understood. Interestingly, however, all it takes for a pidgin to become a complex language is for a group of children to be exposed to it at the time when they learn their mother tongue. Slave children did not simply copy the strings of words uttered by their elders, they adapted their words to create a new, expressive language. Complex grammar systems which emerge from pidgins are termed Creoles, and they are invented by children.
4. Further evidence of this can be seen in studying sign languages for the deaf. Sign languages are not simply a series of gestures; they utilise the same grammatical machinery that is found in spoken languages. Moreover, there are many different languages used worldwide. The creation of one such language was documented quite recently in Nicaragua. Previously, all deaf people were isolated from each other, but in 1979 a new government introduced schools for the deaf. Although children were taught speech and lip reading in the classroom, in the playgrounds they began to invent their own sign system, using the gestures that they used at home. It was basically a pidgin. Each child used the signs differently, and there was no consistent grammar. However, children who joined the school later, when this inventive sign system was already around, developed a quite different sign language. Although it was based on the signs of the older children, the younger children's language was more fluid and compact, and it utilised a large range of grammatical devices to clarify meaning. What is more, all the children used the signs in the same way. A new Creole was born.
5. Some linguists believe that many of the world's most established languages were Creoles at first. The English past tense -ed ending may have evolved from the verb 'do'. 'It ended' may once have been 'It end-did'. Therefore it would appear that even the most widespread languages were partly created by children. Children appear to have innate grammatical machinery in their brains, which springs to life when they are first trying to make series the world around them. Their minds can serve to create logical, complex structures, even when there is no grammar present for them to copy.

1.1 On the basis of your understanding of the above passage, answer each of the questions given below by choosing the most appropriate option:

1×4 = 4

- (a) In paragraph 1, why does the writer include information about the Cherokee language?
- (i) To show how simple, traditional cultures can have complicated grammar structures.
 - (ii) To show how English grammar differs from Cherokee grammar.
 - (iii) To prove that complex grammar structures were invented by the Cherokees.
 - (iv) To demonstrate how difficult it is to learn the Cherokee language.
- (b) What can be inferred about the slaves' pidgin language?
- (i) It contained complex grammar.
 - (ii) It was based on many different languages.
 - (iii) It was difficult to understand, even among slaves.
 - (iv) It was created by the land-owners.
- (c) All the following sentences about Nicaraguan sign language are true EXCEPT:
- (i) The language has been created since 1979.
 - (ii) The language is based on speech and lip reading.
 - (iii) The language incorporates signs which children used at home.
 - (iv) The language was perfected by younger children.
- (d) Which idea is presented in the final paragraph?
- (i) English was probably once a Creole.
 - (ii) The English past tense system is inaccurate.
 - (iii) Linguists have proven that English was created by children.
 - (iv) Children say English past tenses differently from adults.

1.2 Answer the following questions briefly:

- (a) What is common to all languages?
- (b) How can we find out who created grammar?

- (c) According to the passage what can be attributed as a consequence of the Atlantic slave trade?
 - (d) What is pidgin?
 - (e) What are Creoles?
 - (f) Why does the author say that even the most widespread languages were partly created by children?
- 1.3 Pick out the words/phrases from the passage which are similar in meaning to the following: 1×2=2
- (a) simple and temporary (Para 3)
 - (b) uniform (Para 4)

Q2. Read the following passage carefully and answer the questions that follow:

My Vision of My India

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

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

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

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

My good fortune was to have worked with three great minds, Dr. Vikram Sarabhai of the Dept. of space, Professor Satish Dhawan, who succeeded him and Dr. Brahm Prakash, father of nuclear material. I was lucky to have worked with all three of them closely and consider this the great opportunity of my life. Here I am reminded of an old instance - One day an orthopaedic surgeon from Nizam Institute of Medical Sciences visited my laboratory. He lifted the material and found it so light that he took

me to his hospital and showed me his patients. There were these little girls and boys with heavy metallic callipers weighing over three kg. each, dragging their feet around. He said to me: " Please remove the pain of my patients". In three weeks, we made these Floor reaction Orthosis 300 gram callipers and took them to the orthopaedic centre. The children didn't believe their eyes. From dragging around a three kg. load on their legs, they could now move around! Their parents had tears in their eyes. That was bliss to me.

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

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

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

You must proclaim. As an aside from yours truly : India is not an underdeveloped nation, it is a highly developed nation in an advanced state of decay! (560 words).

(A.P.J.Abdul Kalam)

Q2.1. Choose the best alternative from the answers given below: (1 × 5 = 5)

- a) India has been plundered by :
- i) the Greeks and the Portuguese
 - ii) the French and the Dutch
 - iii) the British
 - iv) all of the above.
- b) What does the author mean when he says - Yet we have not done this to other nations?
- i) India has not conquered and plundered other nations
 - ii) India has not snatched away the history and culture of other nations
 - iii) Both(i) and (ii)
 - iv) None of the above

- c) India has not conquered other nations because
 - i) India is afraid of other nations
 - ii) India respects the freedom of other countries
 - iii) India lacks military strength
 - iv) All of the above
- d) When did Indians first have the vision of freedom?
 - i) In 1857 during the first war of independence
 - ii) During the first World War
 - iii) During the Quit India Movement
 - iv) None of the above
- e) Dr.A.P.J.Abdul Kalam envisages India which is....
 - i) Free and developed
 - ii) Militarily and economically strong
 - iii) Self-reliant
 - iv) All of the above

Q2.2. Answer the following questions in reference to the above passage. (1 × 7 = 7)

- a) What does Dr. Kalam want us to protect and nurture?
- b) Why must India stand up to the world?
- c) The great scientists who inspired A.P.J. Abdul Kalam are (i) (ii) and (iii)
- d) Why do we need to give up our obsession with foreign things?
- e) Explain briefly the statement - That was bliss to me.
- f) Find the synonym of the following from the above passage, i) Nurse ii) supersede

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