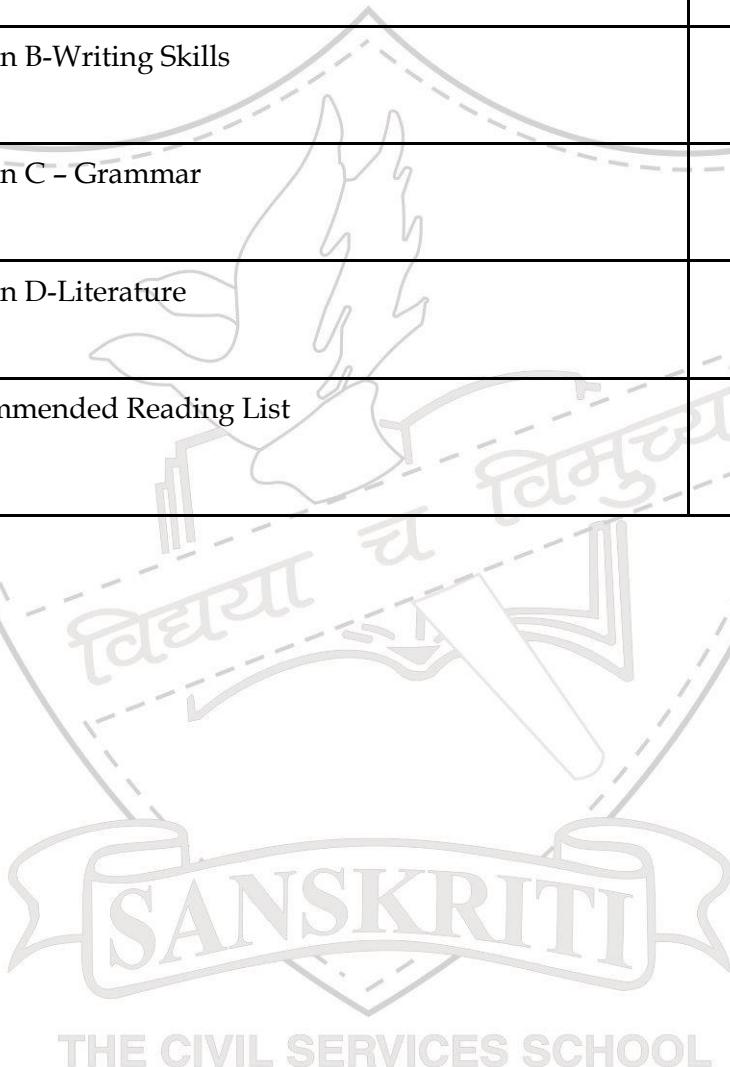


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Syllabus**April - May**

- Notice
- Letter to the Editor
- The Portrait of a Lady
- The Summer of the Beautiful White Horse
- A Photograph
- Note Making
- We're not afraid to Die...
- Speaking and Listening Skills

July

- Report Writing
- Revision of Note Making
- Discovering Tut
- The Address
- Laburnum Top
- Landscape of the Soul

August

- Article/Speech/Debate
- Einstein at School
- The Ailing Planet
- Childhood
- Assessment of Speaking and Listening Skills
- Reading Project

September

- Revision
- Adventure

October

- Letter of Complaint
- Letter of Enquiry
- Letter for Placing an Order
- Father to Son
- Silk Road

November

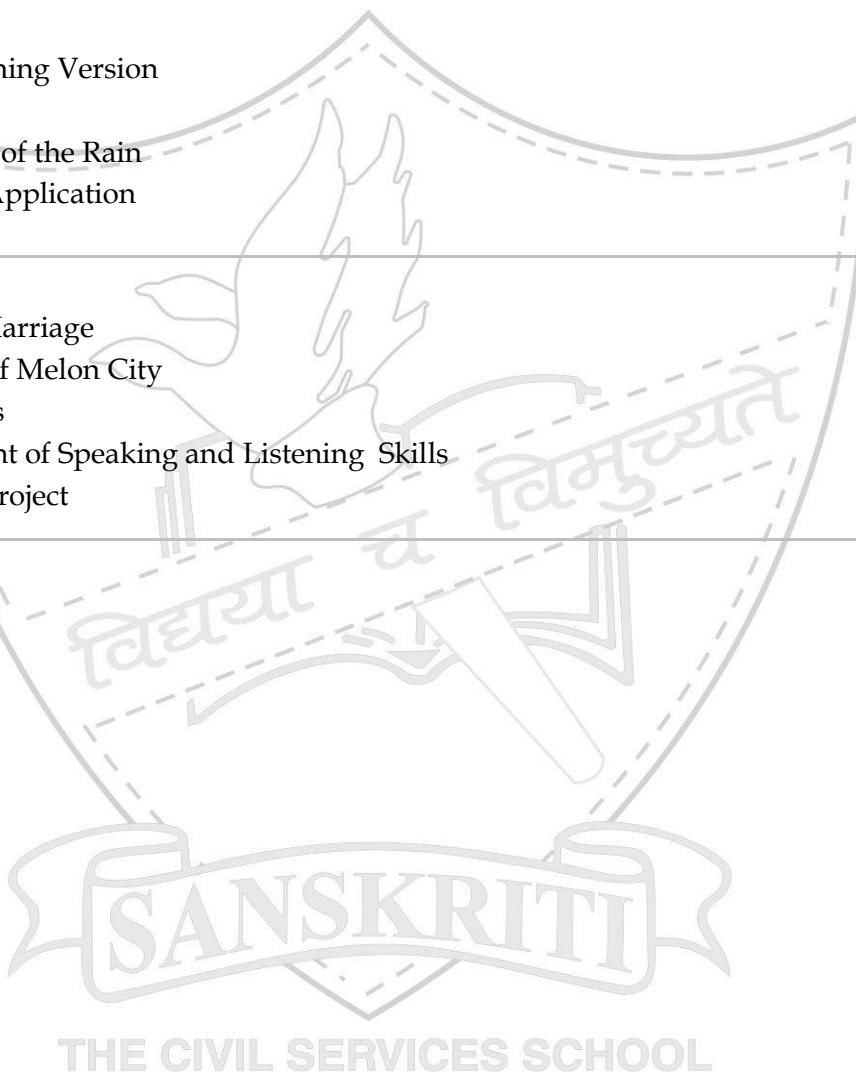
- Formal/ Business Letters
- Advertisements and Posters
- Mother's Day
- Ghat of the Only World
- Speaking and Listening Skills

December

- The Browning Version
- Birth
- The Voice of the Rain
- Letter of Application

January

- Ranga's Marriage
- The Tale of Melon City
- Invitations
- Assessment of Speaking and Listening Skills
- Reading Project



ENGLISH CORE (CODE NO. 301)
CLASS - XI

SECTION - A (20 Marks)
READING COMPREHENSION

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

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

Writing

1. One Short Answer Question: Based on notice/ poster/ advertisement- 4 Marks

2. Two Long Answer Questions: Letters based on verbal/visual input. - ($6 \times 2 = 12$ 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 résumé
- (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

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. - (1x2=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. (2x5=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

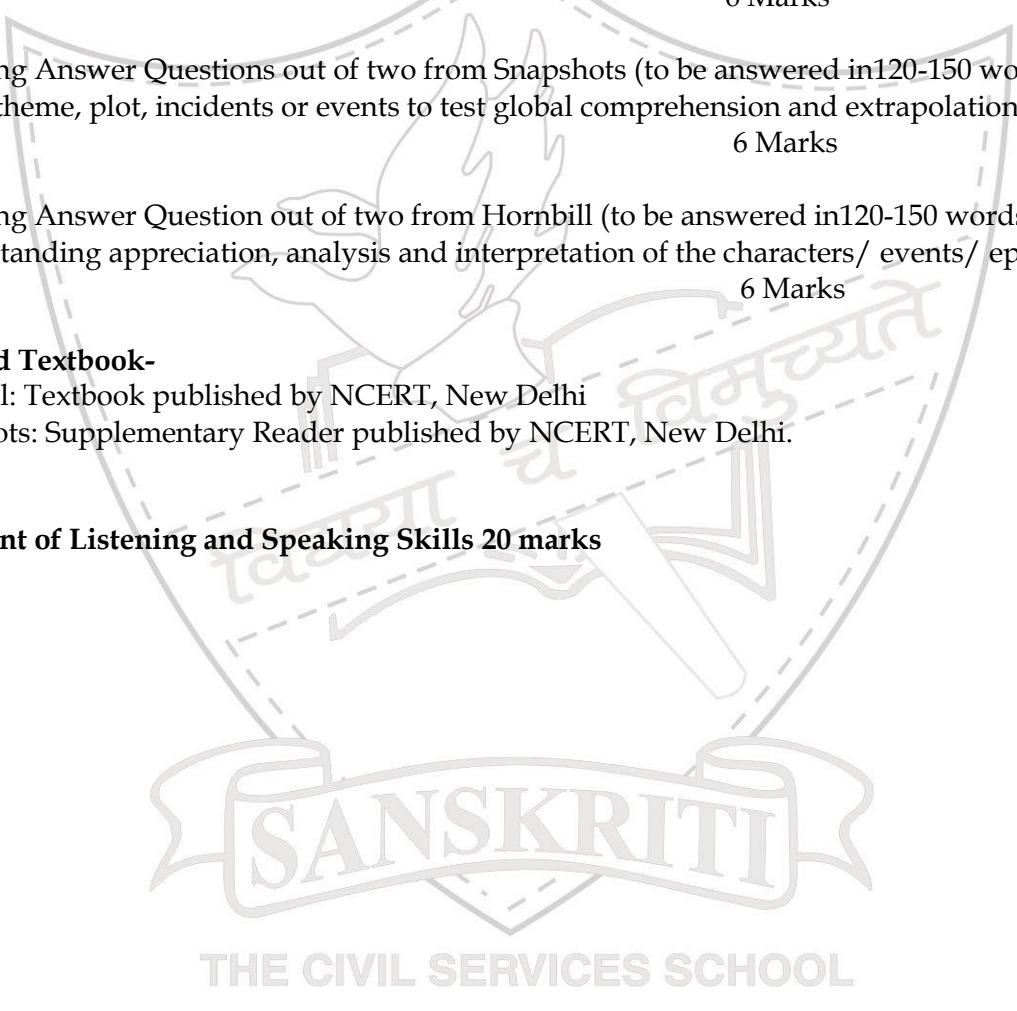
5. One Long Answer Question out of two from Hornbill (to be answered in 120-150 words)-Based on understanding appreciation, analysis and interpretation of the characters/ events/ episodes/ incidents.

6 Marks

Prescribed Textbook-

1. Hornbill: Textbook published by NCERT, New Delhi

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

Assessment of Listening and Speaking Skills 20 marks

SANSKRITI
THE CIVIL SERVICES SCHOOL

SECTION A [READING]**COMPREHENSION 1****Read the given passage and answer the questions that follow:****12**

1. We are what we eat. The type of food we eat has both immediate and long-term effect on us, at all the three levels - the body, the mind and the spirit. Food which is tamasik (i.e. stale or leftover) in nature is bound to generate stress as it tends to upset the normal functioning of the human body. Fresheners should be avoided. Taking piping hot tea or milk or steaming hot food, whenever available, must be preferred. Excessive use of condiments also disturbs one's usually calm attitude. Further, it is a mistaken belief that smoking or drinking, even in moderation, relieves stress/ Simple meals with one or two food items, rather than too many lavish dishes, are advisable. Thus, a vegetarian diet is preferable. Although it is customary to serve fruits with food, it is not the right thing to do. This is because different kinds of digestive secretions are produced by the stomach for variant foods. Mixing up too many varieties of food items at one meal creates problems for the digestive system. In fact, anyone type of fruit, preferably taken in the morning, is better.
2. On average, we eat almost three to four times the quantity of food than we actually need. A lot of body's energy is used up for digesting the excess food. It is said that after a particular level of food intake, the 'food actually eats one up'.
3. It is always good to eat a little less than your 'full-stomach' capacity. Besides, never eat food unless you are really hungry. Having dinner at 8 or 9 pm after a heavy snack at 5 or 6 pm in the evening is asking for trouble. In fact, skipping an odd meal is always good if the stomach is upset. There are varying views on the benefits of fasting, but we will not discuss them here. However, giving a break to one's stomach, at least once a week, by having only fruit or milk, etc. may be worth trying.
4. While a little bit of water taken with meals is all right, drinking 30 to 60 ml much water with food is not advisable. Water, taken an hour or so before or after meals, is good for digestion.
5. One's diet must be balanced with all the required nutrients for a healthy living. Also remember, excess of everything is bad. Related to the problem of stress, excessive intake of salt is definitely bad. Too much of sugar, fried food and chilies are not good either. Overindulgence and excessive craving for a particular taste/type of food generate rajasik (aggressive) or at worst, tamarisk (dull) tendencies.
6. An even more important aspect of the relationship between food and stress lies not so much in what or how much we eat but how the food is taken. For example, food eaten in a great hurry or in a state of anger or any other negative state of mind is bound to induce stress. How the food is served is also very important. Not only the presentation, cutlery, crockery, etc. play a role, the love and affection with which the food is served are also significant.

7. Finding faults with food while it is being eaten is the worst habit. It is better not to eat the food you do not like, rather than finding fault with it.

8. It is good to have regular food habits. Workaholics who do not find time to eat food at proper mealtimes invite stomach ulcers.

9. One must try to enjoy one's food, and therefore, eating at the so-called lunch/dinner meetings is highly inadvisable. Every morsel of food should be enjoyed with a totally peaceful state of mind. Food and discussions should not be mixed.

10. There are accepted ways to 'charge' the food we eat. Prayer is perhaps 'the best method for energizing the food and it will do some definite additional well at no extra cost.

A. Choose the most appropriate option:

(1×4=4)

i. How does tamasik food influence the person?

- a. Generates stress
- b. Makes a person energetic
- c. Generates a large amount of energy
- d. Makes a person bold

ii. What is a mistaken belief people practise at the table?

- a. Smoking helps to digest
- b. Smoking and drinking even in moderation relieves stress
- c. Pickles add the taste
- d. Condiments help to enhance appetite

iii. Why does the writer say that food actually eats one up?

- a. Digestive system takes too much time
- b. Excessive intake of food takes a lot of body's energy to digest it
- c. Food sustains the body
- d. It makes the person healthy

iv. What generates rajasik & Tamasik tendencies?

- a. Overindulgence of fried food
- b. Too much use of spicy food
- c. Overindulgence and excessive craving for a particular taste
- d. Excess of everything

B. Answer the following questions in brief:

(1×6=6)

- i. What is the importance of serving food properly?
- ii. How is our way of eating-related to stress?
- iii. Why is serving fruits with food not advisable?
- iv. When should you prefer to skip an odd meal?
- v. Where does the root cause of stress generated by food lie in?
- vi. How can we 'charge' food?

C. Find words in the passage similar in meaning as**(1×2=2)**

- More than enough
- Bring about

COMPREHENSION 2**Read the passage given below and answer the questions that follow: 12**

1. A fisherman, enfeebled with age, could no longer go out to sea so he began fishing in the river. Every morning he would go down to the river and sit there fishing the whole day long. In the evening he would sell whatever he had caught, buy food for himself and go home. It was a hard life for an old man. One hot afternoon while he was trying to keep awake and bemoaning his fate, a large bird with silvery feathers alighted on a rock near him. It was Kaha, the heavenly bird. "Have you no one to care for you, grandpa ?" asked the bird. "Not a soul." "You should not be doing such work at your age," said the bird. "From now on I will bring you a big fish every evening. You can sell it and live in comfort." True to her word, the bird began to drop a large fish at his doorstep every evening. All that the fisherman had to do was take it to the market and sell it. As big fish were in great demand, he was soon rolling in money. He bought a cottage near the sea, with a garden around it and engaged a servant to cook for him. His wife had died some years earlier. He had decided to marry again and began to look for a suitable woman.

2. One day he heard the royal courtier make an announcement. Our king has news of a great bird called Kaha," said the courtier. "Whoever can give information about this bird and help catch it, will be rewarded with half the gold in the royal treasury and half the kingdom !" The fisherman was sorely tempted by the reward. Half the kingdom would make him a prince !

3. "Why does the king want the bird ?" he asked. "He has lost his sight," explained the courtier. "A wise man has advised him to bathe his eyes with the blood of Kaha. Do you know where she can be found ?" "No...I mean ...no, no..." Torn between greed and his sense of gratitude to the bird, the fisherman could not give a coherent reply. The courtier, sensing that he knew something about the bird, informed the king. The king had him brought to the palace.

4. "If you have information about the bird, tell me," urged the king. "I will reward you handsomely and if you help catch her, I will personally crown you king of half my domain." "I will get the bird for you," cried the fisherman, suddenly making up his mind. "But Kaha is strong. I will need help." The king sent a dozen soldiers with him. That evening when the bird came with the fish, the fisherman called out to her to wait. "You drop the fish and go and I never get a chance to thank you for all that you've done for me," he said. "Today I have laid out a feast for you inside. Please alight and come in." Kaha was reluctant to accept the invitation but the fisherman pleaded so earnestly that she finally gave in, and alighted. The moment she was on the ground, the fisherman grabbed one of her legs and shouted to the soldiers hiding in his house to come out. They rushed to his aid but their combined effort could not keep Kaha down.

5. She rose into the air with the fisherman still clinging onto her leg. By the time he realised he was being carried away, the fisherman was too high in the air to let go. He hung on grimly, and neither he nor Kaha were ever seen again.

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: (1x4)

- (a) Why was the king desperately looking for Kaha the bird?
- i. The king wanted a pet bird.
 - ii. A wise man advised the king to capture the bird for good luck.
 - iii. Kaha was the only heavenly bird with silvery feathers.
 - iv. The king was blind and required Kaha's blood for his eyes.
- (b) Why did the bird volunteer to bring fish for the old man?
- i. The old man was inexperienced at fishing.
 - ii. The bird took pity on the old man and wanted to help him.
 - iii. The bird had caught more fish than required.
 - iv. The bird wanted to make the old man rich.
- (c) What led the courtier to sense that the fisherman might know something about Kaha?
- i. The courtier had observed Kaha alight at the fisherman's house every evening.
 - ii. The courtier had seen the fisherman talk to Kaha.
 - iii. The fisherman fumbled when asked about Kaha.
 - iv. Word went around that the fisherman was in contact with Kaha.
- (d) Which of the following is not true about Kaha?
- i. Kaha was a very considerate bird.
 - ii. The blood of Kaha was precious.
 - iii. Kaha was a strong bird.
 - iv. Kaha saved the fisherman from the King's wrath.

1.2 Answer the following questions briefly: (1x6)

- a. Why did the fisherman stammer when asked if he knew about the bird?
- b. How did the fisherman get Kaha to come down?
- c. What does the phrase 'rolling in money' in the passage refer to?
- d. Why was the fisherman doubtful about revealing information about Kaha to the courtier?
- e. Mention two traits of farmer's character revealed through the story.
- f. How did the bird manage to escape?

1.3 Pick out the words/phrases from the passage which are opposite in meaning to the following: (1x2)

- i. Take off
- ii. Released

COMPREHENSION 3**Read the given passage and answer the questions that follow:****12**

1. From the moment a baby first opens its eyes, it is learning. Sight and sensation spark off a learning process which will determine in large measure the sort of person it will become. Language stands head and shoulders over all other tools as an instrument of learning. It is language that gives man his lead in intelligence over all other creatures. No other creature can assemble a list of ideas, consider them, draw conclusions and then explain his reasoning. Man can do all this because he possesses language. And if thought depends on language, clearly the quality of an individual's thought will depend on that person's language-rudimentary or sophisticated, precise or approximate, stereotyped or original.
2. Very young babies are soothed by human voice uttering comforting words close to them. This essentially emotional response provides early evidence that feeling is an important component language learning. Children learn to use language in interaction with other human beings and this learning precedes best against a background of affectionate feedback from the person who is closest to them. This is seen to perfection in the interaction between parent and a baby: eyes locked together, the adult almost physically drawing 'verbal' response from the baby, both engulfed by that unique experience of intimate and joyful 'connecting', which sets the pattern of the relationship between two people.
3. Thus, long before they can speak, children are involved in a two - way process of communication, which is steadily building a foundation on which their later use of language will be based. Constantly surrounded by language, they are unconsciously building structures in their minds into which their speech and reading will later fit grammatical constructions, tense sequences and so on. The forms of these structures will depend on the amount and complexity of speech they hear. Fortunate are those children who listen to articulate adults, expressing ideas and defending opinions. They will know, long before they can contribute themselves and understand that relationships are forged through this process of speaking and listening; that warmth and humour have a place in the process, as have all other human emotions.
4. Using books is the most important means of ensuring a child's adequate language development. None of us can endlessly initiate and maintain speech with very small children; we run out of ideas or just get plain sick of it. Their lives are confined to a limited circle and they do not have enough experience to provide raw material for constant verbal interaction.
5. Parents and children who share books share the same frame of reference. Incidents in everyday life constantly remind one or the other of a situation, a character, an action, from jointly enjoyed book, with all the generation of warmth and well-being that is attendant upon such sharing. All too often, there is a breakdown of communication between parents and children when the problems of adolescence arise. In most cases, this is most acute when the give and take of shared opinions and ideas has not been constantly practiced throughout childhood. Books can play a major role in the establishment of this verbal give and take, because they are rooted in language.
6. Young children's understanding greatly outruns their capacity for expression as their speech strains to encompass their awareness, to represent reality as they see it. Shades of meaning which may be quite unavailable to the child of limited verbal experience are startlingly talked to toddler. All the wonderful modifying words - later, nearly tomorrow, almost, wait half, lend, begin to steer the child away from the simple extremes of "Yes" and "No" towards the adult word of compromise;

from the child's black and white world to the subtle shades and tints of the real world. The range of imaginative experience opened up by books expands the inevitably limited horizons of children's surroundings and allows them to make joyful, intrigued, awestruck acquaintance with countless people, animals, objects and ideas in their first years of life, to their incalculable advantage.

7. Books also open children to new points of view besides their own as they unconsciously put themselves into other people's places-'if that could happen to him, it could happen to me' This imaginative self-awareness brings apprehensions and fears as well as heightened hopes and joys.

8. In books, children can experience language which is subtle, resourceful, exhilarating and harmonious; languages which provide the human ear (and understanding) with a pointed and precise pleasure, the searing illuminating impact of good and true words.

1.1 On the basis of your understanding of this passage, answer the following questions with the help of given options: **(1X4 = 4)**

(i) What is an important component of language learning?

- | | |
|----------------|------------------|
| (i) Feeling | (ii) Linguistics |
| (iii) Emotions | (iv) Environment |

(ii) What are the things that a baby can do that enable it to learn about world around it?

- | | |
|-----------------------------------|-------------------------|
| (i) See and hear | (ii) Sense and analyse |
| (iii) Understand and use language | (iv) See, hear ad sense |

(iii) Why do books help in establishment of verbal give and take?

- | |
|--|
| (i) Because they help in interaction with others |
| (ii) Because they are rooted in language |
| (iii) Because they are beautiful to look at |
| (iv) Because they have varied topics |

(iv) What do the babies unconsciously build in their minds regarding their speech?

- | |
|---|
| (i) a preplanned design |
| (ii) a well calculated tense sequence |
| (iii) a grammatical construction |
| (iv) form structures to suit their speech |

1.2 Answer the following questions as briefly as possible:

(1X 6 = 6)

(i) What does sight and sensation initiate?

(ii) What soothes the young babies?

(iii) State one reason for the break of communication between parents and children.

(iv) What do the wonderful modifying words lead to?

(v) Pick out two other advantages of books mentioned in the passage.

(vi) How do books help children see things from other's point of view?

1.3 Pick out the words from the passage which are similar in meaning to the following:

(1X2=2)

(i) Pronounce distinctly

(ii) Give and take

COMPREHENSION 4

Read the passage and on the basis of your understanding of the passage answer the questions given below (12)

1. India has never subscribed to the doctrine of militarism and war in her history. Here war was never treated as an ideal. It was only tolerated as unavoidable and inevitable, and all attempts were made to check it and bring it under control. Inspite of the frequency of wars in ancient India, in spite of highly developed military organization, techniques of war and imperialism, and in spite of the open justification of war as national policy, the heart of India loved pacifisms as an ideal capable of realization. India's symbolic role was that of a peacemaker and it sincerely pinned its faith on the principle of 'Live and let live'. At least philosophically, India's intelligence supported the cause of peace not only in national affairs but in international affairs also. All the great seers of the yore visualized the unity of life, permeating all beings, animate or inanimate, which ruled out killing and suicidal wars.
2. This doctrine of philosophical pacifisms was practiced by ancient Aryans is, no doubt, a question of controversial nature. Certainly, the great Indian teachers and savants stuck to this doctrine tenaciously and in their personal life they translated it into practice and preached it to masses and even to princes of military classes.
3. Another culture of those times, the existence of which has been proved by the excavations of Mohenjo-Daro, also enunciated the doctrine of pacifism and friendship to all. Strangely enough, the Indus Valley civilization has revealed no fortification and very few weapons.
4. Ahimsa or the doctrine of non-violence in thought, speech and action assumed a gigantic importance in the Buddhist and Jain period. By a constant practice of this virtue, man becomes unassailable by even wild beasts, who forgot their ferocity the moment they entered the circumference of his magnetic influence. The monks and nuns of these churches were apostles of peace, who reached every nook and corner of the world and delivered the message of love to war-weary humanity. The greatest votary was the royal monk Ashoka, who in reality was responsible for transforming Ahimsa as an act of personal virtue, to Ahimsa as an act of national virtue.
5. Many a historian recounting the causes of the downfall of the Mauryas, hold the pacific policy of Ashoka which had eschewed the aggressive militarism of his predecessors, responsible for an early decay of the military strength of the state and its consequent disintegration, leading to the rise of Sungas, Kanvas and Andhras. But, in reality the fault lies with the weak successors of Ashoka, who could not wield the weapon of non-violence with a skill and efficiency which required the strength of a spiritual giant like Ashoka. They failed due to their subjective weakness: Pacifism itself was no cause of their failure.
6. Besides the foregoing philosophical and religious school of thought, even many political authorities gave their unqualified support to the cause of pacifisms. They recognized the right of rivals to exist, not mainly as enemies, but as collaborators in the building of a civilization operation. Thus, for centuries, in the pre-Mauryan India, scores of small independent republics existed and flourished without coming in clash with each other.
7. With regard to Kautilya, the much maligned militarist and the so called Machiavelli of India, He thinks that the object of diplomacy is to avoid war.
8. The Mahabharata observes in the connection, "A wise man should be content with what can be obtained by the expedients of conciliation, gift and dissention." It denounces the warring world of

men by comparing it to a dog-kennel. "First there comes the wagging of tails, then turning of one round to other, then the show of teeth, then the roaring and then comes the commencement of the fights. It is the same with men; there is no difference whatever." Yajnavalkya adds: "War is the last expedient to be used when all others have failed." Likewise, Sri Krishna who's Bhagwad-Gita has been styled by some as "a song of the battle", should not be considered out and out militarist. When all the three expedients were exhausted, then alone the fourth was resorted to.

9. All possible avenues of peace such as negotiation, conciliation through conference, meditation and so on, were explored before the war was resorted to. This proves that the heart of ancient India was sound and it longed for peace, although war also was not treated as an anathema, which was to be avoided as far as possible. (Words- 737)

(Extract from 'Culture India-Pacifism has been the Ideal' by Sri Indra)

1.1 Answer each of the questions given below by choosing the most appropriate option:

(1X4=4)

- (i) The heart of India loved _____
 - a) a highly developed military organization
 - b) techniques of wars and imperialism
 - c) loans
 - d) pacifism

- (ii) Principle of 'Live and let live' means
 - a) imperialism
 - b) militarism
 - c) frequency of wars among nations
 - d) role of peace makers

- (iii) Aryans preached and practiced this to the masses
 - a) non-violence
 - b) freedom of speech and action
 - c) philosophical pacifisms
 - d) practice of military organization

- (iv) Mahabharata compares the warring world with
 - a) wise men
 - b) dog kennel
 - c) song of the battle
 - d) militarist

1.2 Answer the following questions briefly:

(1X6=6)

- (i) How was war treated in India?
- (ii) Describe India's preparedness for war in spite of their belief in Pacifism.
- (iii) How did the Aryans practice the Doctrine of Pacifism?
- (iv) What is Ahimsa?
- (v) What is the meaning of co-existence with rivals?
- (vi) What did unearthing of Mohan-jo-Daro reinforce ?

1.3 Pick out the words/phrases from the passage which are similar in meaning to the following:

(1X2=2)

- (i) express in definite and clear terms
- (ii) the beginning

COMPREHENSION 5

Read the passage and on the basis of your understanding of the passage answer the questions given below (12)

The Supreme Court petition that asked to ban firecrackers also pleads to control pollution created from other sources, such as burning of crop stubble, garbage and vehicular emissions. Crop residue burning in farms around India's capital directly affects high population density urban centres like Delhi and the NCR. Latest satellite images show that these fires have reduced in recent days. But they're still contributing to almost 5% of the total pollution.

Farmers who burn crop residue in northern India do so knowingly and because they don't have an alternate economical and viable option. As the first inhalers of that choking smoke, much before it gets into any city dwellers' lungs, they're also early sufferers. But they continue to burn because this is the fastest way they have to turnaround their capital, which is their acreage.

This doesn't mean that they are justified in doing this at all. This, and anything that jeopardises human health to such a degree, is wrong, and must stop. It is our elected government's job to ensure that enforcement of such a mandate is being followed especially at a time when we are going through a national health emergency caused by pollution.

But reactive, band-aid solutions and challans aren't going to help anyone. We need a comprehensive policy by a centralised, empowered and accountable authority tasked with quantifiable, time bound goals. And here is where every political party has let us — urban residents as well as farmers — down.

As always, this is about money. But it is also about intention.

Crop stubble burning isn't new. It is a recurring source which tips over an already high pollution base load that north India suffers from due to geographical, meteorological and man-made factors.

What could the government have done, and can still do?

One: The Agriculture ministry can direct scientists and researchers from the Indian Council of Agricultural Research, the National Soil Research Institute, etc to create implementable solutions. Soil researchers can educate farmers on how burning damages the soil by depleting it of valuable nutrients, which, in turn, requires higher external application of fertilisers. Higher fertiliser use not just means a higher fertiliser subsidy outgo by the government (so again, taxpayers' money) but also higher input costs for farmers. Simultaneously, appropriate agriculture scientists can identify and encourage the use of those seed varieties with softer stalks that can be used as fodder. Farmers from Punjab who I met confirmed that the high silica in the paddy stalks of the varieties they grow makes them inedible as animal fodder.

But more fundamentally, the government could easily get farmers to switch back to growing low-water use, nutrition-dense coarse grains such as pearl millet (bajra), finger millet (ragi), sorghum (jowar), barley, rye and maize by offering higher support price subsidies. These higher iron-content grains are perfect for a country where large swathes of the population are anaemic. Now that the government's biofuels policy allows inclusion of ethanol made from maize and sorghum, there is even less reason to further deplete north India's water table by growing a high water-use paddy

crop in a water-scarce area. These grains can be planted later, allowing farmers a longer turnaround window to clear their fields. As well, the ethanol produced from them can help farmers augment their income, besides creating new employment opportunities and saving on oil imports.

Two: Make waste valuable. Farmers won't burn it. Our scientists could be tasked to find solutions that reuse farm waste to monetise it. The government could directly pay farmers to deposit crop waste at collection centres or link it to their minimum support price payments. Simultaneously, they could subsidise entrepreneurs who create solutions like green refrigeration systems powered by farm waste or ecological crockery (which also reduces plastic use.)

Three: The Ministry of Rural Development can deploy free MGNREGS labour to farmers during harvest for acreage needing a quick turnaround, a much more productive use of our taxpaying rupee.

Punjab farmers seem happy with the Happy Seeder, a machine that simultaneously performs the dual job of cutting crop stubble and sowing seeds. But before propagating – and subsidising – this as the only solution, it is important to check whether these diesel-run machines won't just end up swapping one source of pollution with another, not to mention will lead to increase in costs with further rise in oil prices. In a labour-rich country like ours, deploying capital-intensive techniques like Happy Seeders is counter-intuitive.

But how do Uttar Pradesh farmers growing similar crops burn so much less? According to Chowdhury Pushpendra Singh, a Bulandshahar farmer, this is because farmers employ more traditional techniques that utilise most of the crop waste as fodder, animal bedding and compost. "Crop stubble from basmati seed varieties 1121 and 1509 doesn't have very tough/high silica stalks," he explains. Singh is aware of the Happy Seeder, but still feels that traditional techniques with some tweaks in rice varieties could easily lower overall costs.

Instead of working on solutions like these, the government hasn't even finalised its much touted National Clean Air plan. However, flawed, it was a start. Now, it looks like another season – and election – must pass before beleaguered, vulnerable citizens can hope for respite. (861 words)
HINDUSTAN TIMES; NOVEMBER 2018

1. Answer the questions below choosing the correct option: (1x4)

- a. _____ affects the high population density areas in Delhi-NCR
1. garbage
 2. vehicular emission
 3. industrial pollution
 4. stubble burning
- b. Higher iron content grains are beneficial for a country suffering from
1. beri-beri
 2. rickets
 3. anaemia
 4. thyroid
- c. The traditional way to deal with crop waste does not include
1. Fodder
 2. Animal bedding
 3. Compost
 4. Burning

- d. Which of the following statements is incorrect?
1. Farmers who burn crop residue in northern India do so knowingly
 2. Burning crop residue is economical
 3. Traditional techniques to use crop waste are economical and viable
 4. Use of Happy Seeders is the best option for crop stubble

1.2. Answer the questions briefly **(1x6=6)**

1. What does the petition to the Supreme Court plead for?
2. Why do the farmers burn crop stubble?
3. What are Happy Seeders used for?
4. What is the negative aspect of using Happy Seeders to deal with crop stubble?
5. What makes paddy stalks inedible as animal fodder?
6. How are the farmers early sufferers of crop stubble burning?

1.3 Pick out words/phrases from the passage which mean the same as following:

(1x2=2)

1. Remnants
2. Endanger

COMPREHENSION 6

Read the passage and on the basis of your understanding of the passage answer the questions given below:

1. If you are reading this right now, you are taking part in the wonder of literacy. Because of printed words, people can relay information across both time and space. Ideas are encoded in writing and transmitted to readers across thousands of miles and years. Because of this development, the words of people distant to us can influence events, impart knowledge, and change the world. Much of the credit for the development of this phenomenon can be attributed to one man.
2. Johannes Gensfleisch zur Laden zum Gutenberg, better known as Johannes Gutenberg, was born in the German city of Mainz. Though most of Gutenberg's early life is a mystery, historians believe that he studied at the University of Erfurt in 1418 and spent much of his young adult life practicing the profession of his father: goldsmithing. Having a penchant for fortune and success. Gutenberg borrowed money from investors in 1439 and found himself in financial trouble.
3. In the year 1439 the city in which Gutenberg lived was planning to exhibit its large collection of relics from Emperor Charlemagne (a famous ruler who had united much of Western Europe around 800 AD). The exhibit was expected to bring many visitors to the town, so Gutenberg took investments and created many polished metal mirrors which were to be sold to the visitors (it was a common belief at that time that mirrors were able to capture holy light from religious relics). The mirrors which Gutenberg produced probably would have sold well, but due to severe flooding the event was delayed by one year. The impatient investors demanded that Gutenberg return their investments, but he had already spent the money on producing the unsaleable mirrors. He was trapped in a difficult situation. In order to satisfy the investors, Gutenberg decided to share his greatest secret with them.
4. This secret would forever change the world, all of history, and even the process of keeping history. It's been argued that Gutenberg's idea was one of the greatest of all mankind. This one idea would lead to the spread of countless others. It would play a key role in the development of the

Renaissance, Reformation, the Age of Enlightenment, and the Scientific Revolution. This idea would bring learning to the masses and form the backbone of the modern knowledge-based economy. Gutenberg had created the mechanical printing press with movable type.

5. Before the spread of Gutenberg's idea, literature was primarily handwritten. That means that each copy of the Catholic bible and all of its 73 books were tediously and painstakingly hand scribed, and this was done before the invention of the ballpoint pen. Given the amount of detail that went into scribing each text, creating a single copy of a bible could take years. Because of the effort that went into producing them, books were extremely rare and valuable. Because of the value and scarcity of books, there was little reason for common people to learn to read or write since it was unlikely that they would ever handle a book in their lifetimes. Gutenberg's invention would change all of that. His printing press allowed literature to be produced on a mass scale. His movable metal type could be arranged once to form a page, and his press could print the page again and again.

6. The first major text that Gutenberg produced was a 42 line copy of the bible. Written in Latin and containing 1272 pages, the Gutenberg Bible has had an immeasurable effect on the history of the printed word. Scholars estimate that Gutenberg produced between 165 and 185 of these bibles, which sold out almost immediately. Most copies went to monasteries and universities, though one bible was sold to a wealthy private individual. Copies are known to have sold for 30 florins (about three years of wages for a clerk at the time), which may seem expensive but was nonetheless much cheaper than a hand produced copy. Purchasing a Gutenberg Bible in the 1450s would have been a good investment if you and your descendants were able to maintain it. Only twenty-one complete Gutenberg Bibles exist today and the last one traded hands in 1987 for 4.9 million dollars, the highest price ever paid for a book at the time.

7. Gutenberg's brilliant idea would soon change the world, but in the short term he bungled what proved to be a large and risky investment. He found himself in financial trouble once again and was sued by one of his investors, who accused Gutenberg of mismanaging money meant for the production of books. The courts ruled against Gutenberg and Gutenberg lost control of the shop that he had created. He was effectively bankrupt.

8. Though he had failed as a businessman, the technologies that he had created spread across Europe rapidly. As these printing technologies and techniques spread, news and books began to travel across Europe much faster than previously possible. The world has not been the same since. Though Gutenberg was financially unsuccessful in his own lifetime, he made the world a much richer place.

1 Answer each of the questions given below by choosing the most appropriate option:

(1x4=4)

(i) Johannes Gutenberg was born in the city of

- (a) Maine
- (b) Minsk
- (c) Mainz
- (d) Milan

(ii) Emperor Charlemagne united western Europe around

- (a) 800 BC
- (b) 1800 AD
- (c) 860 AD
- (d) 800 AD

(iii) Gutenberg invented the

- (a) Reflective mirrors
- (b) Printing press with movable type

- (c) written language
- (d) scientific inquiry

- (iv) The first major text that Gutenberg produced was
 - (a) 52 line copy of the Bible
 - (b) 1272 line copy of the Bible
 - (c) hand scribed copy of the Bible
 - (d) 42 line copy of the Bible

1.2 Answer the following questions briefly :

(1x6=6)

- (i) Why did Gutenberg create polished metal mirrors?
- (ii) Why did his plan to sell mirrors fail?
- (iii) Most people were illiterate during Gutenberg's time. Why?
- (iv) How did Gutenberg's invention change the world of literature?
- (v) Why was Gutenberg sued by his investors?
- (vi) How did Gutenberg make the world a richer place?

1.3 Pick out the words/phrases from the passage which are similar in meaning to the following:

(1x2=2)

- (i) a strong inclination or liking
- (ii) something kept in remembrance/souvenir

COMPREHENSION 7

Read the passage and on the basis of your understanding of the passage answer the questions given below:

1. From the moment a baby first opens its eyes, it is learning. Sight and sensation spark off a learning process which will determine in large measure the sort of person it will become.

Language stands head and shoulders over all other tools as an instrument of learning. It is language that gives man his lead in intelligence over all other creatures. No other creature can assemble a list of ideas, consider them, draw conclusions and then explain his reasoning. Man can do all this because he possesses language. And if thought depends on language, clearly the quality of an individual's thought will depend on that person's language—rudimentary or sophisticated, precise or approximate, stereotyped or original.

2. Very young babies are soothed by human voice uttering comforting words close to them. This essentially emotional response provides early evidence that feeling is an important component language learning. Children learn to use language in interaction with other human beings and this learning precedes best against a background of affectionate feedback from the person who is closest to them. This is seen to perfection in the interaction between parent and a baby: eyes locked together, the adult almost physically drawing 'verbal' response from the baby, both engulfed by that unique experience of intimate and joyful 'connecting', which sets the pattern of the relationship between two people.

3. Thus, long before they can speak, children are involved in a two - way process of communication, which is steadily building a foundation on which their later use of language will be based. Constantly surrounded by language, they are unconsciously building structures in their minds into which their speech and reading will later fit grammatical constructions, tense sequences and so on. The forms of these structures will depend on the amount and complexity of speech they hear.

Fortunate are those children who listen to articulate adults, expressing ideas and defending opinions. They will know, long before they can contribute themselves and understand that relationships are forged through this process of speaking and listening; that warmth and humour have a place in the process, as have all other human emotions.

4. Using books is the most important means of ensuring a child's adequate language development. None of us can endlessly initiate and maintain speech with very small children; we run out of ideas or just get plain sick of it. Their lives are confined to a limited circle and they do not have enough experience to provide raw material for constant verbal interaction.

5. Parents and children who share books share the same frame of reference. Incidents in everyday life constantly remind one or the other of a situation, a character, an action, from jointly enjoyed book, with all the generation of warmth and well-being that is attendant upon such sharing. All too often, there is a breakdown of communication between parents and children when the problems of adolescence arise. In most cases, this is most acute when the give and take of shared opinions and ideas has not been constantly practiced throughout childhood. Books can play a major role in the establishment of this verbal give and take, because they are rooted in language.

6. Young children's understanding greatly outruns their capacity for expression as their speech strains to encompass their awareness, to represent reality as they see it. Shades of meaning which may be quite unavailable to the child of limited verbal experience are startlingly talked to toddler. All the wonderful modifying words - later, nearly tomorrow, almost, wait half, lend, begin to steer the child away from the simple extremes of "Yes" and "No" towards the adult word of compromise; from the child's black and white world to the subtle shades and tints of the real world. The range of imaginative experience opened up by books expands the inevitably limited horizons of children's surroundings and allows them to make joyful, intrigued, awestruck acquaintance with countless people, animals, objects and ideas in their first years of life, to their incalculable advantage.

7. Books also open children to new points of view besides their own as they unconsciously put themselves into other people's places-'if that could happen to him, it could happen to me' This imaginative self-awareness brings apprehensions and fears as well as heightened hopes and joys.

8. In books, children can experience language which is subtle, resourceful, exhilarating and harmonious; languages which provide the human ear (and understanding) with a pointed and precise pleasure, the searing illuminating impact of good and true words.

1.1 On the basis of your understanding of this passage, answer the following questions with the help of given options: (1x 4 =4)

(i) What is an important component of language learning?

- (i) Feeling
- (ii) Linguistics
- (iii) Emotions
- (iv) Environment

(ii) What are the things that a baby can do that enable it to learn about world around it?

- (i) See and hear
- (ii) Sense and analyse
- (iii) Understand and use language
- (iv) See, hear ad sense

(iii) Why do books help in establishment of verbal give and take?

- (i) Because they help in interaction with others
- (ii) Because they are rooted in language
- (iii) Because they are beautiful to look at
- (iv) Because they have varied topics

(iv) What do the babies unconsciously build in their minds regarding their speech?

- (i) a preplanned design
- (ii) a well calculated tense sequence
- (iii) a grammatical construction
- (iv) form structures to suit their speech

1.2 Answer the following questions as briefly as possible:

(1X 6 = 6)

- (i) What does sight and sensation initiate?
- (ii) What soothes the young babies?
- (iii) State one reason for the break of communication between parents and children.
- (iv) What do the wonderful modifying words lead to?
- (v) Pick out two other advantages of books mentioned in the passage.
- (vi) How do books help children see things from other's point of view?

1.3 Pick out the words from the passage which are similar in meaning to the following:

(1X2=2)

- (v) Pronounce distinctly
- (vi) Give and take

NOTE MAKING & SUMMARY WRITING

How to Make Good Notes:

- ❖ Read the passage quickly but carefully. Try to understand the main points and supporting details. Underline the key words as you read.
- ❖ Organize your ideas into main headings, sub-headings and sub-sub headings (if possible).
- ❖ Write the headings in BLOCK LETTERS and underline them.
- ❖ Make meaningful notes using main points and essential ideas.
- ❖ Indent your notes properly.
- ❖ Complete sentences should NOT be written - use brief phrases.
- ❖ You can omit prepositions, helping words etc. but not at the expense of clarity.
- ❖ Organize notes in a systematic manner.
- ❖ Give the notes a title (in CAPITAL LETTERS).
- ❖ Use a minimum of 4 abbreviations but not more than 6.
- ❖ Give a key for the abbreviations used. The key should be given after the notes and before the summary.
- ❖ Use recognizable abbreviations - for eg. Govt. / Demo. Writing first 3-4 letters and last letter can abbreviate some words.

govt.	-	government
edu.	-	education
admn.	-	administration
obsn.	-	observation

Use symbols - for example

i.e.	-	that is	-	increase
>				
<	-			decrease
viz	-			namely

SUMMARY WRITING:

- On the basis of the notes that you have made, write a summary in one paragraph. This should not exceed 100 words.
- Do not use abbreviations in the summary.
- The title of the summary should be the same as the notes.

Title for notes & the summary: Make a title that sums up the main idea of the passage in not more than 6 words.

Sample Notes & Summary:**Read the passage carefully and answer the questions that follow:**

Cosmetic surgery is the latest beauty mantra in India, as more and more people want to look young and feel good. Be it a crooked nose, cleft lip or excessive body flab, cosmetic surgery can correct it all. Moreover, in the last decade, the popularity of medical tourism has soared among people in developed nations due to the elevated cost of healthcare in their own countries. A career as a cosmetic surgeon entails years of training and developing exceptional skill. However, once established, clients will flow in. Cosmetic surgery entails specialization in a wide variety of areas such as rhinoplasty (nose job), abdominoplasty(tummy tuck), otoplasty (ear surgery), chin, cheek, and liposuction.

The level of education is expanding in the field of medical science, and the demand for cosmetic surgeons in India is at an all-time high. Cosmetic or aesthetic surgery is a fine tuned branch of medicine and requires intensive training. After an MBBS degree, students would have to pursue a three-year Masters in Surgery (MS) degree and decide upon their area of specialization. The MS degree involves a house job, a junior residency and a senior residency for one year each. Students then have to give a dissertation for approval to the university, after which they can sit for the MS examinations. Aspiring cosmetic surgeons need to specialize in plastic and reconstructive surgery, also known as M.Ch degree. Another option after MBBS is the Diploma National Board (DNB), which is parallel to the conventional medical system and offers various specialization options including plastic and cosmetic surgery. The basic requirement of a cosmetic surgeon is an elevated sense of aesthetics and beauty. A sense and perception for the perfection of the human anatomy is vital in cosmetic surgery.

During their practising years, students must aim to train under renowned surgeons in the field, and soak up as much as possible from their expertise. Being an apprentice to a good surgeon will not only give you the much required exposure to the reality of the cosmetic operations but will also build your confidence and client base. The practising years are crucial because in cosmetic surgery, perfect results are essential.

Medical science is not a stagnant field, and hence one must also keep abreast of the latest in the field of cosmetic surgery. The biggest profit for a truly dedicated cosmetic surgeon is the beautiful result of his work and the client's satisfaction. After training under reputed cosmetic surgeons, one can either seek employment in a hospital as a full time surgeon or open up a private clinic, or do both. If you are good, people will come to you.

Word of mouth is the best form of advertising for a cosmetic surgeon.

(460words)

a) Make notes on the passage given above in any format using recognizable abbreviations. Give a suitable title to the passage.

b) Write a summary based on the notes you have made in about 80 words.

COSMETIC SURGERY

1. POPULARITY OF COSMETIC SURGERY

- 1.1 Look good, feel young
- 1.2 Incr. in medical tourism

2. TYPES OF COSMETIC SURGERY

- 2.1 Rhinoplasty
- 2.2 Abdominoplasty
- 2.3 Otoplasty

3. QUALIFICATIONS

- 3.1 Intensive training
- 3.2 MBBS followed by MD/DNB
- 3.3 MCH - further specialization
- 3.4 Aesthetic sense
- 3.5 Sense for perception

4. IMPORTANCE OF APPRENTICESHIP

- 4.1 Reqd. exposure
- 4.2 Build confidence & client base
- 4.3 Keep abreast of latest trends

5. SUCCESSFUL COSMETIC SURGERY

- 5.1 Satisfied clients
- 5.2 Pvt. Clinics

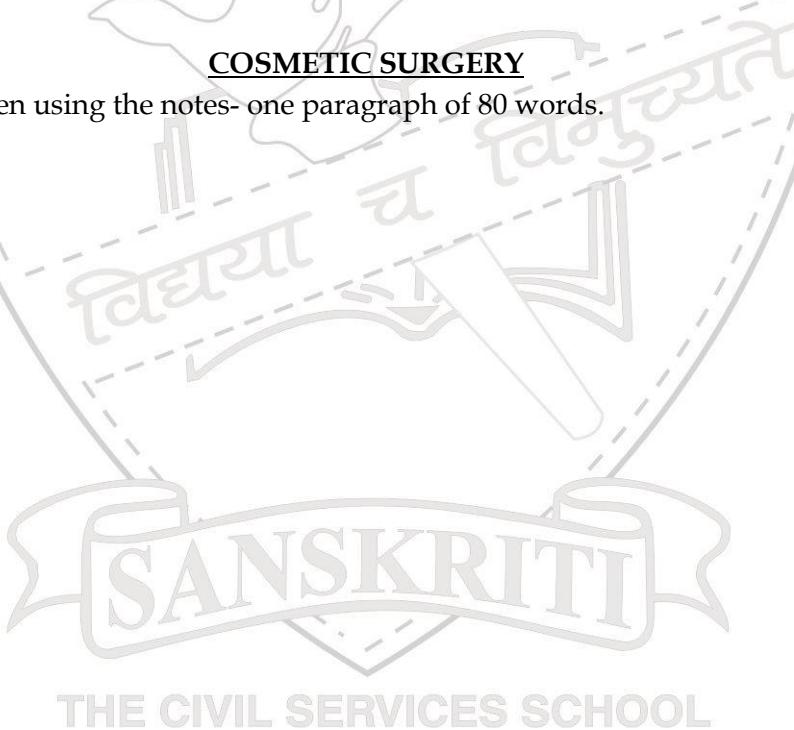
Key to Abbreviations used

&	And
Incr.	Increase
CS	cosmetic surgery
DNB	Diploma national board
Reqd.	Required
pvt	Private

Summary:

COSMETIC SURGERY

Summary to be written using the notes- one paragraph of 80 words.



NOTE MAKING**PASSAGE 1**

Read the passage and answer the questions that follow:

Memory is what defines our lives, our personalities, and our very existence. The dictionary defines memory as the faculty by which things are recalled or kept in the mind; the recovery of one's knowledge by mental effort. But for most of us memory is just the ability to recall facts and figures, the faces of people we know and the recollection of things in the past. But memory is far more complex than this. Without memory, as in the case of amnesia, the personality changes and is distorted without any point or reference.

Memory is of vital importance in defining our personalities as it enriches our lives with complicated personal remembrances. Without this we turn into walking zombies. As people grow older they often suffer memory loss in some form or other and diseases like Alzheimer's can obliterate memory centers of the brain, making the sufferer into a different, less coherent and less rational personality. Science has discovered that there are many different types of memory and we can lose one kind and still retain others. Human beings have a long-term memory and a working memory. Working memory is the ability to recall telephone numbers, addresses and relevant information such as those needed in our daily lives. Many elderly people seem to lose this form of memory while still retaining their long-term memory. Even perfectly normal people may have only one part of the brain active under stress or illness.

In addition to long-term memory and working memory, there is also recent memory, semantic memory (the memory of facts) and episodic memory (the memory of something which actually happened), explicit and implicit memory and source memory, which enables us to recall from where we learnt certain facts. A loss of source memory seems to affect most people at some time or the other. Without memory we become different people. It is what most elderly people fear, but it need not be so. Unless illness is the cause for memory loss, participating fully in life can make a world of difference. Scientists, musicians, writers, doctors, architects, engineers and artists, all use their brains and memory centres to maximum effect.

In fact anyone who is absorbed in some sort of work or project, or hobby whereby the mind is stimulated and used, can keep the memory in good working condition. Reading and paying attention to what you are reading, learning poetry by heart and taking a deep interest in the world around you, stimulate memory. We must also learn to breathe deeply. If the brain does not receive sufficient oxygen for the process of cerebration, hallucination and negative psychic reactions occur. Yoga tells us that for good mental health and emotional stability, we need to be good, deep breathers. Without memory we are nothing. Our closest family members are nothing to us; we are alone, drifting in a world of which we appear to know nothing. The preservation of dignity, empathy, love, depend almost entirely on the preservation of memory.

- (a) On the basis of your reading of the passage above, make notes using points only, use abbreviations wherever necessary. Supply a suitable title.
- (b) Write a summary of the passage above in about 80 Words.

PASSAGE 2

Read the passage and answer the questions that follow:

Cycling survives as a popular pastime because it yields pleasure and benefits. First of all, cycling provides exercise, the need of which is felt by most people. The development of machinery tends to deprive us of adequate opportunities of expending energy while earning a livelihood. Other opportunities should be created through the medium of sport. Of cycling, many people hastily say that it is 'hard work', but a fit and practiced rider does not agree with this verdict. The art of easy cycling must be cultivated, as will be shown later, but once it has been acquired, a long day's run should not unduly tire a rider endowed with a normal measure of health. Nobody has better described the exercise of cycling than the late Twell Brex, who said enthusiastically, speaking from experience: "You move along by your own glad effort".

Many of us wish to use our legs and our lungs, as well as our eyes. An active, healthy person ought not to be content to travel always as a mere passenger - "like an image pushed from behind", as Stevenson says. That is not life. Those who would turn all active cyclists into sedentary motor-drivers, or into idle passengers, would serve the nation better if they restricted their attentions to the aged and infirm, for whom petrol generated propulsion is doubtless a blessing, and may be a necessity.

It is often said that the cyclist cannot travel as far or as fast as the motorist. Admitting this, the cyclist may be permitted to ask if it is always desirable that travel should involve modern motoring speeds (or accidents). Is the enjoyment of the traveller in search of pleasure to be measured merely in miles, or, what is worse in miles-per-hour, or what is worse still, in miles-per-gallon? Surely the cyclist, pedalling calmly along at a modest twelve miles an hour is able to assimilate scenery more easily, more completely, and with more enjoyment, than the hurrying occupant of a car! Cyclists believe that their method of travel is a sensible and convenient compromise between walking and driving. If bicycles were unobtainable, most keen cyclists would become walkers rather than motorists.

There are at least two distinct types of cyclists. The exercise of pedalling provides an all-sufficient satisfaction for one type. This is the purely athletic rider who travels in long, fast rides, in time trials and other forms of strenuous competitions and sometimes attacks records. This type of cyclist goes into strict training, develops leg-thrust and perfect ankle action and thinks nothing of pedalling at twenty miles an hour. The other distinct type is the tourist, who takes no interest in racing but a deep interest in the countryside and the pageant unfolded by the open road. Comparatively, few cyclists are interested in both racing and touring.

- (a) **On the basis of your reading of the passage, make notes on it using recognizable abbreviations wherever necessary (Min 4) use a suitable format. Supply an appropriate title.**
- (b) **Write a summary of the passage in about 80 words.**

PASSAGE 3

Read the passage given below carefully and answer the questions that follow:

Starting from the steam engine to the supercomputer, why is it that most of the discoveries of the last two centuries have all been in the west? Is it because there were not many in the eastern hemisphere to think out or innovate? Or is it because though there was someone who did something back here, we were too late to realize it or acknowledge it? In fact not all of the blame should go to us. There have been discoveries here too but maybe we overlooked them or were too late to acknowledge them. We still believe there have been inventions in this part of the world but because of the delay in accepting such inventions the West copied them and thus been credited with their achievements.

India has been credited with being a storehouse of intellectual capital. Indians have a strong presence in NASA and even companies like the Microsoft and IBM. Yet India still lags behind in the field of innovation despite having a rich history. Indians invented the numerical 'zero' which is known to everyone. Even Albert Einstein also said that not worthwhile scientific discovery would have been possible without the Indians teaching the world to count.

Just knowledge is not enough. It has to be cultivated and put to use. Otherwise it is like having a Pentium III which is used just for typing. To put to use this knowledge adequately, proper opportunities also need to be provided.

This is where the role of the government and the overall support for human infrastructure comes in. This implies providing adequate technology, setting up the right atmosphere right from the school level to identify and promote such talent. This is what our immediate challenge should be.

On the industry side they have a new assignment to embark on. For the first four decades India has been a seller's market. For the producer he just had to manufacture his goods and there was always a ready taker.

For industry innovation is not a way of business but a lifeline to exist in the business. With the innovation comes in the thrust on research and development. This is another of the neglected aspects in Indian industry. Strangely, the general concept among many is that R and D is basically for the pharmaceuticals and chemical industry.

Thus leading from here we find that this is one zone where the share on the total expenditure is minuscule. This may be because of the dedicated investments and time frame required with no guarantee of results. Unfortunately our short sightedness prevents us from judging the gains from such investments in the long run.

One thing in place is India is an abundantly rich nation of natural resources. But the sad thing that follows is we depend so heavily on it. Imagine what it would have been had India used these resources, added technology and innovation and produced.

The green revolution has been a perfect example of how natural resources combined with technology can convert a nation in a span of two decades to a food surplus economy.

In the end we arrive on the human contribution factor. All what has been discussed above would be or is a result of human zeal and contribution. This calls for a further debate on how we should ensure that not only India is an information rich country but also where knowledge is tested and put to work and further the goals are achieved through such creativity. Innovation is a never ending process that lubricates the wheels of growth of any nation developing or developed.

- a. 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 give an appropriate title to it.
- b. Write a summary of the passage in about 80 words.

PASSAGE 4

Read the following passage and answer the questions that follow:

Rusty keys jangle as Jürgen Naumann searches for the right one. He has 15 on one bunch, 25 on another. The last caretaker of the Red Army's former headquarters in Germany, he has access to all the buildings in what was once known as the Forbidden City – and remains a restricted area 23 years after the last Russian troops left for good.

"You get to know the keys over the years," Naumann says. But it still takes a while to locate the right one. A dull click, and the door creaks open to reveal a dimly lit hall with marble tiles. Naumann's footsteps echo across the empty space as he switches on the electricity, illuminating two panoramas: one showing Soviet Moscow, the other Alexander platz in East Berlin, two huge photos from a world that no longer exists. Once home to as many as 75,000 Soviet men, women and children, Wünsdorf – located about 25 miles from Berlin – was the high command for Soviet forces in Germany and the biggest Soviet military camp outside the USSR. But it also had shops, schools and leisure facilities, and was known as "Little Moscow", with daily trains going to the Soviet capital.

After the fall of the Berlin Wall in 1989, the reunification of Germany and the dissolution of the Soviet Union, it was only a matter of time before the Russian soldiers would be called home. Nevertheless, when the order came for troops and their families to withdraw, it still came as a shock to many of its inhabitants, who had come to think of Wünsdorf as home. "It was a mad rush, withdrawal," recalls Naumann, who was working at the time as a watchman collecting financial deposits from local businesses. "In Sperenberg [an airfield, near Wünsdorf], the shop boss was sitting in the office crying bitterly. She had two small kids. I asked, 'What's wrong?' She had just received word that she had to go back to [Russia](#) the day after the next. Talk about short notice!"

Uncertainty contributed to the chaos. Soldiers had no idea where they were going, or whether they'd get accommodation. Some pooled money and bought buses so their families would have some shelter, while helicopter squadrons stripped the insides of their helicopters for the same reason.

When they departed after the final military parade, they left a vast site littered with 98,300 rounds of ammunition, 47,000 pieces of ordnance, 29.3 tonnes of munitions and rubbish, including chemicals, waste oil, old paint, tyres, batteries and asbestos. Shops were left full of electronics, radios, TVs and fridges. Families were in such a hurry they couldn't take everything. Houses were full of domestic appliances. Even pets were left behind. The pattern repeated itself throughout East Germany. No country outside the USSR had more Soviet troops: an estimated 380,000 soldiers and 180,000 civilians, spread across 1,062 urban and rural locations, when the union collapsed in January 1991.

They left behind a legacy of abandoned ruins. Near Wünsdorf alone, Sperenberg Airfield is still abandoned, as are airfields at Rangsdorf, Oranienburg and Schönwalde, while military camps at Jüterbog, Kummersdorf, Vogelsang, Bernau, Krampnitz, Grabowsee and elsewhere still await new purpose. Most of the buildings in these former quasi-urban camps are off-limits, simply rotting from neglect. Authorities have bigger fish to fry: a host of East German enterprises went out of business after the wall fell, leaving a trail of vacant factory and office buildings across the country's cities. Wünsdorf's military history began long before it became a Soviet garrison town. The whole area was militarised after the German Empire was formed in 1871. During the First World War, Germany's first mosque was built here, for Muslim POWs – many of whom were coerced into fighting for Germany.

In 1935, Wünsdorf became headquarters for the Wehrmacht, the German Armed Forces. The Nazi's entire Second World War campaign was guided from the Zeppelin underground communications bunker at Wünsdorf, providing direct contact through telex to the fronts at Stalingrad, France, Holland and even Africa.

The Nazi's buildings were of such strong construction, with walls over a metre thick, that they proved very difficult to damage – a fact evidently appreciated by the Soviets after the SS had fled. After sufficiently damaging the bunker complexes to make them unsuitable for military use according to the Potsdam Agreement, the Soviets settled in. They immediately provided a boost to the local economy, and relations with the East Germans were good, even if locals usually needed special permission to enter what later became known as *Die Verbotene Stadt* – the Forbidden City.

"There were also illegal ways in," says Naumann, who remembers how soldiers were bribed by East German consumers to be allowed in to shop at the new miniature city's stores. "There were some things you couldn't get outside. A lot was cheap, because the Soviets didn't pay VAT. So cigarettes were cheap, schnapps was cheap. "You could get in but, of course you had to be careful to be back out again punctually. So if you went in in the morning you had to be out by around 4pm at the latest. Anyone who missed it had bad luck. You'd be held for 24 hours and made to peel potatoes for the troops."

Soviet soldiers and their families also left the garrison, to go shopping, eating or socialising in nearby Zossen. "They could party no problem," Naumann says. "You just had to be careful. When there was ski jumping at New Year's – the Russian athletes were still good at the time – you had to be careful when you spoke, not to go against them. You had to find a middle way, or they'd get offended pretty quickly. But it never lasted long. It was actually quite normal, just that they spoke Russian. "When the Soviets handed the Forbidden City back to the federal government, the

buildings fell into bureaucratic neglect. Weather has also taken its toll. Naumann is now the only person left, taking care of an area he estimates to be around 200 hectares. His job now is to check for damage caused by heavy rain or unwanted visitors, and to arrange for repairs. A co-worker helps out in the mornings.

(a) On the basis of your reading of the passage, make notes on it using recognizable abbreviations wherever necessary (Min 4) use a suitable format. Supply an appropriate title.

(b) Write a summary of the passage in about 80 words.

PASSAGE 5

Read the passage carefully and answer the questions that follow:

There is within each individual a spark of the divine, call it the atman, the soul, the Bodhichitta or by whatever name. It is this spark that energizes human consciousness. Every individual has a unique value, because he represents a special correlation of forces revolving around a spiritual core of which he may or may not be conscious. Yoga helps us join this inner spiritual core with the all-pervading divine. Four main paths of yoga are identifiable; the yoga of wisdom or jnana yoga, of love or bhakti, of work or karma and of psycho-spiritual disciplines or raja yoga.

Jnana yoga involves intellectual discrimination between the real and the unreal, to access reality that lies behind the manifested universe. It is somewhat like the concept of Plato who said that all we see are shadows of reality thrown on the wall of the cave, while remaining unaware both of the actual figures and the light that shines on them from behind. This yoga is a movement into a new dimension of awareness in which we see the unity behind the diversity of the world around us. This vision of oneness—which the Upanishads call ‘Ekatvam’—transforms the ordinary human being into a seer, one who sees the integral unity behind the multifarious and bewildering multiplicity of our daily existence. Sri Ramana Maharishi was a jnana yogi.

If jnana yoga is the way of the refined intellect, bhakti yoga is the way of the heart lit by love and adoration of a personalised aspect of the divine..... The opening of the heart centre is one of the most powerful methodologies for achieving direct contact with the divine.....

Karma yoga's aspects have been expounded in the 'Gita'. Act we must, whether it is the subconscious activities within our bodies, or the conscious acts that we perform in our daily lives. Without such action human civilisation itself would never have developed. But the major question is as to how these actions can be reconciled with the spiritual quest. Karma yoga addresses this concept. Every action that we undertake, big or small, must be dedicated to one's chosen divinity. Every act becomes worship. Rather than being obsessed with the results we must act from what we consider to be highest level of our consciousness, inwardly dedicate that act of the divine and leave the results to unfold as they may.

Actions flowing from hatred and fanaticism, cruelty and exploitation, can never be considered karma yoga because by definition they are incapable of being offered to the divine. Again good deeds by themselves, while preferable, do not constitute karma yoga unless there is a clear and unequivocal dedication to one's chosen deity. Swami Vivekananda and Mother Teresa were Karma yogis.

Raja yoga is the royal path which involves psycho-spiritual practices including physical and breathing exercises that are known as yoga around the world. But only if they are directed ultimately beyond these to the quickening of spiritual consciousness. The basic theory revolves around the existence of a self-conscious spiritual power that is located at the base of the spine. With discipline and practice, this power can start to move up the spine, energising, as it rises, seven chakras or plexuses, which bring about incremental transmutation of consciousness, until finally the blazing light of this power—the Kundalini, the serpent power—pours into the cortex thus completing the process of spiritual transmutation. These four yogas are not necessarily mutually exclusive.

a) On the basis of your reading of the passage make notes on it using recognizable abbreviations (min. 4) wherever necessary. Use a format you consider appropriate. Supply a suitable title.

b) Write a summary of the passage in about 80 words.

PASSAGE 6

Read the following passage and answer the questions that follow:

A recent outbreak of a fish parasite on Yellowstone may have seemed unremarkable, but new research shows it could be linked to years of human activities that are slowly choking river systems to death, reports Environment 360. The Yellowstone river has its headwaters in the mountain streams and snowy peaks of the famous US national park with the same name, and makes an unfettered downhill run all the way to the Missouri river, nearly 700 miles away. It is the longest undammed river in the Lower 48 states.

Last August, the Yellowstone made national headlines when a parasite killed thousands of fish, mostly whitefish. Fear of spreading the parasite to other waterways forced Montana officials to close the river to fishermen, rafters, and boaters. At the height of summer, the stunningly scenic, trout-rich river was eerily deserted. Fishing re-opened in the fall, but the parasite has been found in other Montana waterways.

That a non-native parasite somehow got into a river may seem like an unremarkable occurrence. But a new, expansive model of gravel-bed river systems in mountainous areas, such as the Yellowstone, depicts a more complex scenario in which a host of human activities combine to degrade river systems and render them more vulnerable to destructive outside influences such as parasites. This body of research – 40 years in the making, but much of it summed up in a recent paper – rewrites the understanding of the ecological dynamics of these rivers. And it casts a harsh light on human river valley activities such as homebuilding, dam construction, irrigation, and

channelization that may be slowly choking highly dynamic river systems – and the biodiversity that depends on them – to death.

The waters of the Yellowstone, for example, have been diverted for irrigation, and the course of the river has been altered by channelization for flood control and the placement of boulder breakwaters, or riprap, which landowners install to stem erosion. Although the Yellowstone is undammed, these other human activities can slow and change the river's flow and, most significantly, alter the complex interaction between the above-ground course of the river and the unseen currents that stream beneath the Yellowstone Valley's broad gravel and cobble bottom. Such human alterations to a river can impair its dynamism and resilience, especially in combination with rising temperatures from climate change and reduced water flows because of increased evaporation and irrigation.

In effect, these myriad human activities contribute to the weakening of the “immune systems” of rivers like the Yellowstone, making aquatic organisms more vulnerable to stresses like fish-killing parasites. The paper said these pernicious changes are being experienced in waterways across western North America and in other mountain river systems, including some found in Europe, the Andes, the Himalayas, and the high country of New Zealand.

Most of the world's gravel-bed rivers have experienced degradation, and in many places managers are trying to walk back the damage. On the Snake River near Jackson, Wyoming, for example, local and federal officials are working to restore riparian habitat damaged by the construction of 22 miles of 15-foot-high flood-control levees in the mid-20th century. The levees enabled some construction to take place in the floodplain, but deprived the river of its ability to flood and carry out other ecological functions.

The life that depends on healthy, mountain river systems is legion. The recent paper, published in the journal *Science Advances*, brought together an array of researchers from different disciplines, from bear biologists, to ornithologists, to ungulate biologists. They were surprised to find the large number of species that rely heavily on the biodiversity generated by the Yellowstone ecosystem, not just fish and other aquatic species.

Although river floodplains themselves make up only roughly 3% of many river valleys, “these gravel-bed river systems are where the magic happens,” said Richard Hauer, a professor of limnology at the University of Montana and lead author of the paper. “Two-thirds of species spend part of their lives in the floodplain.”

In the new model set forth in the *Science Advances* paper, melting snow and groundwater flow down the channel of the river, but the vast majority of the water in the system is moving far more slowly through the labyrinthine underground networks of cobbles, gravel, and sand that make up the entire valley bottom, from the base of one mountain range to the other.

This subterranean habitat is far more biologically productive than previously thought and is home to microbes and aquatic insects, such as stoneflies, which are critical to a river's food chain. Water is constantly flowing through the matrix of rock and sand, which filters out organic material and

releases nitrogen, phosphorous, and other nutrients that well up through the entire system. These nutrients then are made available to plants and insects on the surface – a jolt of biological adrenaline.

This nutrient pulse is the foundation of a food chain that creates biodiversity in the entire valley, nourishing willows, cottonwood, and aspen, which in turn draw birds and beavers, elk and caribou. Wolves and grizzly bears then are drawn to the prey.

This is a far more expansive and detailed picture of river ecosystems than previous models. Until this work began in the 1970s, researchers thought the hyporheic zone – the groundwater that is part of the river system – lay within just a meter or so of the river bottom and banks. Now it's clear it takes up most of the river valley.

(a)On the basis of your reading of the passage, make notes on it using recognizable abbreviations wherever necessary (Min 4) use a suitable format. Supply an appropriate title.

(b)Write a summary of the passage in about 80 words.

PASSAGE 7

Read the passage and answer the questions that follow:

India has stood for freedom: Even before Independence we viewed our own struggle and difficulties on the larger canvas of global problems. If democracy is basically tolerance for others' opinions, the concept of co-existence is democracy on the international plane, for it embodies tolerance of other nations and systems. Similarly non-alignment gives depth to our independence and self-reliance for it enables us to retain our freedom of judgment and action on international issues in the light of our national interests. We avoid involvement in the conflicts and disputes of others and this helps to blunt conflict between power blocs. I should like to think that it has also helped world stability. A country is an extended family. When income and resources are limited, one must budget to ensure that waste is avoided, resources husbanded, priorities established, education and other social needs catered to, special provision made for those who are weaker or smaller. Industry has to be balanced with agriculture; technology with culture; state ventures with private initiative; economic growth with social justice; the large with the small. Every section of society must be stimulated to creative activity. That is our planning. In no way is it totalitarian or coercive. Industrializing, modernizing and transforming an ancient society of immense size, population and diversity is a daunting venture and inevitably, a gradual one. Otherwise there will be resentment. Transformation should not cause too much dislocation or suffering for the people nor should it jettison the basic spiritual and cultural values of our civilization. India's planning experience sums up the successes and problems of our democratic development. The magnitude and significance of democracy's operation in India are not well understood, for it is often treated as an adventitious or borrowed growth. Why has democracy worked in India? Our national leadership was dedicated to it and we wanted it to work, but, also, because in our society there were elements and traditions which supported the growth of democracy. In our democratic system, there may be differences in many spheres but we rise above them. To achieve the objective of keeping the country united, we have to transcend political and

party-based differences, which create dissensions. If we cannot remain united and the country does not remain strong, with whom shall we have differences? Against whom shall we fight? With whom shall we be friends? Brothers and sisters, if the country falls, nobody survives. When we were fighting for the freedom of our country, it did not mean only political freedom. It also meant social justice, equality and economic justice. Only one phase is over and another one is under way. We have to cover a long and difficult path. Whereas the enemies were visible during those days; now they are in disguise. Some of them are openly our enemies, but many become unintentional pawns of others.

- a) Make notes on the passage in a suitable format. Use recognizable abbreviations (at least 4) where necessary. Give a suitable title.
- b) Use the notes to make a summary of the passage in 80 words.

PASSAGE 8

Read the passage and answer the questions that follow:

Ladies, watch out. The next time you purchase cosmetics ensure that they are safe. Contrary to tall promises made by the industry, a number of cosmetics are health hazards and may turn you ugly instead of prettier.

Studies have shown that cosmetics are toxic, containing chemicals and other ingredients which can cause cancer. Some brands of talcum powders are said to contain asbestos. Unfortunately, consumers, particularly women, are carried away by the telling and attractive advertisements. Very rarely do they read the contents of the cosmetics they use.

Take, for instance, the shampoo used for cleaning hair. Hundreds of brands are available in market, each one promising something special and novel. It is a common belief that using soap to clean the hair is harmful. But a comparative research carried out by a doctor with the help of a consumer union in Japan has found that shampoo can damage your hair and result in hair loss.

Research has revealed that the thickest hair among the shampoo users was only 0.097 mm, whereas soap users have 0.115 mm. Similarly, shampoo users also have hair as thin as 0.072 mm and that of soap users 0.1 mm.

Years ago, people used to dye their hair black. But nowadays, women dye their hair in different colours ignoring the harmful effects it has on their health. You can find women with dark brown and light violet coloured hair.

Hair dyes which may be bleaches, temporary dyes, semi-permanent dyes, contain potentially hazardous chemicals like ammonia and hydrogen peroxide, phenylenediamine and toluene diamines. Hydrogen peroxide is said to ruin the condition of the hair.

According to a report in the UTUSAN KONSUMER, temporary dyes contain metallic substances, like lead, which are toxic and can be absorbed through the scalp into the body. These temporary dyes are derived from Benzedrine, known to produce bladder cancer.

The report further states that semi-permanent dyes are made of chemicals called nitro dyes like coal tar and petroleum. Coal tar is an irritant and sensitizer. Studies in India have shown that an abnormally high incidence of cataract is among the users of coal tar. You will be alarmed to know that permanent hair dyes contain more than 30 chemicals, including hydrogen peroxide. Likewise, have you ever tried to look beyond the glow of nail polishes to its effects?

Nail polish remover contains an ingredient called acetone which can cause your nail to become brittle and split. However, acetone is less toxic when compared to toluene, another ingredient found in the nail polish.

The basic ingredient used in nail polish is formaldehyde resin which can discolour the nails. It is a colourless gas with a strong, irritating smell, used also as an antiseptic for killing germs. Formaldehyde is also known by other names like methanal and methyaldehyde.

It may be interesting to know that of all the cosmetics lipstick is the most toxic and dangerous for three reasons. Firstly, women who apply lipstick swallow the chemicals directly. Secondly, it gets absorbed through the tender lip skin.

a. On the basis of your reading of the above passage make notes on it, using headings and sub-headings. Use recognizable abbreviations (minimum 4) and a format you consider suitable.

Also give an appropriate title to it.

b. Write a summary of the passage in about 80 words.

PASSAGE 9

Read the passage and answer the questions that follow:

"We are our own worst critic" is often a phrase we use to describe when we, as individuals, are too hard on ourselves. For most people, it is a natural tendency to always be better, faster and stronger however this craze for becoming better can result in severe mental health consequences, especially when it comes time to our physical appearances. The media has commonly portrayed overweight characters as the running joke of the show, resulting in "fat jokes" and a severe manifestation of self-doubt known as body shaming. Body shaming is known as the action or practice of expressing humiliation about another individual's body shape or size; a form of bullying that can result in severe emotional trauma, especially at a young age. Body shaming is done by parents, siblings, friends, enemies, and schoolmates and is often portrayed in the media. "Why is she wearing that? It is not flattering at all." Or "I am so ugly compared to her I will never find a date" are common thoughts and phrases used that are examples of body shaming. Negatively commenting about the size or shape of anyone's body can be extremely damaging to them potentially leading to low-self-esteem, anger, self-harm and even mental health disorders, specifically body dysmorphic disorder.

No matter how this manifests, it often leads to comparison and shame, and perpetuates the idea that people should be judged mainly for their physical features. Sadly, body shaming occurs among both men and women of all different shapes and body sizes. Body shaming has included both criticisms of being "too fat", or "too skinny", often picking on flaws that completely irrelevant. Many magazines, social media platforms, and advertisements contribute to body shaming in ways that have started to normalize these damaging behaviors. Many TV shows and movies have fallen into this pattern as well, where the "fat" character is often the subject of criticism and comic relief. With the trending behaviors of celebrity fat shaming on social media, it is important to understand the potential consequences that may arise.

Growing up in the United States in front of a mirror can ingrain the conventional notions of beauty and can result in deep seeded self-esteem issues. Today, individuals are more accepting of being different from others however with the pressure from social media, young individuals are more prone to want to look a certain way. Negative comments and provoking images can drive young girls to engage in unhealthy behaviors in order to change their body type to conform to the norms of society. This may lead to self-injury or cutting, binging and purging behaviors or even full-fledged eating disorders. Individuals with a history of trauma, depression, self-harm, low self-esteem, or borderline personality disorder are more likely to be affected by body shaming and potentially develop an eating disorder or engage in self-harm behavior.

Like with any other form of bullying, body shaming will always be present unless you stick up for yourself in a positive and healthy way. It is important to practice self-love and try to not let negative comments bother you. Furthermore if you witness body shaming on social media you can report it and flag it for inappropriate content. National Eating Disorder Association (NEDA) has stepped up to fight against body shaming on social media and encourages individuals who witness body shaming to notify this organization through Media Watchdog program. Additionally you can create a petition against body shaming, write a body positive post or blog, and call out the body-snarkers by taking a screenshot and tagging @Proud2BmeUS and engaging with strong and positive like-minded women. Keep in mind that entering a negative cycle of comments does not do any good in this situation. Take control and stay positive.

(a) On the basis of your reading of the passage above, make notes using points only, use abbreviations wherever necessary. Supply a suitable title.

(b) Write a summary of the passage above in about 80 Words.

PASSAGE 10

Read the passage and answer the questions that follow:

For many years, psychologists, following in the footsteps of Lewis Terman, equated giftedness with high IQ. This "legacy" survives to the present day, as giftedness and high IQ continue to be equated in some conceptions of giftedness. Other researchers such as J. P. Guilford argued that intellect cannot be expressed in such a unitary manner, suggesting more multifaceted approaches to intelligence. More current research conducted in the past few decades provided support for

multiple components of intelligence. This is particularly evident in a reexamination of 16 conceptions of giftedness that are interrelated in several ways (Sternberg & Davidson, 1986). Most of the researchers defined giftedness in terms of multiple qualities and regarded the sole use of an IQ score as an inadequate measure of giftedness. Motivation, high self-concept, and creativity were found to be key qualities in many broadened conceptions of giftedness (Siegler & Kotovsky, 1986). One broadened conception of giftedness that has been widely adopted is Joseph Renzulli's (1978, 1986) behavioral view of giftedness, which is used in school districts across the country. This definition, with three components, is inclusive enough to enable the identification of academically talented students with learning disabilities:

Gifted behavior consists of behaviors that reflect an interaction among three basic clusters of human traits—above average ability, high levels of task commitment, and high levels of creativity. Individuals capable of developing gifted behavior are those possessing or capable of developing this composite set of traits and applying them to any potentially valuable area of human performance. Persons who manifest or are capable of developing an interaction among the three clusters require a wide variety of educational opportunities and services that are not ordinarily provided through regular instructional programs. (Renzulli & Reis, 1997, p. 8)

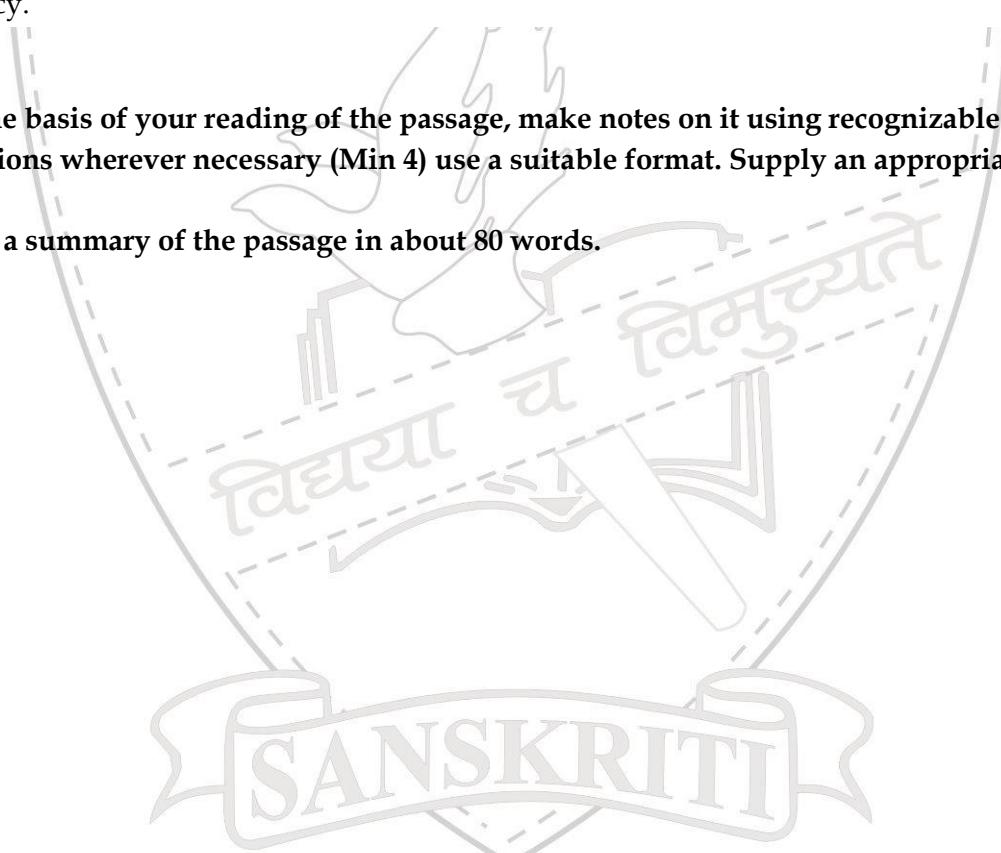
Academically talented students are a highly diverse group of individuals who have ability, in one or more domains, that is sufficiently advanced and who require adaptation in the ordinary environment that serves the needs of average students their age, but many also learn differently and/or have learning disabilities.

Educational research has expanded in recent years with the study of various special populations, and new theories of intelligence and assessment (Gardner, 1983; Sternberg, 1981) suggest that the potential of some students is not synonymous with scores on certain intelligence tests. Many students labeled as "twice exceptional" exhibit feelings of inferiority, an inability to persevere in the accomplishment of goals, and a general lack of self-confidence, all characteristics that are common among high-ability students with learning disabilities (Baum, Dixon, & Owen, 1991; Daniels, 1983; Olenchak, 1995; Whitmore & Maker, 1985). Current research indicates that it is the interaction of high ability and learning disabilities that may cause confusion and create social and emotional difficulties for students as they struggle to understand why they can know an answer but not be able to say it or write it correctly (Olenchak; Reis et al., 1995).

Many high-ability students with learning disabilities are identified later in their school career, either at middle school or high school, even though most were referred by teachers or parents for testing or various types of assistance because of difficulties encountered in reading or writing in primary or elementary school (Reis et al., 1995). Learning problems were evident in those early grades although most students were referred but were not identified as having a learning disability until later in school. The situation is complicated by the fact that the abilities of gifted students often mask their disabilities, and, in turn, their disabilities may disguise their giftedness. Due to this contradiction between high levels of ability and critical problems with learning, students who are academically talented and also have learning disabilities (gifted-LD) may be under identified. They may be excluded or underrepresented in both programs for students with learning disabilities and programs for gifted and talented students.

Gifted students with LD may demonstrate a strong, personal need for excellence in performance and in outcomes that may embody unhealthy perfectionism and intensity of emotions (Silverman, 1993). These characteristics resemble what has been termed oversensitivity (Dabrowski & Piechowski, 1977; Daniels, 1983; Olenchak, 1994; Vespi & Yewchuck, 1992), and unrealistic expectations of themselves, as students believe that they should be able to achieve (but cannot) in areas in which they have disabilities (Baum & Owen, 1988; Daniels, 1983; Silverman, 1989). They also may have a tendency to experience intense frustration with difficult tasks (Baum et al., 1991; Olenchak) that may produce a general lack of motivation (Olenchak; Silverman, 1989) as well as disruptive or withdrawn behavior (Baum & Owen), feelings of learned helplessness (Whitmore, 1981; Whitmore & Maker, 1985), and low self-esteem (Baum et al.; Baum & Owen). A comprehensive review of recent research about the characteristics of gifted students with learning disabilities (Reis et al., 1995) found many more negative descriptive characteristics than positive characteristics that describe this population, including high frustration levels, depression, and low self-concept and self-efficacy.

- (a) On the basis of your reading of the passage, make notes on it using recognizable abbreviations wherever necessary (Min 4) use a suitable format. Supply an appropriate title.
- (b) Write a summary of the passage in about 80 words.



THE CIVIL SERVICES SCHOOL

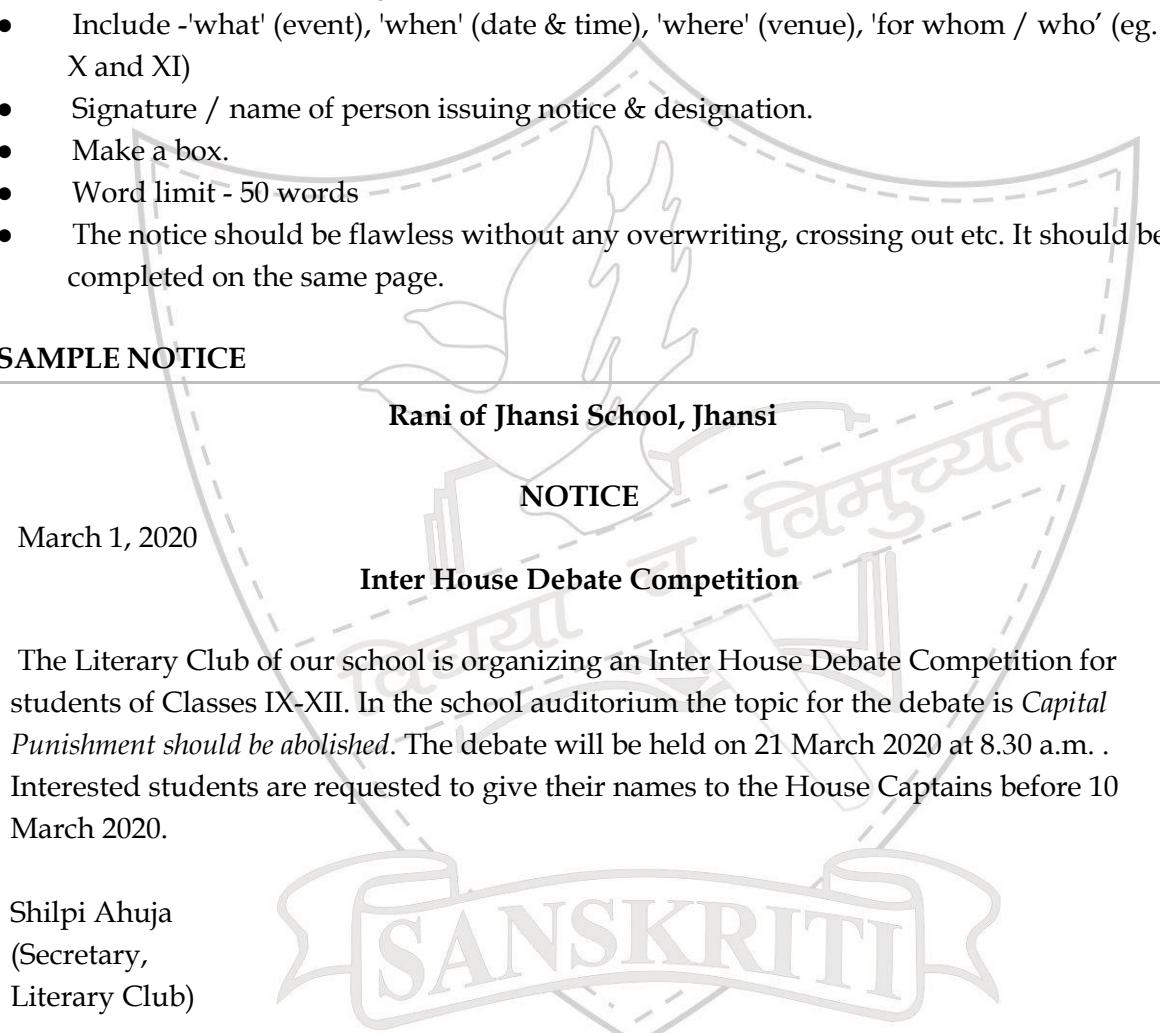
SECTION B -WRITING SKILLS

NOTICE WRITING

Important Points:

- Write name of school/institution and city on top. Do not give the name of your own school or any other well-known school.
- Write NOTICE below school name.
- Mention date.
- Give it a factual heading (maximum 6 words)
- Include -'what' (event), 'when' (date & time), 'where' (venue), 'for whom / who' (eg. Classes X and XI)
- Signature / name of person issuing notice & designation.
- Make a box.
- Word limit - 50 words
- The notice should be flawless without any overwriting, crossing out etc. It should be completed on the same page.

SAMPLE NOTICE

 <p>Rani of Jhansi School, Jhansi</p>
<p>March 1, 2020</p> <p style="text-align: center;">NOTICE</p> <p style="text-align: center;">Inter House Debate Competition</p> <p>The Literary Club of our school is organizing an Inter House Debate Competition for students of Classes IX-XII. In the school auditorium the topic for the debate is <i>Capital Punishment should be abolished</i>. The debate will be held on 21 March 2020 at 8.30 a.m. Interested students are requested to give their names to the House Captains before 10 March 2020.</p> <p>Shilpi Ahuja (Secretary, Literary Club)</p>
<p>Marking Scheme:</p> <p>THE CIVIL SERVICES SCHOOL</p> <p>a) Format: 1 mark (includes Name of institution, NOTICE, Title, Date & Writer's name with designation.)</p> <p>b) Content: 2 marks - includes:</p> <ul style="list-style-type: none"> -what – event - when -- date / time - where – venue

- for whom - eligibility

- other details (passes / chief guest)

- whom to contact

c) Expression: 1 mark (grammatical accuracy, spellings, suitable style)

QUESTIONS

- 1) You are president of the Cultural Society of your school. You are planning to organize a cultural program. Write a notice for the school notice-board inviting names of students willing to participate. You are Sudhir, the secretary of the society.
- 2) You are Karan/Kanika, Secretary Cultural club of your school. Your school is organising a Dramatics workshop during the Winter Break for senior students of the school. Draft a notice for the school notice board informing the school notice board informing the students giving all relevant details You are Amita/ Anil the Physical Instructor of St. Mary's Convent, Bhopal.
- 3) You have organized an excursion to Kathmandu (Nepal) during the Autumn Break for the senior students of your school. Write a notice in about 50 words informing the students about the proposed excursion.
- 4) As Student Editor, draft a notice in not more than 50 words for your school notice board inviting articles from the students for your school magazine. You are Rohan/Rupa of Vasant Vihar School, Pune.
- 5) Your school Apple Valley School, Ahmedabad is organizing a summer camp for training students in cricket and baseball. Write a notice for the school board regarding this. You are Anand Prakash, Sports Captain of the school.
- 6) You are Mohan Jindal, the secretary of the Alumni association of Jindal Public School, Jabalpur. Write a notice to be published in the newspaper inviting old students for the Silver Jubilee Celebrations of your school.
- 7) Bal Niketan is organizing a 'Science Week' in the school in July. Akhil / Amrita, Secretary of the club drafts a notice inviting students from classes 6 to 12 to actively participate in activities such as project making, debate, symposium etc. Write the notice in not more than 50 words.
- 8) You are the Secretary of Akash Flats Welfare Association, Varanasi .Write a notice to be circulated to the members of the Association, requesting them to attend a meeting to discuss about the security measures of the flats and appointment of new security guards.

9) You are Asha/Asmit, Head Boy/Head Girl of your school (Rainbow Public School). Write a notice for your school notice board calling for entries from students who desire to take part in an inter school computer Quiz Contest- the preliminary round of which is to be held in your school. Invent other necessary details.

LETTER TO THE EDITOR

These are usually written to express your opinion on some important current/ social problem.

Para 1: Introduce the problem briefly (power cuts in Vasant Kunj)

Para 2: Discuss the issue / problem at length listing reasons for it (poor distribution, inadequate supply) and the resultant effects (inconvenience to residents/ studies affected).

Para 3: Give 1 or 2 practical solutions/suggestions to overcome the problem (have fixed timings for power cuts so that residents can plan accordingly / avoid power cuts between 6pm & 9pm).

An Editor may be requested to:

- publish your letter
- publish more detailed reports/articles to create awareness in the public - start a special column where concerned and like-minded citizens may share their views and experiences.

Please remember, the editor cannot really solve the problem, so do NOT ask him/ her to 'take immediate/necessary action.'

Some suggested opening sentences for letters to an editor:

i) Through the esteemed columns of your newspaper, I would like to draw attention of the public to an important issue which

- ... merits immediate attention.
- ... needs to be tackled with utmost seriousness.
- is causing grave concern to..etc

ii) Recently in your newspaper dated .., (mention date and month

for example, 20 July I read an article concerning the issue of ...

I strongly feel....

iii) This letter is to draw the reader's attention towards.....

Some suggested concluding sentences are:

i) I do hope you will publish my letter and help initiate public debate on the issue.

ii) It is hoped that in future too your publication will continue to carry more such articles.

iii) I do hope more informative articles on the issue would be published to help spread awareness among the readers etc.

SAMPLE LETTER

27, B Block
Vikaspuri
New Delhi-110067

8th March 2020

The Editor
The Hindustan Times
Bahadur Shah Zafar Marg
New Delhi-110002

Dear Sir

Subject: Water Shortage in Vikaspuri

Through the columns of your newspaper I would like to bring to the notice of the concerned authorities the acute water shortage prevailing in Vikaspuri and adjoining areas of West Delhi.

Even before the onset of summer our taps have run dry. Water trickles for an hour in the morning. The supply is insufficient to meet the demands of drinking water and for use in the kitchen. We have to depend on tankers and hand pumps for bathing and washing purposes.

The situation is likely to worsen as the summer sets in. The municipal authorities should come up with a permanent solution to this recurring problem. Providing water tankers is a stop-gap arrangement and not a solution. A sound solution would be rain water harvesting .A slight modification of roofs, drainage and storage wells will be needed. This water can be used to recharge the underground water which can augment the local water supply during the lean months.

I do hope that some informative articles are published that would offer constructive suggestions regarding water saving measures and initiative that the common people can take.

Yours sincerely
Satish Kumar

QUESTIONS

1. You are concerned at the advertisements in the media which are focussed on children and aim at targeting them as their prospective buyers. Write a letter to the Editor, The Times of

India, New Delhi, protesting strongly against this trend in customer management. Sign yourself as Aakash/Aakriti of 58, Mohan Nagar, New Delhi-110068.

2. Along with air and water pollution our cities are also under an attack of noise pollution. Marriage processions, DJs, during wedding receptions, loud music from neighbor flats etc. are all sources of noise which is not good for the old, the ailing and students. Write a letter to the Editor of a local newspaper describing the problem and requesting the concerned authorities to solve it. You are Karan/Karuna, M-114, Mall Road, Delhi.
3. You are Jaya/Jaideep, head of Eco Club of Sai Ram Public School, JorBagh, Delhi. As a team leader of Eco club, you have come to know that Delhi is the top garbage producer of the country and it is facing a tough task of disposing it off. Write a letter to the Editor on this problem suggesting ways to tackle the problem.
4. You are Bhavya/Bhavjeet of 25/A, Defence Colony, New Delhi. You are deeply concerned about the growing apathy of people towards eve-teasing in local buses. Write a letter to the editor of a newspaper expressing your concern and suggesting ways in which women can ensure their own safety. (120-150 words)
5. Write a letter to the Editor, The Times of India, New Delhi about the frequent traffic jams in Gurgaon, especially during the rains, stating the problems faced by the people and also suggesting ways to cope with it. You are Prayas/Preeti , 12 Shradhanand Colony, Gurgaon.
6. You have noticed many stray animals on the road during the busy hours of the day. These animals cause traffic jams as well as accidents. You have already written to the concerned authorities but no action has been taken so far. Write a letter to the Editor, The Hindu, drawing attention of the Municipal Commissioner, Chennai. You are Shanta/Suresh, 12 M G Road, Chennai.
7. While shopping at a popular fashionable market you were distressed to see the harassment faced by some foreigners at the hands of self-proclaimed guides, greedy shopkeepers, vendors and even beggars. Write a letter to the Editor, Indian Express, mentioning that we have forgotten our culture of hospitality and are responsible for spoiling the image of our country.
8. Big cities have become unsafe for the elderly. In a letter to the Editor, express your concern about the situation and suggest ways to check crimes against senior citizens. You are Ravi Kapoor, 34, Kunj Kutir, Delhi.
9. Delhi has become famous for rash driving and aggressive behaviour on the roads. Road rage has led to many casualties. Write a letter to the Editor of a national daily expressing your concern and anguish and suggesting some plausible solutions. You are Anita / Anil of 37B, Kailash Colony, Meerut.

10. There is a flood of regressive serials on television channels these days. Superstitions and dogmatic ideas are often propagated through these. Write a letter to the Editor of Indian Express about the negative influence of such serials. You are Radha/Ramesh, a resident of 16 Mayur Vihar, Lucknow.

11. Many innocent lives are lost as terrorists and suicide bombers perpetrate violence in major cities and tourist destinations of the world. Write a letter to the Editor of a local newspaper suggesting ways and means to control and combat the menace of terrorism. You are Amit/ Amita of Sector 12, Dwarka.

ARTICLE WRITING

Important Points:

1. Write the HEADING/TITLE at the top.
2. Write the name of the writer below it.
3. Split your subject matter into 3-4 paragraphs.
 - (i) Paragraph-1: Introduction-briefly tell what the Article is about, giving some startling fact or quotation to arouse interest.
 - (ii) Paragraph-2&3: Develop the cause and effect of the problem. Give statistical data to support your views. Compare and contrast.
 - (iii) Paragraph-4 : Conclusion. Briefly offer suggestions and solutions to improve the situation.
4. Systematic presentation of ideas is a must.
5. Pay attention to grammatical accuracy and use of good vocabulary.
6. Use sentence linkers to ensure continuity-eg .consequently, similarly, finally, moreover, etc.
7. Avoid irrelevant information and repetition.
8. Follow word limit (150-200 words)

Sometimes the question tells you the stand you should take (eg. You are concerned about the craze for westernization among the Indian youth today. You are worried about the erosion of our culture and values. Write an article highlighting the need to preserve our age-old culture.) For a question like this you have to write that westernization is bad for our youth even though you make personally think otherwise.

Marking Scheme for Article:

Format - 1 mark Title and writer's name

Content - 3 marks present situation, causes, solutions

Expression -4 marks grammatical accuracy & spellings 2 marks

Coherence, relevance of ideas, style 2 marks

Sample Article:

Over the past few years there has been constant rise in Coaching Institutes and private tuition centers all over India .Write an article in about 150-200 words highlighting the exploitation of young minds that seek sincere counseling and proper direction. You are Mahesh/Mita a student of class XII of Indira Public school, Gwalior.

Coaching institutes Exploit Students

By Mita, Class XII

Coaching institutes have mushroomed in every nook and corner of a city over the past few years. These so called "temples of learning" are exploiting the young minds just for their financial gains. The misleading advertisements given by these Institutes act as Magnets to attract the innocent, inexperienced students, who are seeking for sincere counselling and proper direction.

Most private tuition centers and coaching institutes treat students just as commodities, instead of providing them proper direction in their scholarly pursuits and giving them individual attention they leave them to their fate. The counsellor who is appointed to these institutes is assigned the task of filling the unpopular coaching programmes with more students so that the institution can maximize its profits, irrespective of whether that particular programme suits the student or not.

These Coaching Institutions take advantage of the ignorance of the illiterate Parents by advising them to enroll their weak child in a "crash" course whereas he needs to join the long term coaching programme for being successful in life .The sole purpose of these institutions are to fill their coffers with money, not to look into the well-being of these students, who are the future assets of the nation. These institutions are like the " termites" making the nation's future hollow.

The Education Department of the Government should be vigilant and stop these Coaching Institutes from exploiting the innocent students. Stringent laws should not only be made to stop these institutes from spreading their tentacles in the society but the guilty who are playing with the future of the students should be brought to task.

Some commonly asked topics for Article writing

1. Terrorism

Value points:

- reference to various attacks;
- death and disaster caused by terrorism
- causes
- need to & ways to preserve peace

2. Tourism in India

Value points:

- Present situation/government's apathy
- Maintaining monuments & advertising our tourist attractions
- Ensuring safety of tourists
- improving infrastructure e.g. hotels at reasonable prices, air/railway services

3. Safety of Senior Citizens

Value points

- incidents of crime
- causes
- solutions
- sensitize police- through training; sensitize public - education / media

4. Crime against Women

Value points

- Kinds of crime
- Causes
- Solutions- education, importance of economic independence, sensitizing men
- Importance of women welfare groups

DEBATE

A debate is a formal contest of argumentation in which two opposing teams defend and attack a given proposition. It is a persuasive manner of speaking with the aim of converting the view of another person, or an audience, to your own point of view. In this speech, the speaker speaks either for or against the issue being discussed.

In a way you have to-

- Convince the audience.
- Defeat your opponent.

Format:

- **Salutation:** Address the jury, teachers and the audience properly
- **Introduction:** Begin with a quotation, question or interesting statistics
- **Stating the stand:** Make your stand very clear from the very beginning
- **Main points:** Highlight the main points very emphatically
- **Develop points:** Substantiate them with relevant examples, statistics, etc
- **Conclusion:** State your own opinion or view in the concluding lines to emphasise your stand on the issue

Format: 1 mark

- topic introduction, addressing the audience, mention for /against the motion

Content: 3 marks

Expression: 4 marks

Grammatical accuracy, appropriate words and spelling [2]

Coherence and relevance of ideas and style [2]

SAMPLE DEBATES:

On the National Debate Forum, the topic given to the students is 'Should college students or even Class XII students be given unlimited freedom?' Write a speech for or against the topic in about 200 words.

Teenage proclaims itself near adulthood. So shouldn't a teenager be allowed to probe the mysteries of the world all on his/her own? The modern environment and educational facilities surely enable that. However, I strongly feel that some kind of guidance is necessary for their young and impressionable minds. Good morning, ladies and gentlemen, today I, Akshay Jha, stand before you to speak against the topic.

It is true that the modern world offers a variety of opportunities for all age groups in all the fields of knowledge, and everything is accessible at the click of a button. But, with one click on the wrong button, one could get access to harmful knowledge. Therefore, there needs to be some kind of control over the kind of freedom a teenager enjoys.

One could argue that aren't teenagers capable of deciphering the good from the bad as they are on the threshold of adulthood? I agree with this thought but too much curiosity can lead to added confusion, and even chaos. Some kind of parental guidance should be exercised on teenagers regarding the kind of movies to be watched, the books to be read, friends to have, etc.

Some of us may strongly protest as to why can't we be on our own and enjoy life. But the truth is that the world consists of both good and bad things and teenagers are not in a position to differentiate between the grey areas amidst good and bad. So the parents' guidance to a certain extent is essential.

Therefore, I think that while creative urges and the inquisitiveness of teenagers about the goings-on in the world should not be suppressed with too much parental interference, teenagers, on their part should not insist on complete freedom to make their choices in life.

Thank you.

2. You are Ashutosh/Anamika Malik. You have to speak in a debate against the motion, 'We do not need Mathematics'. Prepare a speech of about 150–200 words.

Good morning, ladies and gentlemen, I, Ashutosh/Anamika, strongly oppose the motion that 'We do not need Mathematics'. Does my knowledgeable opponent believe that Mathematics means only working on complex mathematical models? Or that it is an activity indulged in only by those with a lot of time on their hands? Or that it is of no use to those who, apparently, have better things to do?

On the contrary, Mathematics has always been—and will remain—a part of our lives. I would like to draw attention to the fact that almost everything we do—from buying a bar of chocolate to reaching the movie hall on time— involves Mathematics. At a cricket or a football match, what is score-keeping but the arithmetical form of Mathematics? While building a house, right from the planning stage, we need Mathematics in its various forms, such as arithmetic, algebra, geometry and trigonometry. We need Mathematics to keep track of our day-to-day expenses too.

I firmly believe that life without mathematics isn't possible and as my worthy opponent pointed out that he doesn't need mathematics in his normal daily living, I would hereby like to ask him didn't he calculate the time of his speech and did he not look at his watch and calculate the time he would take in reaching here.

I therefore firmly reject the view that we do not need Mathematics. In my opinion Mathematics is an important field of study in modern life.

Thank you.

OVERVIEW

The first paragraph contains the salutations and self-introduction, based on the situation provided if any. It also states your stance on the motion i.e. for or against the topic. For example, *Good morning everyone. Esteemed judges, guests on the dais, teachers and my fellow students. My name is Abhratej Sahoo, and today I will be speaking for the topic "Should Reservation be removed".* (Assuming the setting of a debate competition) You can also add a few introductory lines in this paragraph or choose to start your argumentation in the next paragraph.

The second paragraph is the major body of the debate. You introduce the topic here, and provide your argumentation or justification for why you chose your stance. In our example, you can start off by giving a brief introduction to the Reservation system in India, and since you are writing to remove reservation, you can give reasons why Reservation is bad, and how removing reservation can benefit which section of the society, as well as how to handle the consequences, if any, removing Reservation.

A small tip. If you have multiple arguments, and have sufficient to write about each one, you can break the body into multiple paragraphs as well. Try your best to avoid making more than 2-3 paragraphs though, and stick to word limit.

The final paragraph is the conclusion. A brief gist of your arguments, and reiteration of your strongest points. Try to write this between 5-6 lines, and end with a "Thank you for your patient hearing."

Points to remember:

- Like speech, a debate goes without a definite format.
- Begin like a speech. Address the audience.
- Once having brought your audience and the opponents alike that you are speaking in favour of your opponent's vies, start striking back.
- Attack with credible points, facts and fictions.
- Add sarcasm.
- Try to figure out the weakness of the opponents' arguments.
- End humbly, not triumphantly, leaving it to the audience to judge.

IMPORTANT

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- Open by addressing the audience with 'Respected chairperson, members of the jury, and dear friends', or begin with a simple 'Good morning, ladies and gentlemen'.
- Begin the first paragraph by making your stand clear, that is, mention 'the motion tabled before the house is ...' and state whether you're speaking 'strongly in favour of' ... or 'firmly against...' the issue.
- Develop 3-4 good points in support of your stand and negate at least two points of your opponent.
- At least one point could be built up by asking a series of questions for more effective presentation. For example, instead of making a statement such as 'class room teaching

methods even today are often mundane and boring...', it would be more effective if the point was conveyed as – 'In today's technology-driven world, may I ask why classroom teaching methods are still so mundane and boring?'

- Conclude with your strongest point and reiterate your stand once again (use a quotation if possible).

Common phrases:

I'd like to raise the question/ argue.....

In my opinion.....

Nothing could be more illogical than.....

I feel very strongly that.....

I fail to understand.....

May I ask all present.....

I strongly oppose what my opponent said.....

On the contrary.....

SPEECH

Format (opening address and conclusion): 1 mark

Content: 3 marks

Expression: 4 marks

Grammatical accuracy, appropriate words and spellings [2]

Coherence and relevance of ideas and style [2]

The format of speech is similar to that of a debate except that one does not need to take a stand for / against the topic or refer to opponent's debate.

QUESTIONS

1. Information Technology has provided new avenues to the students for knowledge, creativity, discovery as well as job opportunities at home and abroad. Computers have brought in a silent revolution. Write an **article** in 150-200 words showing how the information technology has provided the younger generation new opportunities, joys of discovery and thrill of creativity. You are Madhu/Mudit.

THE CIVIL SERVICES SCHOOL

2. Taking selfies has become a rage and is a global phenomenon. It has cost us several lives and also immortalised several moments. Write an **article** for a National Daily on the trend of taking selfies and its impact on people. You are Aditi/ Aditya. (150-200 words)

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

4. Is tradition a waste for the youth? Write a **debate** using your own ideas in favour or against the topic. You are Manas/Mansa.
5. You are Deepak/Deepa. You have to speak in a seminar on '*A successful democracy needs educated and informed citizens*'. Prepare a **speech** in 150-200 words on the same.
6. Meenu has to speak in a debate supporting the motion '*Teaching profession is better than the medical profession*'. Write her **debate** in 150-200 words.
7. Spurt of violence previously unknown in Indian schools makes it incumbent on the educationists to introduce value education effectively in schools. Write an **article** in 150-200 words expressing your views on the need of Value Education. You are Anu/ Arun.
8. Due to a massive influx of population into all major cities of the country, the management of traffic has become a serious problem. To tackle it needs planning and specialized training for the traffic personnel. Write an **article** in 150-200 words on the problems of traffic jams in bigger cities of the country and how to tackle them.
9. You are Rachit, a student of Class XI. You feel that national holidays have been reduced to occasions for family outings, picnics and other fun filled activities. There has been a decline in the nationalistic fervour and people do not pay tribute to the nation and the leaders who dedicated their life to the nation. Deliver a **speech** in the morning assembly of your school on the topic *National holidays have lost their importance.*(200 words)
10. The present day youth is greatly stressed due to cut throat competition and consumerist culture. Write an **article** on these causes of stress for the modern generation giving suitable solutions.
11. Write a **speech** on the topic "The Role of Youth in National Development".
12. You are Nikhil/Mitali of St. Xavier's School, New Delhi. You recently came across a report in the newspaper about the increasing rate of crimes by juveniles in India. Write an **article** about the effectiveness of juvenile justice system in India.
13. Write a **debate** on "In the Current Academic Scenario in India Science Students have an Edge over Students of other Streams". You can write for / against the topic.
14. "Grading is better than awarding marks in examination". Write a **debate** for/against this.
15. "Smart-phones are a blessing in our lives". Write a **debate** for/against this.
16. You are Kamakshi / Kuber. You have been selected to represent your school in an All India School Debate organized by the Lions Club, New Delhi. The topic for the **debate** is "*An eye for an eye, and a tooth for a tooth will make the whole world go blind.*" Write the debate in not more than 200 words for or against the motion giving arguments for your stand.

17. Though we are celebrating International Women's Day every year to pay respect to women, the newspapers reveal several atrocities committed against women. You strongly feel the need for women empowerment. Write an **article** on the topic 'Women Empowerment' without exceeding word limit [200 words]

18. Write an **article** in 150-200 words on the role of the Army, Navy and Air Force in peace time within the country in providing assistance to civil administration in natural calamities and maintaining law and order.

19. You have just come back from a factory which employs children and you have witnessed their awful working conditions. Give a **speech** advocating the ban of child labour in your school assembly. You are Simran / Rajesh

20. Several Environment Activists have recently stopped several development projects due to their impact on the environment. Progress will naturally result in some destruction and harm. As Geeta/ Girish write a **Speech** to be given in the assembly on how both might be possible. (150-200 words)

21. 'Aggression and sledging are an essential part of Sports.' Write a **debate** in 150- 200 words either for or against the motion. You are Shivam/Shivani.

REPORT WRITING

A report is a brief account of an event that has already taken place. It presents first-hand information of an incident or event. Newspaper and magazine report are in the course.

POINTS TO REMEMBER

- Mention the place, date, time and other relevant facts about the event.
- Write the name of the reporter or by staff reporter.
- Provide a suitable title/heading.
- Write in past tense.
- Write in reported speech and use passive form of expression.
- Describe the incident/ accident/ event in a certain order and do not include your feelings or opinion of it.

Heading
By ABC/ Staff Reporter

Place, Date: _____

First para- What , Where, When

Second para- Why, How

Third Para- Assessment, reaction of people etc.

In a magazine report, the format does not include place and date and the report can be written in one paragraph.

Sample Newspaper Report.

Pujo Celebrations

By xyz

Mumbai, October 19: Beneath a war sickle moon, on a soggy windswept Navami evening, Mumbai battled the biggest demon of them all the weather. The blinding rain in the morning, which lessened to a nagging drizzle, turned parks into squelchy bogs. Causing cabs splattered new dresses with mud, shoes sunk into slush, wiping smiles of faces.

All roads led to the deity in ABC Street. Rows of cars and cafeterias lined the streets as people trudged through the slush to catch a last glimpse of the goddess. A small cluster had gathered outside XYZ House on ABC Street to admire the 65 by 25 foot canvas of goddess. The puja spirit had filtered XYZ Street, otherwise synonymous with Christmas cheer.

The mud hut had soaked water and the thatched sidewalls were dripping wet. But the pandal had not lost its charm. Bandra continued to draw large crowds with revelers admiring the riot of colour in the night sky. In the Nariman Point area roads were coughing smoke with stationery cars honking furiously. But even as people tripped between pandals, the gaiety was lacking.

Questions

1. The Environment Club of your school organised a campaign to celebrate cracker-free Diwali. Posters, placards and banners were prepared. Then a long march was organised. Write a **report** in 150-200 words for publication in your school magazine about the campaign describing the efforts put in by staff and students to make the campaign successful. You are Mohini/Mayur of XI C.
2. You are Sachin/Shivya. You attended a debate on "Welcome Youth in Politics" organised by your school. Write a **report** on the event in about 150-200 words
3. Last month, Adventure Club, Sunshine Public School, Rampur organized a trek around Corbett National Park. During the eight hour trek, the group lost its way but ultimately reached the starting point. On return, you Asim / Alia, the group leader prepared a report on the trek for the Principal .Write his/her **report** in 150-200 words.
4. You have recently visited an island on the Pulicat lagoon in Tamil Nadu. Write a **report** in 120-150 words on how children go to school by boat from this island.
5. A new indoor gymnasium has recently been constructed and inaugurated at St. John's School, Meerut. As the Sports Captain, draft a **report** in 150-200 words on the gymnasium and the inauguration ceremony.

6. You are Nitin Sharma. Write a **report** in 150-200 words for the school magazine about the Plantation Week held recently in your school.

7. National Science Centre, New Delhi organised a 'Cancer Drug Discovery' workshop. Write a **report** in 150-200 words on the same to be published in a newspaper.

8. A fire broke out in Lajpat Nagar market yesterday. As a staff reporter of Hindu, write a **report** on it in 150-200 words.

9. Your school recently celebrated the annual cultural week. Write a **report** on it for the school magazine. (150-200 words) You are Sanjukta, the head girl of Ahilya Vidyalaya.

10. Write a **report** on the Filmfare Awards, which were held recently, for a magazine. You are Aneesh, a reporter working for India Today. (150-200 words)

11. You are the staff reporter of Hindustan Times. You had been asked to write a **report** about the floods in Chennai which has created havoc in the city. Write the report in 150-200 words

FORMAL LETTERS

I. LETTER OF COMPLAINT

Format of a Letter of Complaint

Sender's Address

Date

Receiver's Address

Dear Sir

Subject:

Structure your letter so that you include a heading - which identifies the issue and name of product, service, with purchase or reference number if applicable.

Para 1: State the simple facts, with relevant dates and details clearly. Make sure you include all the necessary facts that will justify why your complaint should be resolved. For example : "The above item number 1234 was delivered to xyz address on 00/00/00 date and developed abc fault on 00/00/00 date.

Para 2: Explain how this caused inconvenience. For example: This put our firm in a difficult position, as we had to make some emergency purchases to fulfill our commitments to all our customers. This caused us considerable inconvenience.

Para 3: Next state what you'd like to happen - a positive request for the reader to react to. For Example: *I am writing to ask you to please replace the defective items immediately and to ensure that such errors do not happen again.*

Include also, (as a sign-off point is usually best), something complimentary about the organization and/or its products, service, or people. For example: "*I've long been a user of your products/services and until now have always regarded you as an excellent supplier/organization*

Closing: For example : *I have every faith therefore that you will do what you can to rectify this situation. / I look forward to prompt action.*

Complimentary close

Important:

The tone of complaint letters should not be aggressive or insulting, as this would annoy the reader and not encourage them to solve the problem. In addition, questions such as 'Why can't you get this right?' should not be included.

Marking Scheme for Letter of Complaint -

Format- 1 mark

(sender's address, date, receiver's address, subject, salutation, complimentary close)

Content- 3 marks

Expression-2marks

Grammatical accuracy, appropriate words, spellings 1 mark

Coherence, relevance of ideas and style 1 mark

Suggested value points:

- Details of problem
- Inconvenience caused
- Suggested action
- Any other relevant details

Sample Letter of Complaint - 1

Raven Organics
7, Orchard Road
Mumbai-21



15th December 2020

The Marketing Manager
Tirupati Stores
Nampalli
Hyderabad

Dear Sir

Subject: Complaint about defective 'VIP' washing machine

This is with reference to a VIP automatic washing machine I had purchased on 1st April 2020, model no. G 29 and the invoice no. is 2489.

Last week it started giving us trouble. It is not cleaning the clothes at all. In fact, the clothes remain dirty even after the mechanical operation is completed. It is also making an unbearable noise. This has created a lot of inconvenience for us.

Please send your technician to repair it and if needed get it replaced as it is within the guarantee period.

Hope to get for an early response.

Yours sincerely
Karishma

Sample Letter of Complaint - 2

Vasai Nagar
Vasai
Mumbai

5 January 2020

The Mayor
Mumbai Corporation
Mumbai

Dear Sir/Madam

Subject: Complaint about lack of potable water

Through this letter I wish to draw your attention towards the plight of our colony. Though we had been promised proper supply of drinking water the time of allotment, nothing has been done so far.

Though the water and sewer pipelines were laid a few years ago, they intersect each other at many vital points and it seems there is some seepage or leakage. The drinking water supplied to the colony is polluted since the last few days. It emits a foul smell. Some samples are being sent for analysis.

It is a well-established fact that polluted water is the cause of many diseases which harm the health and well-being of the citizens. Therefore I request you to provide our colony with proper drinking water facilities.

Yours sincerely
Arun

II.LETTER OF ENQUIRY

We write an enquiry when we want to ask for more information concerning a product, or service. These letters are often written in response to an advertisement that we have seen in the paper, a magazine, a commercial on television when we are interested in a product, but would like more information before making a decision. (e.g. joining CAT coaching classes with TIME)

Important:

- Start with : Dear Sir or Madam
- Giving Reference: With reference to your advertisement in...
- Requesting a Catalogue, Brochure, Etc.: After the reference, add a comma and continue - ... , would (Could) you please send me ...
- Requesting Further Information: I would also like to know ... Could you tell me whether ...
- Yours sincerely

Sample Letter of Enquiry- 1

Write a letter to the Director asking for detailed information on the courses, duration, fees, assignments, local contact programmes. Request for a prospectus and enclose a self-addressed envelope.

25A, XYZ Colony
New Delhi – 11

March 12, 2020

The Director
Mavelil Homeo Mission
Pattom

Dear Sir
Subject: Enquiry about Homeopathic Postal Class

This is with reference to your advertisement in The Times of India dated 10th March 2020 about postal homeopathic courses. I am interested in joining the complete course but would like some more information.

Please let me know the duration of the course as well as the total fees. I would like to know if any contact programme is held in Delhi and if so what its duration would be. Kindly send a prospectus to me at the above address. I am enclosing a self-addressed envelope for the purpose.

Hope to get an early response.

Yours sincerely

Signature

Name

Sample Letter of Enquiry - 2

12, Moti Bagh
New Delhi-21

June 20, 2020

The Manager
Carnegie Hall
New York

Dear Mr. Green
Subject: Enquiry regarding LA Music Competition

I am writing in reply to your letter of 16th June, in which you informed me that my band *Surpas* has won the first prize in the LA Instrumental Music competition for students. I am delighted to know that we will be receiving the prize in the Carnegie Hall in New York. This trip is a really good opportunity for us to learn something new about the United States and more importantly Western music.

We would like to arrive in New York on 25th July. Would we be picked up from the airport or will we have to use the public transport? I would also like to know the address of the hotel and if all three meals at the hotel are part of the package.

We are thrilled to know that you are organizing a sightseeing tour of the city.

Could you please give some more details about the trip? I can be contacted at the above address, or by telephone on 91 11 24134321.

I look forward to your reply.

Yours sincerely
Signature
Name

Marking Scheme for Letter of Enquiry -***Format - 1 mark***

(1 sender's address, 2 date, 3 receiver's address, 4 subject, 5 salutation, 6 complimentary close)

Content- 3 marks***Expression-2marks***

Grammatical accuracy, appropriate words, spellings 1 mark

Coherence, relevance of ideas and style 1 mark

III. LETTER FOR PLACING AN ORDER

Important :

- Start with : *Dear Sir or Madam*
- Giving Reference: *With reference to your advertisement in.../ our telephonic conversation.....*
- Specify item, model, colour, no. of items required, discounts, if any
- Further mention warranty, mode of payment, delivery etc
- *Yours sincerely*

Sample letter-Placing an order

You are the Manager of Zambar. Write a letter to the Manager of Jagdish Stores placing your order for furnishings and upholstery items for your restaurant.

The Zambar
Ambience Mall
Gurgaon

10 October,2020

The Manager
Jagdish Stores
South Extension
New Delhi

Dear Sir

Subject :Placement of Order for Furnishings

Thank you for your quotation of 25th September and the generous supply of sample along with the latest price list, both of which are well up to our expectations.

Since our requirement is urgent, kindly forward the following items immediately.

S.no	Name of item	Code No.	Quantity
1.	Curtains	CA-187	11 sets
2.	Sofa covers	SCG 564	10 sets
3.	Carpets	Cpt 98	4 pieces
4.	Table runners	TR 654	18 pieces

We hope that you will make arrangements for delivering the items latest by 20th October. A demand draft for Rs.10000 is being enclosed as advance. The balance payment will be made in cash after

adjusting 12% discount as specified by you. Further it must be understood that we reserve the right to reject any item that does not correspond with the samples submitted.

Yours sincerely
R S Khanna

Avoid - placing vague orders. Specify model no / size / colour

Do not forget to include

- a) model no
- b) warranty
- c) mode of payment / delivery
- d) If any technical support is required, mention in the letter.

Marking Scheme for Letter for Placing an Order -

Format- 1 mark

(1 sender's address, 2 date, 3 receiver's address, 4 subject, 5 salutation, 6 complimentary close)

Content- 3 marks

Expression 2 marks

Grammatical accuracy, appropriate words, spellings -1mark

Coherence, relevance of ideas and style- 1 mark

IV. LETTER OF APPLICATION

Format for Letter of Application:

Sender's Address
(Address
City, Pin Code)

Date

(Receiver's Address)
Title
Company
Address
City, Pin Code

Salutation

Subject: Application for Post of

Body of Cover Letter

The body of your covering letter lets the employer know what position you are applying for, why the employer should select you for an interview, and how you will follow-up.

First Paragraph

The first paragraph of your letter should include information on why you are writing. Mention the position you are applying for and where you found the job listing.

Middle Paragraph(s)

The next section of your cover letter should describe what you have to offer the employer.

Mention specifically how your qualifications match the job you are applying for. Remember, you are interpreting your resume, not repeating it.

Final Paragraph

Conclude your cover letter by thanking the employer for considering you for the position.

Include information on how you will follow-up.

Complimentary Close

Yours sincerely

Signature

Enclosures:

Name

Father's Name

Mother's Name

Date of Birth

Permanent Address

Telephone number

E-mail address

Educational Qualifications : (Tabular Form) - Name of exam; Institute; Year; Percentage

1. School level

2. Graduation

3. Professional qualification

Experience : Post; Name of company; Duration

Interests :

References : Name; Post; Address; Contact No.

1

2

Marking Scheme for Letter of Application -

Format – 1 mk

(1 sender's address, 2 date, 3 receiver's address, 4 subject, 5 salutation, 6 complimentary close)

Content- 3 mks

Expression 2 mks

Grammatical accuracy, appropriate words, spellings 1 mk

Coherence, relevance of ideas and style 1 mk

Sample Letter of Application 1

10, Jay Nagar
Bangalore-40

March 26, 2020

The Manager
Yahoo India Pvt Ltd
Bangalore-12

Dear Sir

Subject: Application for post of Computer Programmer

This is with reference to your advertisement in The Times of India, Ascent section, dated March 25, 2020. I am writing to apply for the post of Computer Programmer.

With a BS degree in Computer Programming, I have a full understanding of the full life cycle of a software development project. I also have experience in learning and excelling at new technology as needed. The opportunity presented in this listing is very interesting, and I believe that my strong technical experience and education will make me a very competitive candidate for this position.

I am presently working for Satyam Software Solutions. I have successfully designed, developed, and supported live use applications. I strive for continued excellence. Please see my resume for additional information on my experience.

I can be reached anytime via my cell phone, 555-555-5555. Thank you for your time and consideration. I look forward to speaking with you about this employment opportunity.

Yours sincerely
Shreedharan Nair

Enclosures:

1. Attested copies of Certificates
2. Curriculum Vitae
3. Recent photograph

Curriculum Vitae

Name : Shreedharan Nair
 Father's Name : Ramesh Nair
 Mother's Name : Jaya Nair
 Date of Birth : July 15, 1984
 Permanent Address : 10, Happy Home Apts ,Sector 3 ,Jay Nagar ,Bangalore - 40
 Telephone number : 080 284564321
 E-mail address : shree_dharanair@gmail.com

Educational Qualifications:

Sr. No.	Degree	Institution	Year	Percentage/Grade
1.	Class XII	Bishop Cotton Boys School	2000	91 %
2.	B Sc	Loyola College, Chennai	2003	82%
3.	Diploma in C.Sc	NIIT	2005	A Grade

Experience : Working with Satyam Software Solutions as Asst. Computer Programmer since 2010
 Interests : Reading, trekking
 Salary Drawn : 10 lakhs per annum
 Salary Expected : 12 lakhs per annum
 References :
 1. Mr. S K Sharma
 Principal
 Bishop Cotton Boys School
 Bangalore
 Ph: 9811100099
 2. Mr. B K Lal
 Head of the Computer Dept.
 Loyola College
 Chennai
 Ph: 9999912345

Sample Letter of Application - 2

The following is a letter of application for the post of office Manager in Bombay Dyeing. Study the covering letter given below and make a Curriculum Vitae based on it.
 2727, Colaba

Mumbai - 220056

March 25, 2020

The Director
Human Resources
Bombay Dyeing
Mumbai

Dear Sir

Subject: Application for the Post of Office Manager

This is with reference to your advertisement in Mail Today dated March 10, 2020 for the post of Office Manager. I wish to apply for the same.

I have recently completed a year-long course called Business Applications as well as gained one year experience at Monster.com. While working for Monster.com, I developed many office and clerical skills. I dealt with customers who sometimes could be very difficult, but I learned to handle them calmly and with courtesy. I believe the teamwork skills that I learned will be of benefit to Bombay Dyeing in dealing with office and sales issues.

I have enclosed my resume for your review. I would like to meet with you at your convenience. I can be reached at 9988765443 or by email shashank@gmail.com. I look forward to hearing from you soon.

Yours sincerely
Signature
Shashank Agnihotri

Enclosures:

1. Attested copies of Certificates
2. Curriculum Vitae
3. Recent photograph

Curriculum Vitae : (Students to prepare it in the classroom using the format given in Sample)

THE CIVIL SERVICES SCHOOL

Curriculum Vitae

Name:

Father's Name:

Mother's Name:

Date of Birth :

Permanent Address:

Telephone number:

E-mail address:

Educational Qualifications:

Experience: (post, Company, duration)

Interests:

References: (Name, designation, address)

- 1.
- 2.

Guided Exercise

The following is a letter of application for the post of Chief Advertising Manager in Reliance Retail. Complete the letter by using the hints given.

12/A, Gayatri / Colony
Bhandup, Mumbai 23

May 30, 2020

Mr Naveen Sharma
H R Head
Reliance Retail
Versova
Mumbai

Dear Ms. Sharma

Subject : Application for the post of Chief Advertising Manager

This is _____ I wish to apply for the position of Chief Advertising Manager_____.

I have 5 years' experience in advertising. I am currently the _____. I'm responsible for marketing for the firm's industrial contracts.

This position has a definite appeal for me,_____. I'm considering my career options at this point, after three years with Hindustan Lever. I feel it's time to move upward, and back into general advertising, rather than one dealing with a single product line exclusively. Reliance's very diverse lines of retail products are impressive. The standards of advertising, copy and graphics are truly excellent, which has _____. _____.

I believe I can add value to the Chief Advertising Manager position through my years of experience and genuine enthusiasm for Reliance's excellent work. Please contact me should _____.

Yours sincerely
Smriti Prasad

Enclosures:

1. certificates
2. curriculum vitae

Hints:

- you require any further information.
- advertised in The Sun Newspaper on June 25, 2021.
- both on a personal and career basis
- Senior Marketing Manager in Hindustan Lever.
- encouraged me to apply for this position.
- Prepare a CV based on the above covering letter.

Name:

Father's Name:

Date of Birth :

Permanent Address:

Telephone number:

E-mail address:

Educational Qualifications:

		SANSKRITI		

Professional qualification

Experience:

Interests:

References:

- 1.
- 2.

QUESTIONS

- 1) Write a letter to the Manager, Oberoi International, Lucknow, to find out the rates for conducting the wedding reception of your sister on their lawns, enquiring specifically about the catering cost per head, service and decoration charges and advance to be paid. You are Nandu / Nandini of Agra
- 2) You are Krishna Kant, Administrative Officer of ET & T Computer Education, Mansarovar Garden, New Delhi. Ms. Aparna Ghose of Lajpat Nagar has made certain inquiries about the Computer Programming Course. Write a letter to her supplying information regarding the course. Give a specific reply to the points raised and supply other details as well.
- 3) You are Shahid/ Shachi of B-3/230, Vivek Vihar, Delhi. Last month you bought a Samsung LED TV from Delhi Electronics, Patel Nagar. Now it is not working properly. Write a letter to the dealer complaining about it.
- 4) As a parent, write a letter to the Principal, Sunrise School, requesting him/her to grant your ward permission to attend the school two hours late for a month as he/she has to attend the coaching classes arranged by the Sports Authority of India, on being selected for participation in the National Swimming Championship.
- 5) Yesterday you went to Sunrise Hospital, Market Road, New Delhi taking with you the victim of a hit and run accident. There were chaotic conditions in the casualty department. The injured was attended to after a lot of precious time had been lost. Write a letter of complaint in 120-150 words to the Medical Superintendent. You are Karan/Karuna of M-114, Mall Road, New Delhi.
- 6) You are Kumaran/Koyala, Vice President, Customer Care, Shopmart Online. You have received a letter of inquiry from a dissatisfied customer seeking information about your company's exchange policy. Write a letter of reply in about 120-150 words to the customer giving information about the same.
- 7) You are Ravi/Rashi staying at 12 Vaibhav Apartments, Indore. Last month you purchased a Playstation from SRK Dealers, Gandhi Market, Indore with a warranty of two years. All of a sudden it has stopped functioning. Write a letter to the Manager complaining about it and request to replace it against the warranty that goes with it.
- 8) You are Raghav Deo, the Computer Lab In charge, of A.C.V School, Secunderabad. Write a letter to the Proprietor, Croma Electronics, Kairathabad placing an order for laptops, desktops and printers. Mention the details (at least four) and ask for the discount available for schools.
- 9) Write a letter to the Station Master, Anand, informing him about the loss of your suitcase which you realized only on alighting at Anand. You travelled by Navjivan Express from Chennai to Anand. You are Priya/Prem of 12, Kasturba Street, Chennai.

- 10) Agra University, offers different courses of studies through correspondence. Write to the Director, Institute of Correspondence Courses and Continuing Education, Agra University inquiring after the details of a course you would like to take and requesting him to send you the prospectus.
- 11) You are Nalini/Vishal, Hostel Warden, Zenith Public School, Kolkata. Write a letter to the Sales Manager, Bharat Electronics & Domestic Appliances, New Delhi placing an order for a few fans, geysers and microwave ovens that you wish to purchase for the hostel. Also ask for the discount permissible on the purchase.
- 12) You are Arjun Narain, Director, Delhi Mountaineering Association. You have received a letter from the Principal, R.A.S School, Faridabad asking about a river rafting excursion to Kashinagar in Uttarakhand. Write a reply to this letter giving information about the charges, the facilities for river rafting, trekking, and boarding and lodging. Give other relevant information.
- 13) Write a letter to the Commissioner of MCD, complaining about the poor sanitary conditions and mosquito menace in your locality.
- 14) You are Mohit/ Mohika ,Sales Manager, Orient Longman, Delhi .You received a letter from the Principal, Rosary Convent, Faridabad about the undue delay in the delivery of books from your company. Write a suitable reply to the Principal explaining the reasons for the delay and the measures that you intend to take.
- 15) You are Abha/ Abhav, a student of class XII at Ganga Public School, New Delhi. You have participated in many extra-curricular activities and won many awards. Write a letter to the Principal of your school requesting her to issue a certificate to you for the same which will help you get admission in good college.
- 16) You are the Administrator of Himalaya Public School, Indore. You had recently ordered for furniture from Chadha Furniture House. However, some of the items delivered are defective. Write a letter of complaint to the Manager of Chadha Furniture House.
- 17) Write a letter to Lightways Sports, Thane, placing an order for sports articles to be supplied to your school, Sunrise School, Pune. Sign as Ravi/Raveena, Sports Secretary.
- 18) The Silver Academy offers a course in gemology and accessory designing after Class XII. Write a letter to the Director asking for relevant information about the course, future prospects etc. You are Arun/Arunima.
- 19) You are Rohan/ Rohini of 48, New Bank Enclave Delhi. Write a letter to the editor complaining about the badly maintained parks of your colony.
- 20) You see a classified advertisement in the newspaper inviting applications for the post of a Sales Executive in a reputed bank. Write a letter with biodata to the HR Manager , HABC Bank, Lajpat

Nagar, New Delhi, applying for the advertised post. You are Avani/Aviral of 120, Kirti Nagar, New Delhi.

21) A post of a receptionist is vacant in Atul Chemicals Pvt. Ltd. Apply for the post as one of the candidates. You are Jayant/Jayati. Invent all the details.

22) Read the advertisement given below and then write a suitable application in response to it. Sign yourself as Adit/Aditi

We are an upcoming brand in the hospitality sector. We require a young, dynamic, energetic and experienced Front Desk Manager to look after our resort in Bhimtal, Uttarakhand. Food and lodging will be provided. Salary negotiable. Apply at fulipresort@gmail.com

23) Pankaj/Pankaja Das of 95, ABC Road, Delhi sees an advertisement for the post of an Assistant Manager at Pride Chemists and decides to apply for the job. The requirements for the job are graduation in Chemistry, knowledge of English and possession of computer skills. Write an application along with your Bio-data(Resume) to the Personnel Manager, Pride Chemists, M G Road, Delhi.

24) After your exams are over, you want to utilize your time during the summer vacation by working in a leading chain of fast food outlets. You are Ranjeet/Ranjana residing at 214, Lodhi Road, New Delhi. Write an application for the post of a Supervisory Intern giving your complete bio data to the HR Manager, RFC Nation, GK Part II, New Delhi.

25) You are concerned at the advertisements in the media which are focussed on children and aim at targeting them as their prospective buyers. Write a letter to the Editor, The Times of India, New Delhi, protesting strongly against this trend in customer management. Sign yourself as Aakash/Aakriti of 58, Mohan Nagar, New Delhi-110068.

TYPES OF ADVERTISEMENTS

1 Display / Commercial Advertisements – to advertise items for sale - retail / wholesale, aim is to attract a large no of customers, expected profits are high for eg. Nike shoes etc

2 Classified Advertisements – a single or a few items for sale - expected returns are low for eg. second-hand car etc

Classified Advertisements are brief- written in 50 words, compact – in 2- 3 running lines and are set in a box.

General instructions:

- Specify category eg, property/ vehicle/ pets & kennels etc

- Be brief – 50 words.
- Do not write in complete sentences.
- Make a box.
- Give contact name, address

Vehicles :

- Model no, colour, year of manufacture, mileage.
- Single-hand driven, good condition, offer test drive.
- Accessories (stereo,new seat covers etc)
- Papers, insurance details.
- Contact name, phone no.

Sample:**Classifieds****FOR SALE**

Available yellow Beetle Volkswagen, 2017 model, 10,000 km. Owner-driven, original parts, Sony stereo, power windows, GPRS fitted, excellent condition. Expected price Rs 5 lakhs. Registration and insurance papers ready for sale. Car can be inspected from Monday to Friday from 5p.m. to 8 p.m. Contact Aarti within 2 days at 34 Vasant Marg, Vasant Vihar, New Delhi.

To let / Property:

- Flat / independent house.
- Location, surroundings.
- No of rooms, kitchen, study, lawn etc.
- Descriptive words like centrally- located, spacious, airy, furnished etc.
- Contact address and telephone no.

Sample:**Classifieds****TO LET**

Available newly built, ground floor flat at Swasthya Vihar, 2 bedrooms, study, D/D, 2 bathrooms, 2 balconies, servant quarter. Parking facility; East facing and overlooking park. Near Metro station and market; twenty hours supply of electricity and water. Expected rent Rs 12,000. Contact Sanjay at 45 Swasthya Vihar, New Delhi.

Situation Vacant:

- Post, company name.
- Educational qualification & experience required.

- Nature of job/ job requirement (fluency in English, knowledge of computers)
- Personality desired (pleasing personality, smart.)
- Salary / perks offered.
- Contact address.

Sample:

Classifieds

SITUATION VACANT

Wanted for Air -Talk, a receptionist- female, graduate with Economics; pleasing personality with excellent communication skills and working knowledge of computers. Timings 10a.m to 6pm. Attractive salary, TA, LTC, medical insurance. Apply with photograph and complete biodata to Manager HR, Air-Talk, Janak Place, New Delhi-23.

Missing Person:

- Name, age, sex.
- Date of missing / from where.
- Height, build, complexion, hair, eyes.
- Clothes last seen in.
- Reward if any.
- Contact name & phone no.

Sample:

Classifieds

MISSING

Missing a boy of 12 years, fair, thin, with long brown hair wearing blue shirt and black shorts; height approximately 4'5". Last seen at 5 p.m. carrying a red bag on Dec 21, 2020 from New Delhi railway station. Informer will be suitably rewarded. Contact SHO, Police Station, New Delhi Railway Station.

Pets & Kennels

- Breed, colour, male / female
- Age, inoculation
- Price expected
- Contact address, phone no

Sample:

Classifieds

PETS & KENNELS

For sale Pug puppies, 2 months old, 3 males, 2 females, pure blood line, KCI registered, inoculated, friendly, well trained. Reasonable price. Families with children preferred. Looking for immediate sale. Only genuine dog lovers to contact Anil Arora, 112, Sainik Farms. Contact Number :44444444444

Matrimonials

- Bride / groom
- Education
- Profession, job, income (engineer with multinational, 5-figure salary)
- Caste, religion
- Age, height, colour, appearance
- Contact address (usually email id or Post Box no of a newspaper)

Sample:

Classifieds

MATRIMONIAL

Alliance invited for a tall, slim and attractive investment banker working with multinational in Mumbai. 26/5'6". Graduate from a prestigious institute. Earning 15 lakhs p.a. Groom should be suitably qualified and working in Delhi. Doctors and engineers preferred. Caste no bar. Respond with photograph and bio data. Send within seven days to Box no 1232, Hindustan Times New Delhi - 21.

Marking Scheme for classified advertisement:

Format 1

Content 2 marks

Expression 1 marks (spellings, suitable style)

Display / Commercial Advertisement

Display Advertisement:

- is visually attractive, with pictures, catchy language, punchlines, slogan
- has attractive layout of text and pictures
- has varying font shapes and size
- is expensive; used for commercial purposes

Remember to include:

- Name of company / organization
- Details regarding the product
- special discounts / offers etc
- address of the company / institute / organization

AJANTA
STAINLESS STEEL TUBES AND PIPES

The most reliable name in S.S. Tubes and Pipes in India

- ISI Standards
- Competitive Rates
- Rust Free
- All-weather fit

Approved by National and International Agencies

Caution: *Beware of spurious material*

For trade enquiries, contact:

AJANTA TUBES LTD. HISAR (INDIA)



Let your dream come true

Qualify for

IIT — JEE

and

CBSE — PMT

Prepare yourself to crack the nerve cracking test

- Put in extra preparation • Seek expert guidance
- Rely on

BRIGHT TUTORIALS

for

- | | |
|---|---|
| <input type="checkbox"/> Question Bank | <input type="checkbox"/> Periodical Tests |
| <input type="checkbox"/> Expert Guidance | <input type="checkbox"/> Extensive Coaching |
| <input type="checkbox"/> Intensive and Extensive Study Material | |
| <input type="checkbox"/> Comprehensive Contact Programme | |

ADMISSION OPEN

For Engineering & Medical Entrance Tests

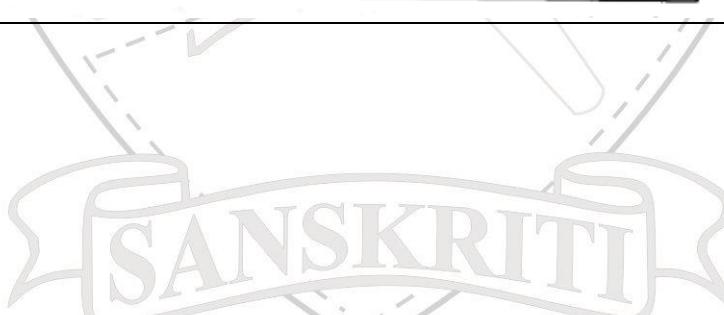
Postal Courses

- Duration: 2 years • Fee: ₹ 5000

Write for free prospectus

BRIGHT TUTORIALS

87-B, Rose Towers, Dadar, Mumbai-400002



THE CIVIL SERVICES SCHOOL

*Beat the Heat
Enjoy
The cool sylvan surroundings of
KULLU / MANALI*

Avail Fantastic Offer
HONEYMOON / HOLIDAY PACKAGES
4 days/3 nights

Bonanza Package ₹ 5999/- per person

(including accommodation, all meals, transfers and sight seeing)

Two Children below 12 — free in the same room

Plus:

- ★ Fishing, Riding & Trekking
- ★ Audio/Video/Children Games
- ★ Conference & Club Facility
- ★ Modern Bar
- ★ Library

Contact: **GLOBE TRAVELS**

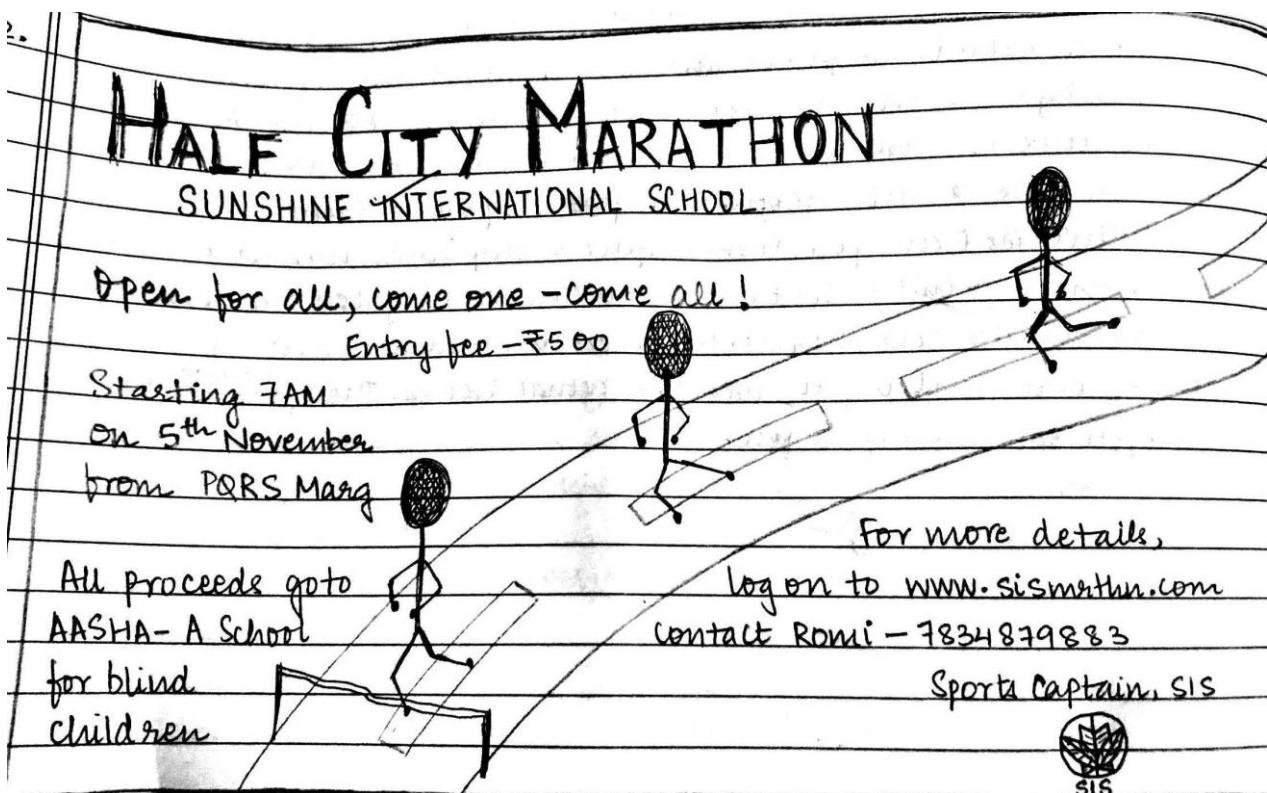
B2/28, Sun Towers, IP Estate, New Delhi

Tel.: 25343411, 25340433

POSTERS

Important Points:

- Highlight main topic, for eg. SAVE WATER in big and bold letters to draw attention.
- Make a catchy slogan.
- Give necessary verbal input.
- Can use matchstick drawings / graphics.
- Use different font size & shape.
- Include imp information like 'what' 'when' 'where' 'how' wherever relevant.
- Make the layout attractive.
- Include name of organization issuing the notice.



SUNSHINE INTERNATIONAL SCHOOL

welcomes one & all to its marathon for "cause".



RUN FOR CANCER

Date : 28th December 2019

Venue : Sunshine International School Field.

Time : 10:30 am

COME JOIN US & HELP SAVE KIDS WITH CANCER

YOUR contribution can save lives!

For more details visit the school website.



THE CIVIL SERVICES SCHOOL

FETE

Organised by
ST. JOHN SCHOOL, AGRA
 in aid of earthquake victims
 on
Sunday, the 2nd March, 20XX
 from
9 a.m. to 5 p.m.
at
SCHOOL CAMPUS

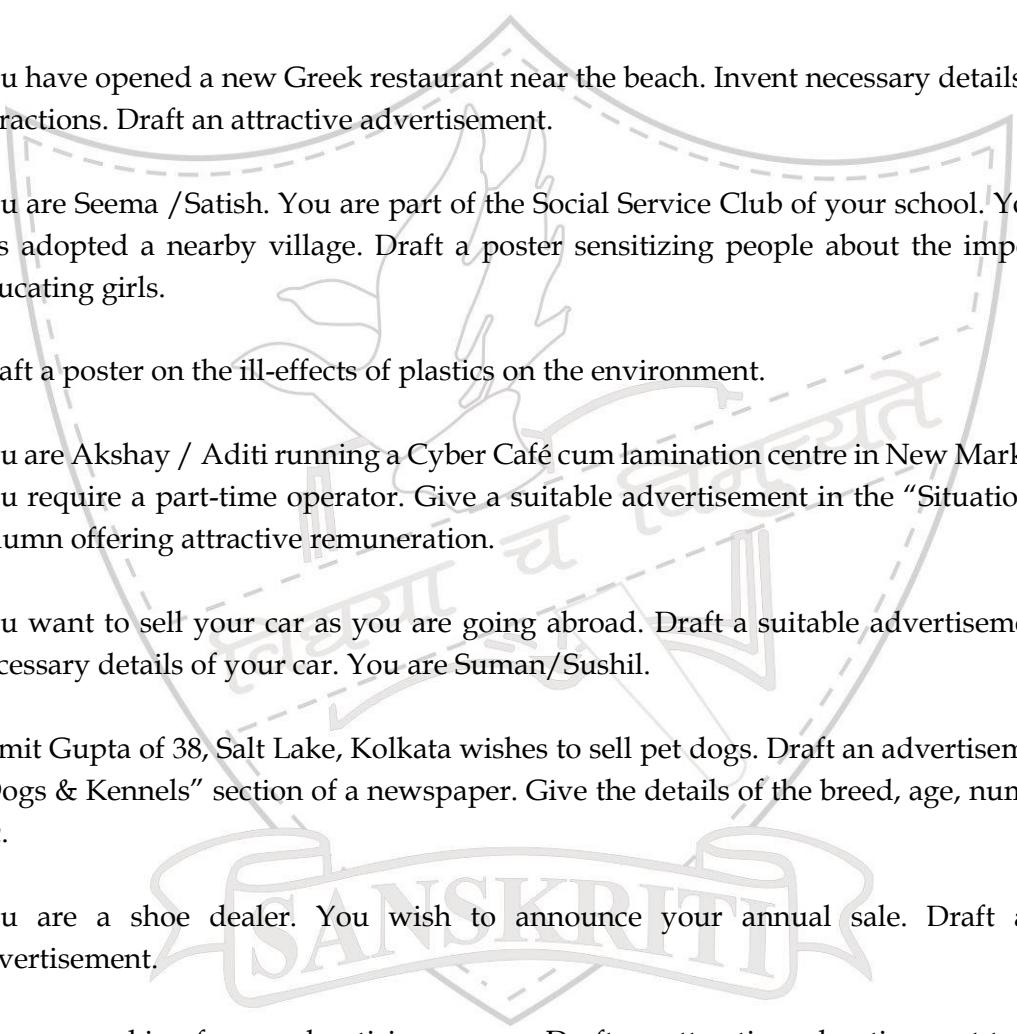
A Day of Fun & Frolic

- | | |
|--|---|
| <input type="checkbox"/> Fancy Dress | <input type="checkbox"/> Snacks Stalls |
| <input type="checkbox"/> Gymnastics | <input type="checkbox"/> Gun Contests |
| <input type="checkbox"/> Merry-Go-Rounds | <input type="checkbox"/> Electronic Games |
| <input type="checkbox"/> Lucky Draw | |

Come one: Come all Entry by Tickets
HELP A NOBLE CAUSE

Questions

1. You are Shirish Saxena of 47, Mall Road, Shimla. You are a young man of 35 with seven years of experience as an expert executive. You seek an immediate change to some prestigious export house in Mumbai/Bangalore. Draft a suitable advertisement for the Situation Wanted column of a National Daily.
2. Your father, a resident of 15 B, Vasant Vihar is transferred to Pune. He wants to sell the electronic goods like T. V., A.C. and music player write an advertisement for the sale in the columns of the time of India.
3. You are a builder and the proprietor of 'Dream House Construction'. Draft a suitable advertisement for a new multistoried residential building for sale to the public. Include details like area, surroundings, facilities, etc.
4. You are the proprietor of a finance company. You have a special scheme for car loans/ house building loans for public. Construct an advertisement in about 50 words.
5. You are Mohan/Mohini, General Manager of P K Industries, Hyderabad. You need an accountant for your company. Draft an advertisement, in not more than 50 words, in the classified column.

6. You want to rent out your newly constructed flat in the heart of the city. Draft an advertisement to be published in the classified column. You are Mohan/Mahima.
 7. You are Ravindran of 27 Green Park. Your pet cat is missing. Write an advertisement for the paper in not more than 50 words.
 8. Prepare an attractive advertisement to launch a new hand cream that your company has launched.
- 
9. You have opened a new Greek restaurant near the beach. Invent necessary details and local attractions. Draft an attractive advertisement.
 10. You are Seema /Satish. You are part of the Social Service Club of your school. Your school has adopted a nearby village. Draft a poster sensitizing people about the importance of educating girls.
 11. Draft a poster on the ill-effects of plastics on the environment.
 12. You are Akshay / Aditi running a Cyber Café cum lamination centre in New Market, Jaipur. You require a part-time operator. Give a suitable advertisement in the "Situation Vacant" column offering attractive remuneration.
 13. You want to sell your car as you are going abroad. Draft a suitable advertisement giving necessary details of your car. You are Suman/Sushil.
 14. Sumit Gupta of 38, Salt Lake, Kolkata wishes to sell pet dogs. Draft an advertisement in the "Dogs & Kennels" section of a newspaper. Give the details of the breed, age, number, rates etc.
 15. You are a shoe dealer. You wish to announce your annual sale. Draft a suitable advertisement.
 16. You are working for an advertising agency. Draft an attractive advertisement to introduce an age defying cream.
 17. Draft a poster on awareness to keep vehicular emission under control.
 18. You have opened a new showroom for Refrigerators named 'Chilz'. Draft an attractive advertisement for a local daily. Mention free promotional offers with the refrigerator, to those who buy it before Jan '13.
 19. You are launching a new line in men's shoes in waterproof leather. Draft a convincing advertisement within 50 words promoting its sale.

20. During the rainy season, there is an increase in health casualties like gastroenteritis, dysentery etc. Prepare a poster to be issued by the health department suggesting ways on how you can prevent these diseases.
21. Repeated earthquakes in India and elsewhere have resulted in an unprecedented damage and destruction to both life and property. Educating people on 'Disaster Management' is the need of the hour. Prepare a poster for creating this awareness.
22. Kanav Saxena is a qualified engineer with five years' experience in a factory. He is looking for job in a better company. Draft an advertisement for him to be published in the 'Situation Wanted' column of a newspaper.
23. You are Rita/Rani of Army Public School, Delhi. Design a poster for literary festival to be organised in your school by the literary club during 'Literary week' campaign.

INVITATIONS

Kinds of Invitations

- a) Card format (Personal & Institutional)
- b) Formal letter
- c) Informal letter (Personal)

Kinds of Replies to Invitations

- a) Formal letter of Acceptance / Regret
- b) Informal letter of Acceptance / Regret

Content for an invitation includes

- a) What (eg. dinner)
- b) When
 - i) date (eg- March 23, 2020)
 - ii) time (eg - 6.30pm)
- c) Where (eg -12, Station Road, New Delhi)
- d) Why (eg - to celebrate placement)

Content for reply to an invitation includes --

- a) Expressing thanks for invitation
- b) Accepting / giving regret mentioning reason for not accepting invitation
- c) Giving your good wishes for the occasion.

Style / tone:

- i) formal and polite for formal invites / formal replies
- ii) warm and personal for informal invites as well as informal replies

Example of Formal Institutional Invitation

The Principal, Staff and Students
of
Sunrise School, Bangalore
request the pleasure of your company at
their Annual Sports Day
'MELANGE'
on Friday, March 10, 2020, at 10 am
at Rabindrabharati Auditorium
Shri S R Kapoor ,
Chief Minister of Karnataka,
will be the Chief Guest

RSVP
Mrs Thomas
Tel:26885567

Please be seated by 9.30 am.

Example of Formal Personal Invitation:

Mr & Mrs Malhotra
cordially invite you to
DINNER
(on the occasion of their first wedding anniversary)
on Sunday, March 26, 2020 at 8 pm
at their residence
6, Malcha Marg, New Delhi

RSVP
Rati -30213453

THE CIVIL SERVICES SCHOOL

Formal Letter (Invitation as Chief Guest)

Model Global School
West End
New Delhi

February 20, 2020

Mr ABC
Chief Minister
Govt. of Delhi
New Delhi

Dear Sir
Sub: Invitation as Chief Guest

I am pleased to inform you that our school will have its Investiture Ceremony on March 28, 2020 at 10 am, in the school auditorium. I request you to be the Guest of Honour on the occasion. I hope you find time to come and encourage our children.

Kindly confirm your availability at the earliest.

Yours sincerely
(Principal)



Informal Personal Invitation – Letter Format

26, Ma1cha Marg
New Delhi

March 6, 2020

Dear Mohit

I am throwing a party on 26th March to celebrate my placement with NDTV.
I'm inviting our entire gang. Reach my place at 7.30pm. We can all go to TGIF from there. See you on the 26th then.

Yours sincerely
Arjun

Formal Letter of Reply to Invitation (regret)

Chief Minister
Govt. of Delhi
New Delhi

February 22, 2020

The Principal
Model Global School
West End
New Delhi

Dear Ma'am
Sub: Letter of Regret

It is a matter of great honour that your school has invited me to the Investiture ceremony of the newly appointed Student Council, on March 28, 2020 at 10.00 am. Unfortunately due to a prior commitment I will not be able to attend the function.

My best wishes are for the newly appointed Council.

Yours sincerely

(Chief Minister)

Informal Reply to Invitation (acceptance)

5, Panchsheel Enclave
New Delhi

March 20, 2020

Dear Arjun

Thank you for inviting me on the 26th to your house for dinner at 8 PM. I will surely be the first one to reach and of course like all other times the last to leave.

Yours sincerely
Mohit

Marking Scheme- for invitation:

a) Content
2 marks (*what, when where, why*)

b) Expression
2 marks (*grammatical accuracy, spellings, suitable style*)

Questions

- 1) Your school is planning to organise a talk on the 'Importance of Promoting Art Education' at all levels. You plan to invite The Director, Delhi School of Art, as a Key Note Speaker. As CCA Coordinator of Vidya Mandir Vidyalaya, draft an invite for the same giving all the necessary details.
- 2) Dev/Disha, the Secretary of the English Literary and Cultural Society of Joseph's Academy, Kanpur has to organise an Inter Zonal Extempore competition at the +2 level. You wish to invite Dr. Hans Bogle, an eminent educationist, to preside over the function to be held on 15th October at 9:30 AM at Model School, Kanpur. Draft an invitation in about 50 words requesting her to come and grace the occasion.
- 3) On behalf of the principal and staff, draft a formal invitation for guests inviting them to the Golden Jubilee function of the Foundation Day of your school in about 50 words.
- 4) You are Paresh/Prerna. You have been invited to attend the wedding of your friend's brother during the winter break. Write an informal reply in about 50 words accepting the invitation.
- 5) You are Dr. Amit Gupta, an eminent educationist. You have been invited to preside over an Inter Zonal Declamation competition by Nalini, the President of English Literary Club of

Government Model Sr. Sec. School, Sector-20, Chandigarh. Write a reply accepting the invitation.

- 6) You are Akshay / Abhinaya. You have been invited to participate in a seminar on 'Effective Time Management' organized by the Lions Club of India of your district. Respond to the invitation by writing a letter to the Secretary of the Club.
- 7) You are Rashi/Manav, School Captain of Vidya Vikas Vidyalaya. You have decided to celebrate "The Grand Parents Day" in the school. Draft a formal invitation to be sent to the grandparents of students of your school giving details of the programme, day, date, time etc.
- 8) The Literary Club of your school is organizing a caricature contest in the school. Draft an invitation inviting the famous cartoonist, Sudhir Tailang, to be the guest of honour during the contest.
- 9) The Fine Arts Society of St. Joseph's School is organizing a poster making competition for students of classes VI-VIII. Draft an invitation to be sent to various schools of Delhi.
- 10) Fabindia has opened a branch in Faridabad. On their behalf draft an invitation to be sent to all patrons inviting them to the inauguration of the showroom.
- 11) Suman/Suresh has cleared the Pre-Medical Entrance Test. The family is elated at the achievement and decides to have a get-together for all friends. Draft an informal invitation for the get-together.
- 12) You are Sachin / Sunita, the President of the Value Education Club of your school. Your school is organizing a series of lectures by eminent educationists from October 20, to October 26, 2016. Draft a formal invitation to be sent to Mr Vikas Swaroop, noted novelist to speak on 'The Importance of Values and Discipline in Life'.
- 13) Mr Sanjeev Kapoor and his wife have been invited to a formal dinner being hosted by the ambassador of Switzerland in New Delhi. Draft a reply on their behalf accepting the invitation.
- 14) Brig. H N Mehta has been invited as the Chief Guest to inaugurate the new computer wing of Army Public School, Ambala. However, due to a conference in Mumbai, he will be unable to attend the same. Draft his reply in not more than 50 words.
- 15) You are Dr. Amit Gupta, an eminent educationist. You have been invited to preside over an Inter Zonal Declamation competition by Nalini, the President of English Literary Club of Government Model Sr. Sec. School, Sector-20, Chandigarh. Write a reply accepting the invitation.

SECTION C -GRAMMAR**INTEGRATED GRAMMAR**

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

Examination comes every year is a
necessary evil no one welcomes it and
tries to avoid it he can. It is the only
tool measures a student's achievement.
Student shudder they get the date sheet.

eg. Examination which comes

- (a) _____
(b) _____
(c) _____
(d) _____

B. The following passage has not been edited. There is an error in each line. Find the error and write the correct word in your answer sheet. The first one has been done for you as an example.

Children are fond to coconut. It is the
biggest of all the nuts, and are indeed a wonderful
fruit. It grows on a tall palm tree and is find
in tropical countries round a seashore. The
name was giving to it by the Portuguese.

Incorrect	Correct
e.g. to	of
(a) _____	_____
(b) _____	_____
(c) _____	_____
(d) _____	_____

C. Look at the sentences given below in a disorderly form. Re-order (Rearrange) them to form meaningful sentences:

i. house / live / is / this / I / where / the

ii. that children / he / live / hard / may / works / comfortably / his / so.

D. Rearrange the following jumbled words to make meaningful sentences

(a) indoor/and/ there/ are/outdoor/kind of/ various/ games.

(b) from/the/also/ removes/fasting/body/toxins

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

In order to release examination
related tension create a peaceful
atmosphere after you that sets you free
It helps you for know yourself observe his health. It does not
mean that he has to count your health.

- a.
b.
c.
d.

F. Complete the following dialogue with appropriate words.

Nikki: (i) ----- you please show me the latest edition of Discovery of Indian Culture

Shopkeeper: Sure, we have the 2001 edition. This (ii) ----- be the latest edition I am sure.

Nikki: What is its price?

Shopkeeper: Not much. It (iii) -----be around one hundred and fifty rupees. Yes it is just one hundred and fifty five rupees

Nikki: I'm sorry I don't have ready cash. (iv) ----- I pay by credit card?

Shopkeeper: Don't worry. You (v) -----pay later. We accept credit cards of course. If you wish to avail of the gift coupon, you (vi)-----pay in cash only.

Nikki: I (vii) -----then pay in cash only. (viii)----- you reserve the book for me till tomorrow?

G. Fill in the blanks with suitable modals:

The traffic policeman who came to guide the student said, you (a) _____ keep to your left on the road. The senior students insisted that they (b) _____ be allowed to ride a motorcycle. But the policeman interjected, you just (c) _____ not be allowed because it (d) _____ prove to be highly risky. Underage drivers (e) _____ be penalized if caught breaking the rules. They (f) _____ follow rules, he advised.

H. 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 it against the correct blank number. Underline the word that forms your answer.

In 14th and 15th century, a wealthy and leisured society developed extremely complex code of manners, but rules of behaviour of fashionable society had influence on the daily life of the lower classes. Indeed of the rules such as how to enter banquet room or how to use sword or handkerchief for ceremonial purposes were irrelevant to way of life of an average working man

- (a).....
- (b).....
- (c).....
- (d).....
- (e).....
- (f).....
- (g).....
- (h).....

I. Rearrange the following sentences to make a meaningful passage.

- Akash thereafter wet to meet his teachers to convey the good news.
- Akash had scored 98% marks and topped in East Delhi.
- His teachers received him with delight and blessed him
- CBSE announced the results of the S S Examination on 28th May.
- He pinched himself because he couldn't believe that he had done so well.

J. The following passage has not been edited. There is one error in each line. Write the correct word and the incorrectly used word. The first one has been done for you.

Creating a gulf between the Hindus and Muslims, the British government decide to follow the policy of Divide and Rule and trying to win and please an moderates. It passes the Government of India Act, 1909, that Act was based on the reforms suggesting by Lord Minto. These reforms was known as the Minto-Morley Reforms. But the government fails to suppress the extremists.

- a. creating to create
- b.-----
- c.-----
- d.-----
- e.-----
- f.-----
- g.-----
- h.-----
- i. -----

K. Use the information given below to fill up the blanks.

- a. Paper is made from wood.
- b. Take the wood to a paper mill.
- c. Cut wood into small chips by a machine.
- d. Mix chips with water and acid.
- e. Heat the mixture to produce thick pulp.
- f. Add chemicals to whiten the pulp.
- g. Pass through machine to flatten, then use heavy steel rollers to produce wet paper.
- h. Dry the sheets and press them to produce paper.

Paper is made from wood. First the wood (a) ----- to a paper mill. Then it (b) ----- into small chips by a machine. These chips (c) ----- with water and acid. It is then heated till thick pulp (d) ----- .Chemicals (e) ----- to whiten the pulp. Then it (f) ----- through a machine to flatten it. Heavy steel rollers (g)----- to produce wet paper. These sheets (h) ----- and pressed to produce paper.

L. Complete the following report written by an eyewitness of an accident with the correct form of the words given in the brackets.

The car could not (a)..... (see) by the cyclist from a long distance. He (b)..... (crush) by the speeding car. He (c)..... (warn) by another cyclist on the road but it was rather late. The victim (d)..... (declare) dead on (e).....(reach) the hospital by the doctor. The car driver (f)..... (arrest).

M. The following passage has not been edited. There is one error in each line. Write the correct word and the incorrectly used word. The first one has been done for you.

Do some of your classmates from other countries appear much friendly than others?

a. much -more

Do some stand or sit closer to you
than others? Do some look one in the eyes
most frequently? These may reflect
cultural differences. Do few people speak
more rapidly than others? Do some talk more
freely than others? Not all of these
differences are cultural. Some are personal.

b. -----
c. -----
d. -----
e. -----
f. -----
g. -----

N. Rearrange the following words and phrases to form meaningful sentences.

- i. Celebrating/Madhopur/basantpanchami/the/spring/was/festival of
- ii. the fair/villagers/held/turning / up/a maidan/ in/in hordes/were / for
- iii. bullock carts/were walking/they./were riding/in/they/donkeys/on even
- iv. seemed/happy/were/women/singing/everyone/and/ dancing/little children/were

O. Rearrange the following words and phrases to form meaningful sentences.

- 1. Our/that/time/the/is/paradox/have/tempers/of/we/but/buildings/shorter/taller
- 2. Have/less/more/spend/we/but
- 3. Bigger houses/more conveniences/smaller families/less time/and/but/have/we
- 4. More/degrees/have/we/but/more/common-sense//judgement/knowledge/less/but

P. The following passage has not been edited. There is one error in each line. Write the incorrect word and the correction as given in the example against the correct blank number in your answer sheet. Ensure that the word that forms your answer is underlined.

Lila's favourite subject in school was Maths. She enjoy e.g. enjoy enjoyed

solving problems, and was enthusiastic for new problems a).....

done in class. But a lot many of her friends found Maths b).....

extremely difficult, and until they thought it was a c).....

difficult subject they saw no point to work at it. d).....

Maths is the least popular subject in class. e).....

Then Lila decided to help three of her friend. She was f).....

patient and good in explaining things. Her friends realized g).....

that Maths is easy if they paid attention. h).....

Q. Rearrange the jumbled words into meaningful sentences.

- 1. at half / goes / past three / the last bell / school / of / our
- 2. how / Napolean / was / great / shows / this
- 3. shall / misconduct / be / you / for / your / punished
- 4. in youth / drug / very / problem / major / become / addiction / has / a

R. The following passage has not been edited. Please write the incorrect and the correct words in your answer sheet.

Having finished college and than a shorthand course, I was hiring as the secretary of the editor of a magazine. So now I had an income and a apartment in New York. The was heaven for a women from a small town. Like much women of my generation, I had went straight from college to secretarial school to learnt shorthand so that I could got a job.

- a)
- b)
- c)
- d)
- e)
- f)
- g)
- h)
- i)
- j)

S. Fill in the blanks with suitable determiners:

You're going to take life away from _____ man with _____ belief that you will give take it back. This is _____ enormous step.

_____ Precious life is at stake. You must perform to the best of _____ ability to save _____ patients' life.

T. Read the following dialogue and then complete the report :-

Utkarsh: I have lost my wallet

Inspector: How did you lose it?

Utkarsh: My pocket was picked

Inspector: Where did it happen?

Utkarsh: In the local market, sir.

Utkarsh reported to the inspector (1) _____ lost his wallet. The inspector asked him (2)

_____ Utkarsh replied (3) _____. The inspector further asked him where it had happened. Utkarsh replied that it had happened in the local market.

U. Complete the following passage by giving the correct passive forms of the verbs given in brackets :

An exhibition (1) _____ (hold) in Andhra Pradesh. A young girl (2) _____ (ask) not to allow anyone to enter without a ticket. When Nehruji tried to enter without a ticket, she stopped him saying that no one (3) _____ (allow) to enter without a ticket.

V. Complete the dialogue

Swati: Your sister is very beautiful. Please tell me (1) _____.

Mohit: I want to tell you (2) _____.

Swati: Then please tell me (3) _____.

Mohit: She is in fact my niece who has come to spend her holidays with us.

W. Correct the following sentences

1. "I am liking this pen", he said to me.
2. All the electronic equipments in the shop are for sale.
3. Gita is having high fever since yesterday.
4. I shall be in Chennai unless tomorrow.
5. Hira divided the toffees two two each among his friends.

X. Correct the following sentences

- i. I went to Bangkok last to last year.
- ii. The little girl knew all the English alphabets.
- iii. No sooner Raj had went there than he realised that he was in the wrong place.
- iv. Asha wrote all the points down lest she forgets all.
- v. Slowly slowly Rani adjusted to her hostel life

Y. In the following paragraph, one word has been omitted in each line. Write the omitted word in your answer sheet, with the words that come before and after the word that has been omitted and underline the word. The first one has been done for you.

In framing Constitution of India people played an important role, the most important role was played by Dr.B.R Ambedkar acted as Chairman of the Drafting Committee. In of his speeches in the Constituent Assembly he said , "In politics will have equality and in social and life we inequality."

- a. framing the constitution
- b. _____
- c. _____
- d. _____
- e. _____
- f. _____
- g. _____
- h. _____
- i. _____

Z. In the following paragraph, one word has been omitted in each line. Write the omitted word in your answer sheet, with the words that come before and after the word that has been omitted and underline the word. The first one has been done for you.

There are times everyone has to face grief. When someone dear to oneself dies, is left with a state in shock and grief overcome the ordinary life . One left in a situation when one feels there is one can do. Grief mourning are always with associated with death. It also happens other kinds of losses. It could be the of one's job, losing one's house and the loss a close friend or partner.

- a. times when everyone
- b. _____
- c. _____
- d. overcome the ordinary life
- e. _____
- f. _____
- g. _____
- h. _____
- i. _____

More Practice Exercises:

- a. The following passage has not been edited. There is one error in each line. Write the incorrect and the correct words in your answer sheet.

The next day during a break
when all the teacher and students
was eating their snacks, the mother
left the school building hurrily.

The boy saw him walking
quickly from of the school gate
when he was drank water after
his meal and wonder where
his mother is going.

b. Correct the errors in the following sentences and rewrite them.

1. The mother got after early in the morning.
2. The next day was an holiday.
3. He believed that all religions were one.
4. He told me he finished his work.

c. The following passage has not been edited. There is one error in each line. Write the incorrect and the correct words in your answer sheet.

The passenger were waiting at the
station when five policemen rushing
into difference compartments of a train.
After sometimes one of them
comes out with two young men
and soon the other policemen joined her.
The men which had been arrested
was been caught for a theft.
They had stealed two cars and a motorcycle.

d. Correct the errors in the following sentences and rewrite them.

1. Bread and butter are a common breakfast.
2. I was surprised on his late arrival.
3. I picked up the orange and went out.

e. Fill in the blanks with the most appropriate words.

We (a) ----- Australia last summer. It was a very memorable experience. One day we (b) ----- hiking with some local boys. Hiking through the scrub, we (c) ----- lucky to see the Kangaroo. It (e) ----- quietly with only its ears moving. While he focused his camera my brother (f) ----- me to keep still. Suddenly the animal (g) ----- away.

f. Look at the words and phrases below. Rearrange them to form meaningful sentences.

1. in / over females / many / Asian countries / is / considered / vital importance / and / male babies / are often / preferred / to be of / to the family / for cultural reasons / a baby's gender
2. pets / much / are / for people / do not / who / alone / and / for older people / good companions / live / who / go out /
3. so / responsible / bad / pet / keep / clean and / owners / healthy / they / do not / smell / their pets
4. access / the internet / became / we / to the general / known / public / since / in the early 1990s, / it / has / the way / information / revolutionized
5. languages / according / to / all / an innate / human beings / have / ability / to learn / Chomsky

g. Complete the following sentences using one of the following determiners.

[*a few, a little, a lot, a lot of, the majority of, enough, many, plenty, much of, several of, some*]

1. There is not meat left.
2. of shops are open 24 hours a day 7 days a week.
3. of time is needed to learn a language.
4. criminals are harmless.
5. I am having of trouble going through the customs.
6. the information we found on their website proved to be outdated.
7. We are close to the deadline, but there is still time left.
8. I think you drank wine yesterday.
9. Although there are of brilliant students in our country, only of them will choose to remain here after their studies.
10. my friends want to emigrate.
11. I met French girls on the holiday.
12. Could I try of your soup?

SECTION D LITERATURE
HORNBILL
PROSE

THE PORTRAIT OF A LADY

In this lesson Khushwant Singh gives us a picture of his grandmother in whose company he spent many days of his childhood, in the village. They were extremely close and enjoyed each other's company but, on shifting to the city, they gradually drifted apart. Towards the end of her life they had almost nothing in common but there still remained a strong bond between them and she continued to have an undeniable impact on the author's life.

Answer the following in 30-40 words

1. How did Khushwant Singh portray his grandfather in the lesson?
2. What idea did the narrator find revolting? Why?

The idea of the grandmother ever being young and pretty is revolting for the author. Like any other child he had always imagined her as old and wrinkled. He could not tolerate the idea of her being different than how he had seen her since childhood.

3. Describe the three stages of the friendship between the grandmother and grandson.

Hint:

- when they lived in the village and the grandmother accompanied him everywhere
- when they moved to the city and he started going to city school- It was a turning point
- when he went to the university and was given a room of his own

4. When is there a turning point in their relationship? Why?

5. Grandmother was distressed with the English school. Give reasons for her unhappiness. (Any three)

6. How did the grandmother keep herself busy in the city? (Any three)

7. The author expected his grandmother to be upset when he left for higher studies. Why?

8. How did the grandmother celebrate her grandson's return?

9. How did the sparrows pay a tribute to the Grandmother as she lay in her shroud?

10. Why did the author compare his grandmother with the 'winter landscape in the mountains'?

11. 'We protested. But she ignored our protests.' Who protested and why? What was the result?

12. Mention some incidents from the lesson to show grandmother was very fond of her grandson.

Answer in about 125-150 words

- Why do you think the grandmother was unhappy with her grandson's city school?
- The grandmother was an extremely religious lady. What are the incidents that show this trait in her?
- After the death of his grandmother, Khushwant Singh is overcome by remorse. He expresses his feelings in a letter to his friend. Write the letter on his behalf.
- Attempt a character sketch of the grandmother as seen through the eyes of the grandson with reference to the lesson "Portrait of a Lady".**

Value Points

- Loving, caring, looked after her grandson in the village
- Gave a lot of importance to his education
- Very religious-- went to temple every day, muttered prayers the whole day, sang prayers to her grandson, prayed on her deathbed rather than talking to her family
- Cared for animals – dogs, sparrows
- Uncomplaining by nature – even when she was left alone
- Didn't show her disapproval of his new school or his going abroad
- Celebrated his return
- Beauty in her nature and character – serene, caring, calm

WE'RE NOT AFRAID TO DIE...IF WE CAN ALL BE TOGETHER.

In July 1976, one of the narrators, took his wife Mary, son Jonathan, 6, daughter Suzanne, 7, and set sail from Plymouth England to duplicate the round the world voyage made two hundred years earlier by Captain James Cook. Their boat, *The Wavewalker* covered the first year of their three-year journey pleasantly and before entering one of the world's roughest seas, the Southern Indian Ocean; two crewmen Larry Vigil and Herb Seigler were taken in.

From January 2nd to January 3rd the people on board encountered extreme bad weather and rough seas. The boat was damaged beyond repair and the captain badly injured. In Spite of all odds, the family and the crew managed to reach an island called Ile Amsterdam on 6th January.

This is a story of endurance, faith, of grit, of understanding and cooperation. Everybody showed strength of mind, including the young children, who had infinite trust in their father.

Answer the following in 30-40 words:

1. What drove the parents of the children to undertake such a voyage full of dangers?
2. Give a brief description of the narrator's boat.
3. Mention the steps that the narrator took to ensure the safety of the boat before setting sail from Plymouth.
4. What precautions did the narrator take when the weather deteriorated?
5. Why do you think Sue kept the news of her injury to herself?
6. What do the *pinpricks in the vast ocean* refer to? Why have they been called so?
7. **What was the reaction of the children when disaster struck?**

The children were brave and undemanding. Jon told his parents that as long as they were together they were not afraid to die and Sue made a card to make them laugh and didn't even complain about her injury.

8. The story demonstrates that determination and courage can help us face any adversity. Discuss.
9. Why the narrator is called 'the best captain in the world' by his children?
10. Describe Ile Amsterdam.
11. What do we learn from this story?
12. Compare and contrast the reactions of the children and the adults when faced with extreme danger in 'We're not Afraid To Die.....Together.'

Answer the following in 150 words:

- a. Justify the title 'We're not afraid to die...''

Value points:

- Expresses the message of the story
- Jon's words - truth, essence of life
- If people are together at the time of adversity, they can combat any problem
- Despite all odds, they survive because of the fighting spirit, cooperation, faith
- Full of hope and optimism
- So the title is apt as mental courage is more important than physical strength

b. How did the Captain and crew manage to save themselves? What character traits come to the fore here?

c. Imagine you are Sue. You write a letter to your best friend about the terrible times between the 2nd of Jan and the 6th of Jan. You are now in Ile Amsterdam. Include the reaction of your parents and how wonderful you think they are.

DISCOVERING TUT: THE SAGA CONTINUES

This lesson deals with the mysteries and various theories regarding the life and death of the youngest Pharaoh of Egypt – Tutankhamun. His tomb was discovered in 1922 by the famous archaeologist Howard Carter and since then his mummy has been subjected to an X-ray and then later, in 2005, a CT scan. These investigations have cleared a lot of questions regarding the age at which he died and how he died and have generated more doubts about the times.

Answer in 30-40 words

THE CIVIL SERVICES SCHOOL

1. What are the two biggest questions still lingering about Tutankhaten?
2. Why do you think the Pharaohs were buried with so much treasure?
3. Why is 5 January 2005 significant in Tutankhamun's saga?
4. Why do you think the writer refers to the stormy weather in the beginning and the calm weather at the end?
5. Tut's burial took place in the months of March or April. How did historians come to this conclusion?
6. Zahi Hawas expressed displeasure at Howard Carter's investigations. Why?
7. Carter caused a lot of damage to King Tut's body. Why do you think this happened?

When Carter had reached the mummy, he found that the ritual resins had hardened cementing Tut to the bottom of his solid gold coffin. No amount of force could move it. Carter set the mummy outside in blazing sunshine and when it did not work the consolidated material was chiseled away from beneath the limbs and trunk. If he hadn't done so the thieves would have circumvented the guards and ripped apart the mummy to remove the gold.

8. What changes did King Tut bring about during his reign?
9. Who refers to the "curse of the Pharaoh" and why?
10. Explain the statement, "King Tut is one of the first mummies to be scanned- in death, as in life....."
11. Mention two aspects of ancient Egyptian life as portrayed in the lesson.

Answer in about 125-150 words

- a) Give a brief account of the exploration of Tut's mummy from 1922 to 2005.
- b) Who was Akhenaten? Why has Ray Johnson described him as "wacky"?
- c) Imagine you are Zahi Hawas. Make a diary entry expressing your feelings when the CT scan is complete.

Value Points

- Mention the curse - death or misfortune to anyone disturbing the mummy
- Damage already caused by Howard Carter to the mummy
- Cooler fan of the CT scan machine suddenly stops working
- Strong winds outside- even nature appears angry
- The general feeling of nervousness among people
- The winds subside once the mummy is placed back in its resting place.
- Findings

THE AILING PLANET

A piece written by Nani Palkhivala, The Ailing Planet, gives a dismal picture of the declining health of the earth due to man's irresponsibility. The greenery on the earth is reducing and desert lands are increasing and the main reason for this situation is the ever-growing population. The population puts a demand on the earth.

Answer the following questions in 30-40 words.

1. What do the Earth's vital signs reveal?
2. What is the concept of sustainable development?
3. What were the main issues brought out by the First Brandt Report?
4. Why is the growing population detrimental to world's progress?
5. What is the significance of the mirror in Lusaka zoo?
6. According to the author what is the main factor causing the depletion of the earth's resources?
The growth of population is one of the major factors depleting the earth's resources. According to the author the world population is estimated at 5.7 billion and every four days increases by

one million. Fertility falls as incomes rise, education spreads and health improves. Lack of development and perpetuation of poverty are linked to population increase.

7. Why is our age the 'Era of Responsibility'?
8. What is Man's ethical obligation towards planet Earth?

Answer the following in about 150 words

a) "No generation has a freehold on this earth. All we have is a life tenancy --- with a full repairing lease". Explain the significance of these lines with reference to the lesson *The Ailing Planet*.

b) What are the four systems that sustain life on earth? What threats are they facing?

Hint:

- **Fisheries, forests, grasslands and croplands**
- **They form the foundation of the global economic system**
- **They provide virtually all the raw materials for the industry except minerals and petroleum-derived synthetics.**
- **In many areas human claims on these are reaching unsustainable limits**
- **Their productivity is being impaired**
- **Fisheries would collapse, forests will disappear, grasslands will become barren wastelands and croplands will deteriorate**

c) "We have not inherited this earth from our forefathers, we have borrowed it from our children". How true is this statement with reference to the lesson *The Ailing Planet*?

d) Fertility fall as incomes rise, education spreads and health improves. Justify.

THE BROWNING VERSION

The Browning Version is an extract from a play by Terence Rattigan. Mr. Andrew Crocker Harris is an old literature teacher who had taught for 18 years in a British Public school and is about to retire. He has not been successful as a teacher and is denied pension by the school, as a result of which his future is bleak and he is bitter. Mr. Frank is a young science teacher who is overly friendly with young students. In the play we see Taplow, a 16-year old student who has been called to do extra work by Crocker Harris. He has a conversation with Frank and Taplow has a lot of negative things to say about his literature teacher and is encouraged by Frank to speak about him. But despite his annoyance with Harris, Taplow still admits liking Crocker Harris and refuses to listen to Frank's suggestion that he should not wait for his teacher but should play golf instead.

The play reveals that though it is a prerogative of a student to talk about their teachers, laugh at their mannerisms, imitate them etc, a good teacher is still liked by them. They may be afraid of a strict teacher; they still respect such a teacher. A student should not cross the line and should show proper respect. Secondly it is against professional ethics to talk about a colleague to one's students. A student also should not be allowed to criticize one teacher in front of another.

Answer the following questions in 30-40 words.

1. Why did Mr. Crocker Harris not disclose Taplow's result?
2. Why was Taplow there on the last day and what would he rather have done?
3. What is a 'remove'? What is its importance?
4. What is Taplow's opinion about the subject Crocker Harris teaches?
5. Why does Taplow feel that Crocker Harris has no feelings?

6. When Frank says 'there's one comfort' what does he mean?

Frank says this when Taplow expressed his unhappiness at being asked to do extra work when he could be playing golf as the weather was good and he had missed a day the previous week due to ill-health. The 'comfort' that Frank is referring to is the fact that Taplow would get his remove the next day for being a good boy in taking extra work.

7. What was Frank's suggestion to Taplow? How does he react to it?
8. How does Millie Crocker Harris send Taplow away?

Answer the following in 150 words

a. What impression do you get of Crocker Harris from the play?

b. Compare and contrast the characters of Crocker Harris and Frank?

Crocker Harris

- Authoritarian
- Follows a rigid schedule and adheres to school rules
- Loves what he teaches-Classics
- Gloomy and lifeless
- Commands respect as he is fair
- Does not like pretence- uses sarcasm when Taplow laughs at joke without understanding it

Frank

- Petty and envious of Mr. Crocker-Harris
- No professional ethics and encourages Taplow to criticise and mimic his teacher
- Has no love for the subject he teaches

c. Do you empathize with Taplow? Give reasons.

d. Give a character sketch of Taplow.

Value Points:

- Fifth grader, is studying literature with Crocker Harris
- Likes science but is forced to study Classics
- Typical student, likes to laugh at his teacher, gives him nicknames, imitates him etc
- Gives unkind description of Harris-e.g. shriveled up like a nut
- Afraid of Harris--yet in his heart of heart likes Harris --- mixed feelings
- Dutiful and obedient student - doesn't go to play golf etc-waited for Harris
- Knows the difference between a good teacher and bad one- did not like the remarks Frank makes about Harris- says Harris is strict, not sadistic.

e. As Taplow, write a letter to his friend Andrew about the whole episode with Frank and convey your feelings about Frank's unprofessional behaviour and your own view of things after that day.

LANDSCAPE OF THE SOUL

'Landscape of the Soul' by Nathalie Trouveroy is about art. The chapter consists of two parts. The first part has been taken from 'Landscape of the Soul: Ethics and Spirituality in Chinese Painting'; and the second part is from 'Getting Inside 'Outsider Art', an article written by Brinda Suri in Hindustan Times.

The first part deals with the art of painting. There is mention of two stories in it. The first story is about Wu Daozi, a famous Chinese painter, who lived in the eighth century. He was a master painter and had been commissioned by the Tang Emperor Xuanzong, to decorate a palace wall. He made a beautiful painting with high mountains, forests, waterfalls, clouds, floating in a clear, big blue sky, men walking and working on hilly paths, birds in flight, and a cave situated at the foot of the mountain, where dwelt a spirit. As the painter was showing the painting to the emperor, he clapped hands; the entrance to the cave opened, the painter got in; the painting vanished and Wu Daozi never came out.

The disappearance of the painting from the wall signifies the knowledge of the spiritual inner world. Only the masters know the way within and can go beyond any material appearance.

In another famous story, a famous Chinese painter refused to draw the eye of a dragon he had painted for he feared it would fly out of the painting.

The third story in the first part is about Antwerp, a master blacksmith called Quinten Metsys fell in love with a painter's daughter. The father would not accept a son-in-law in such a profession. However, Antwerp had to accept Quinten Metsys as his son in law because he painted a fly on his panel with such delicate realism that it looked real.

The author also talks about Chinese philosophy shanshui, which means 'mountain water'. The mountain represents 'Yang', the male principle; and water signifies Yin, the female principle.

In the second part the author writes about the concept of 'art brut', which means 'the art of those who have 'no right' to be artists as they have received no formal training, yet show talent and artistic insight. They are artists who think out of the box. Their works are totally different from those of their predecessors. In simple terminology this art can be called 'unorthodox art.' In this section the author talks about Nek Chand's creations. His creation of Rock Garden at Chandigarh is an expression of art brut.

THE CIVIL SERVICES SCHOOL

Short answer questions:

1. Briefly narrate the story of the Emperor and the Chinese artist.

2. What is the difference between the Chinese and European art?

3. How does *shanshui* express the Daoist view of universe?

4. How did the theory of 'brut art' put forward by Jean Dubuffet get credence?

French painter Jean Dubuffet challenged the concept of 'art brut' in the 1940s. Before that the art of untrained visionary was of minority interest. At about the same time 'an untutored genius was creating paradise'. This was none other than Nek Chand, who cleared a little patch of jungle to

make himself a garden sculpted with stone and recycled material is known to the world today as the Rock Garden, at Chandigarh.

5. How was Quinton able to marry the painter's daughter?

Long Answer Questions

- Illustrate with examples the difference in the nature of eastern and western paintings?
- What do you know about Nekchand and his work?
- Man is the "eye of the landscape" says Francois Cheng. Discuss.

ADVENTURE

This lesson belongs to the science fiction genre. Written by Jayant Vishnu Narlikar, well known cosmologist and astrophysicist it revolves around the existence of an alternate universe. Narlikar was born in 1938, Kolhapur, Maharashtra. He obtained his bachelor's degree from Banaras Hindu University. He later went to Cambridge to obtain his Ph.D. Our leading protagonist, Prof. Gaitonde had a collision with 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. Gaitonde wanted to find out how the Marathas had won the battle. In the fifth volume of his 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 he would not stop talking. They threw things at him and then got onto the stage to throw him out.

He was found in the Azad Maidan, in his own familiar world. Where had he been for two days? He showed Rajendra Prasad 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 flourished and so on.

Rajendra Prasad 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!

Short answer questions:

- 1.'That is, assuming that in this world there existed someone called Rajendra Deshpande!"Why does Professor Gaitonde feel so?
- 2.What were the things that Professor Gaitonde noticed as the train entered the British Raj territory?
- 3.What books did he browse through in the library? What did he discover?
- 4.How did the victory of the Peshwas in the Battle of Panipat help them?
- 5.What happened when Professor Gaitonde went ahead to occupy the chair on the dais?

When Professor Gaitonde went ahead to occupy the chair on the dais, the audience protested vehemently. Professor Gaitonde went to the mike to give his views but the audience was in no mood to listen. However, he kept on talking and soon became a target for a shower of tomatoes, eggs and other objects. Finally, the audience rushed to throw him out bodily but he was nowhere to be seen.

6. What is the 'Catastrophe theory'?
7. Why was Prof. Gaitonde going to Bombay?

Long answer questions :

- a. The story is an account of real events. Discuss.
- b. The story is called "The Adventure". Compare it with one adventure described in "We're not Afraid to Die..."
- c.How did Rajendra explain the concept of reality with the example of movement of an electron?

SILK ROAD

Nick Middleton is an award winning geographer, TV presenter and environmental scientist. He teaches at the Oxford University. The author chronicles the challenges and hardships he faced in the Silk Road regions as they are now. The reader finds it refreshing to traverse such vast tracts of physical geography, expanses of the natural world that remain largely untamed.

As a trade route, the Silk Road has been less a single highway and more a network of overland routes linking Europe with Asia, making trade possible between those with a passion for silk, horses and exotic fauna and flora. Just about every transaction imaginable has occurred along its many trails over the centuries.

In this travelogue , he discusses the grim and arduous journey he undertakes to complete the KORA, a round of the Mt Kailash.

Short answer questions:

- 1.Why did the narrator undertake the journey to Mount Kailash? Describe his memories of the day when they set out on their journey.
- 2.Describe the initial phase of their journey.
- 3.What did the narrator notice about the 'drokbas' ?
- 4.Who was Norbu? How could he be a help to the narrator?
- 5.Comment on the sensitive behaviors of hill folk?

6.What is the importance of Lake Mansarovar?

7.How did the Narrator and Tsetan negotiate the hurdle of the swathe of snow?

Long answer questions:

- a. Justify the title 'Silk Road'
- b. Describe the author's experiences at Darchen.
- c. How was his experience of Hor a stark contrast to the accounts he had read of the earlier travelers?



POETRY**A PHOTOGRAPH**

The poem deals with the shortness of human life pitched against the permanence of Nature. The speaker sees the photograph of her mother at a seaside holiday with her two cousins. The mother is only twelve years old at the time and now she has been dead for twelve years. The finality of death makes the feeling of loss acute and there is a terrible silence, which speaks for itself.

Read the following lines and answer the questions that follow:

1. The cardboard shows me how it was

*When the two girl cousins went paddling
Each one holding one of my mother's hands*

- a) What does the cardboard refer to?
- b) Who were the people in the picture?
- c) Where had the picture been taken and who had taken it?
- d) How old was the mother when the picture was taken?

2. All three stood still to smile through their hair

*At the uncle with the camera. A sweet face,
My mother's, that was before I was born
And the sea, which appears to have changed less,
Washed their terribly transient feet.*

- a. Who does 'their' refer to?
- b. Explain the figure of speech in the phrase "terribly transient feet"?

"Terribly transient feet" contains a synecdoche in which a part represents the whole. Here the poet highlights the fact that the four people on the beach are susceptible to death whereas the sea is perennial. This thought occurs in the poet's mind as the photo reminds her of her mother who is no more, yet the sea hasn't changed at all over the years.

3. The sea holiday

*Was her past, mine is her laughter. Both wry
With the laboured ease of loss.*

- a. Who is referred to as 'her'?
- b. Explain *laboured ease of loss*.

4. There is nothing to say at all.

Its silence silences.

- a. What is the context in which the poet says these lines?
 b. Explain: 'its silence silences'.

Death and loss of a dear one bring about a terrible void in one's life and one is unable to put one's emotions into words. There is a terrible silence but with feelings that cannot be expressed in any way or even shared with others. Only time can heal. The phrase 'silence silences' contains an alliteration.

Answer the following in 30-40 words:

1. What has not changed over the years? Does this suggest something to you?
2. What do you come to know about the personality of the mother?
3. Explain the significance of the photograph.
4. The poet's mother laughed at the snapshot. What does this laugh indicate?
5. Explain the use of oxymoron in the poem.
6. **The oxymoron 'laboured ease of loss' clearly brings out the idea that it takes time to get over one's loss or the pain of death of a dear one; yet time is a great healer and one is able to contain one's feelings as time passes by. Both the poet and her mother have accepted their respective losses in their lives.**

CHILDHOOD

The poet wonders when he lost his childhood. He wonders whether it was when he developed individuality or became rational in his thinking or when he realized that adults are hypocrites. He also wonders where his childhood has gone and realizes that it is something that he has lost forever.

1). 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). How did the narrator realize that hell and heaven did not exist?
- b). What trait of the narrator is evident here?

2). 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) When did the poet feel that he lost his childhood?
- b) What are adults presented as here? Which line shows that?

3). 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 realize about himself?
- b) Which trait of the narrator is highlighted here?

4). 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) What change is seen in the poet's question?
- b) What does he realize about his childhood?

Answer the following in 30-40 words:

- a. What, according to the poet, is involved in the process of growing up?
- b. Do you feel the poet is nostalgic about his childhood? Give reasons.
The poet is nostalgic as throughout the poem he repeats the concept of loss. He says that he has lost his childhood which shows that he regrets it and is wistful about it. He analyses when he lost his childhood innocence and what caused the loss.
- c. How did the realization of being the master of his own mind help him?

FATHER TO SON

This poem deals with the breakdown of a relationship between a father and son due to a communication gap. They both want to do something to improve the situation but they have reached a deadlock in their relationship and so they keep silent. It deals with the grief felt by the father who feels completely helpless.

Elizabeth Jennings sensitises the youth and the parents to the problems that parents go through universally due to the distance created by generation gap. This is caused mainly due to not keeping the channels of communication open by the parents who are involved in their own lives(careers, personal issues)

The Parable of the Prodigal Son is one of the parables of Jesus and appears in Luke 15:11–32. Jesus Christ shares it with his disciples, the Pharisees and others.

In the story, a father has two sons. The younger son asks for his inheritance and after wasting his fortune (the word prodigal means "wastefully extravagant"), becomes destitute. He returns home with the intention of begging his father to be made one of his hired servants, expecting his relationship with his father is likely severed. The father welcomes him back and celebrates his return.

1) I do not understand this child

*Though we have lived together now
In the same house for years. I know
Nothing of him, so try to build
Up a relationship from how
He was when small.*

- a) Why does the poet say “this child” instead of “my child”?
- b) Why does he feel that he knows nothing about his child?

2) Yet have I killed

*The seed I spent or sown it where
The land is his and none of mine?
We speak like strangers, there's no sign
Of understanding in the air.
This child is built to my design
Yet what he loves I cannot share.*

- a) What does the phrase “yet have I killed” signify?
- b) “The land is his and none of mine”. What does this mean?
- c) Explain the irony in the last two lines.

3) Silence surrounds us. I would have

*Him prodigal, returning to
His father's house, the home he knew,
Rather than see him make and move
His world. I would forgive him too,
Shaping from sorrow a new love.*

a) Explain- silence surrounds us.

There is silence all around which conveys the lack of communication between the father and the son.

b) Why has a reference to the prodigal son been made?

The father says that he will be willing to welcome his son even if he comes back after wasting his fortune and having failed in his endeavour. He will start a new relationship with his son even if he comes back a failure like the Prodigal Son in the Bible.

c) What are the two options that the father faces? Which option would he prefer?

The two options are to see the son carve his own niche in the world and become successful or see him come back as a failure like the prodigal son. The father would prefer the second option as it would give him an opportunity to build a relationship with his son.

d) What does the father hope for?

The father hopes that he will get an opportunity to forgive his son and build a relationship based on love and forget the sorrow which engulfs their relationship at present.

4) *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) Why does anger grow from grief?
- b) What do the 'globe' and 'land' refer to?
- c) Why has the poet used the phrase 'an empty hand'?

Answer the following in 30-40 words:

1. What does the speaker say about father-son relationship?
2. How has the poet conveyed lack of communication between father and son?
3. Why, do you think, does the father appear so helpless?
The father is helpless as he has failed to build a relationship with his son despite his efforts since his childhood. They speak like strangers and though the son looks like him, he is quite different from his father. Silence reigns supreme in their relationship. This leads to anger and grief as despite the father's efforts there is no rapprochement.
4. How do you infer that the father wishes his son to remain at home with him?
5. Is the poem a lament of a father?
The poem is a lament of a father as he expresses his sorrow at having failed to build a relationship with his son despite his efforts. It seems to him as if he had been tilling someone else's land all these years. The outcome has been a relationship of strangers. He is willing to see his son fail just like the Biblical Prodigal Son so that he can forgive him and start a new relationship based on love. Unfortunately, they can only extend an empty hand at the end.
6. What do you think is responsible for the distance between father and son?
7. Does the poem talk of an exclusively personal experience or is it fairly universal?
8. The father in this poem seems to be highly egoistic. Explain.
9. **What does the word 'seed' signify?**
The word 'seed' here refers to all the hard work the father had to do to bring up the child.
10. **What 'land' does the speaker speak of?**
The child's mind is the land into which the father had tried to sow the seeds of his thoughts.

THE VOICE OF THE RAIN

The poet asks the soft falling shower 'who are you' and the poem is in the form of the answer to the question. The poet weaves in this poem the water cycle and describes how the rain rises out of land and sea and comes back to purify the dust laden earth, while giving it life and beauty. This cycle is compared to music, which could be born anywhere, yet it travels all over the world and enchants people but comes back to the origin--may be the lyricist or may be the one who renders it as a song.

1). *I am the Poem of Earth, said the voice of the rain.*

Eternal I rise impalpable out of the land and the bottomless sea.

- a) How does the rain describe itself? Explain how the description is justified.
- b) What is the rain describing in the second line?
- c) Why is it 'impalpable'?

2). *I descend to lave the droughts, atomies, dust-layers of the globe, and all that in them without me are seeds only, latent, unborn;*

- a) How does the rain get formed?
- b) What transformation does it bring about after falling down?

3). (for song, issuing from its birth place, after fulfillment,
Reck'd or unreck'd duly with love returns.)

- a) Why are these lines put within brackets?
- b) Explain the comparison made by the poet, between rain and a song.

Answer the following in 30 –40 words.

1. Which are the two voices in the poem 'The Voice of the Rain'?
2. Why is the rain important?
3. What is the similarity between rain and poem?
4. What does the phrase 'strange to tell' mean?
5. Comment on the use of imagery in the poem.
6. How do rain and song make the places of their birth more beautiful?
7. How does the rain justify its claim: 'I am the Poem of Earth'?
8. What is the significance of the water cycle? How can it be compared to a song?

THE LABURNUM TOP SCHOOL

The speaker of "The Laburnum Top" describes a scene he witnesses in a laburnum tree on a sunny September day. A goldfinch flies over and enters the tree. Once the bird is out of sight, the speaker hears a flurry of chirping. The goldfinch comes out onto a tree branch and then flies away, and the tree returns to its state of silence.

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

1. *The laburnum top is silent, quite still
In the afternoon yellow september sunlight
A few leaves yellowing, all its leaves fallen*

- a) Why is the laburnum top silent?
- b) Name the poetic devices used in the extract.
- c) What is the significance of the "yellow" colour?

2. *Till the goldfinch comes with a twitching chirrup*

A suddenness, a startlement at the branch end

Then sleek as a lizard, abrupt and alert

She enters the thickness and a machine starts up

- a) What happens to the laburnum when the goldfinch arrives?
- b) What is the bird's movement compared to?
- c) Identify the poetic devices used in the extract.

2. Answer the following in 30-40 words

- a) What do you notice about the beginning and ending of the poem?
- b) Why is the image of the engine evoked by the poet?
- c) What does the phrase " her barred face identity mask" mean?

SNAPSHOTS

THE SUMMER OF THE BEAUTIFUL WHITE HORSE

The story takes place in the San Joaquin Valley, California. One summer, Mourad, an Armenian boy who belongs to the Garoghlanian tribe steals a white horse of a friend of the family, John Byro. He and his cousin Aram have a wonderful time and take good care of the horse. Mourad is a confident youngster who has 'a way with animals', as well as human beings. A month after the horse is stolen, they meet John Byro, who thinks that the horse is a replica of his, but since he believes in the integrity and honesty of the tribe, doesn't accuse the boys. This prompts the boys to return the horse. There are some interesting characters in the story like the eccentric Uncle Khosrove, who dismisses the most serious things by saying 'pay no attention to it'. The story is written in a conversational and light hearted style.

Answer the following questions in 30-40 words.

- 1.What was the Garoghlanian tribe known for?
- 2.What happened when Aram mounted the horse for the first time?
- 3.Write a short note on Uncle Khosrove.
- 4.How did the boys take care of the horse?
- 5.Discuss the character of Mourad.

- Loved horses
- Had a crush with animals
- Had a crazy streak
- was fond of his cousin

6. Why couldn't Aram believe his eyes when he saw Mourad on a horse?

7. The boys convinced themselves that they had not really stolen the horse. How did they do that?

8. Why was John Byro so upset when he visited Aram's house?

9. What does John Byro mean when he tells the boys that 'a suspicious man would believe his eyes instead of his heart'?

10. What did John Byro perceive about the horse after it was returned? What does it tell you about the boys?

11. What do you think made the boys return the horse to John Byro?

The boys were conscience stricken by the complete trust and faith that John Byro had in their tribe's honesty. They felt they could not let down their tribe by keeping the horse. Also, they realised the pain and suffering they had caused for John Byro by stealing his horse.

Answer in 120-150 words

a. Write a letter as Aram to Mourad convincing him as to why they should return the horse

b. Aram mentions a 'crazy streak' in the family. Discuss the instances when the members of the family exhibit their 'crazy streak'.

- Mourad - natural descendant of the crazy streak of the tribe
- when he sang-it was like roaring
- though honest, he stole the horse putting family's reputation at risk
- Uncle Khosrove- furious temper, irritable and impatient
- stopped anyone from talking by saying "It is no harm; pay no attention to it."

c. Compare and contrast the characters of Aram and Mourad.

d. The story is a simple one without any breathless adventure or exciting action. Yet it appeals to the reader. Give reasons.

- Written in a simple, conversational style. Humorous.
- Traces the growth of an adolescent into a responsible and mature person-the journey of Mourad.
- Mourad leaves his crazy behaviour behind
- Aram's words trigger off the moral conscience of Mourad
- Meeting with Byro -change of heart in Mourad-returns the horse
- Mental and psychological growth- realizes his mistake

- e. Imagine you are Aram. Write a diary entry after the horse has been returned expressing your feelings and your apprehension that your deed would have caused grief to the entire tribe.

THE ADDRESS

This short story is an account of a Jewish girl's journey to her home in Holland from where she and her mother had to flee because of Nazi atrocities during the Second World War. After recovering from the trauma of the war she decides to return and reclaim all her mother's possessions, which had been left with an acquaintance for safekeeping. On her return to the address given by her mother she finds that the lady refuses to recognize her. She returns at a later date but decides to forget the address of that lady since these things held no more meaning for her without her mother. She decides to start afresh.

Answer in 30-40 words

1. What takes the narrator to Mrs. Dorling's house the first time?? What was her experience there?
2. How did Mrs Dorling react when the narrator went to her house for the first time? What does it tell you about Mrs Dorling?
3. The narrator was initially doubtful if she had come to the right house. Why?
4. What assured the narrator that she had come to the right house?
5. What had the mother told the narrator about Mrs Dorling?
6. What reason had Mrs. Dorling given to convince the narrator's mother to part with her things?

7. Why did the narrator feel that the "things" had endured better?

The 'things' refer to the items the author's mother had given to Mrs Dorling for safekeeping and had hope that the author would take them after the war. Those things which were stored in boxes and cupboards were waiting to be put in their places again. They had survived but the author's mother hadn't.

8. "I was in a room I knew and did not know". Explain.

The author felt that she knew the room as she recognised the things which had been owned by her mother originally. She also felt that she did not know the room as the strange atmosphere of the room oppressed her. Everything was arranged tastelessly and a muggy smell hung there.

9. The narrator said that she never realized that the cutlery they used was silver. In what context does she say that?
10. What kind of person is Mrs. Dorling presented as in the story?
11. "The wars caused a lot of trauma". How is this statement true with respect to the story?

Answer in 120-150 words

a.'The Address' is a touching story of a person who wants to revive her mother's memory through her belongings but decides to forget about the address where they were kept. Why?

b. Justify the title "The Address".

- The story revolves around the address- Number 46, Marconi Street.
- It begins with author's visit to the address and getting an unexpected response.
- Mother's belonging stored there and she had asked the author to remember it
- when faced with the mother's things the author realises that things have lost their value without her mother
- She wanted to forget the address- as the objects are linked in her memory to a life and people who don't exist anymore.

c. In what respect was the second visit of the narrator to 46, Marconi Street different from the first one? Did she really succeed in her mission? Give reasons for your answer.

d. Give a brief character sketch of Mrs. S's daughter.

- Young Jewish lady
- Must have led a comfortable life before war, with mother
- Sensitive- feels unwanted , insecure after war
- Good judge of character- not naïve like her mother-suspected Mrs. Dorling's intentions
- Comes back to see the possessions so dear to her mother- distressed by the sight
- Practical-decided to forget and move on
- Emotional yet bold to face realities- decides to rebuild her life among the ruins and trauma of war

e. Describe the narrator's second visit to Mrs. Dorling's house.

EINSTEIN AT SCHOOL

Einstein was unhappy when he was at school in Munich. He did not approve of the system, where one had to learn facts and there was no place for ideas. He annoyed his teachers and was utterly miserable having to study subjects that he had no interest in. The only subject that gave him joy was Maths. His living quarters were in a poor area and he had to put up with the dirt, squalor, and slum violence. His only friends were Yuri, a medical student and Elsa his cousin. After six months, Albert couldn't bear it anymore and with the help of Yuri, gets a medical certificate of a nervous breakdown. Ironically before he could give the certificate to his Head Teacher, he is expelled from school. With a brilliant recommendation from his Maths Teacher, Mr. Koch, Albert leaves for Milan to pursue his studies.

Answer the following in 30-40 words.

1. Do you feel Albert was impolite to his teacher? Give reasons.
2. What was the History teacher's opinion of Einstein?

3. What did Elsa advise Albert?
4. Why did Albert hate the place he lived in?
5. How do we know that Mr.Koch had a high opinion of Albert?
6. What reasons did the Head teacher give for expelling Albert?
7. Who is Ernst Weil? How does he help Albert?
8. Why was Albert unhappy in his lodging?
9. "I think it's not facts that matter, but ideas". To whom does Einstein say this to and why?

10. Explain: "Albert felt the medical certificate burning a hole in his pocket".

The head teacher had accused Albert of a number of charges. Albert wanted to tell the teacher that he had already acquired a Medical Certificate to leave the hateful premises of the school and he also wanted to tell him what he thought of the educational system. But he held his tongue as he had only contempt for the place.

Answer the following in 120-150 words

a. Write a brief character sketch of Albert Einstein as is seen from this lesson.

- Sensitive and emotional (eg. Reacts to slum violence, unhappy when the humiliated by the history teacher)
- Believes in ideas and not memorizing facts
- Scientific bent of mind -Geology etc
- Frank and outspoken -thought to be rude
- Rebellious-wanted to leave school and gets his way
- Lover of music, plays violin
- Good friend- takes Yuri out in gratitude though doesn't have much money
- Thus qualities of both head and heart

b. What was Yuri's role in Albert's Munich days?

c. Imagine you are Albert and write a diary entry on the day the headmaster called you to his office asking you to leave school or get expelled.

d. Why was Albert miserable in Munich?



This play employs humour, satire and a bit of magic to highlight how a mother gets taken for granted in a household to such an extent that she is treated no better than a servant. The mother with the help of her neighbour decides to teach her family a lesson and thus is able to get back her rightful place in the house. She exchanges her submissive personality with the assertive personality of her neighbour and shows a completely different side of herself to her family that compels them to treat her with respect as they realize they cannot take her for granted anymore.

Answer in 30-40 words

1. What did Mrs. Fitzgerald tell Mrs. Pearson about her fortune?
2. What do you think is Mrs.Pearson's grouse or complaint against her husband and children?
3. What did Mrs. Fitzgerald learn in the "East"?

4. What fortune does Mrs. Fitzgerald predict for Mrs. Pearson?
5. Doris is shocked on seeing her mother. What caused this?
6. What makes Cyril ask his mother if she was feeling "off-colour"?

7. "I'm staying in for that--- two front dress circles for the first house...."

Who said this to whom and in what context?

Cyril says these lines when he and Doris speculate about their father's reaction when he sees mother's changed and assertive behaviour. This shows that Cyril feels no love or attachment for his parents and any conflict between them is a matter of entertainment for him.

8. "Sometimes it does people good to have their feelings hurt." Who says this about whom and in what context?
9. What does Mrs. Fitzgerald warn Mrs. Pearson about at the end?
10. What does Mrs Fitzgerald (in Mrs Pearson's body) say to Doris that disturbs her?
11. What was Mrs Fitzgerald's (in Mrs Pearson's body) plan for the weekend?
12. How is the tense drama at Mrs. Pearson's house finally resolved?

Answer in 125-150 words

- a.The characters of Doris and Cyril in the play 'Mother's Day' depict today's young generation. Comment.
- b Imagine you are Cyril and write a diary entry expressing your shock and distress at your mother's changed behaviour.
- C Write a letter as Mrs. Pearson to Mrs. Fitzgerald two months after exchanging personalities and tell her about the changes that have taken place in your family.

d What message does the playwright convey in 'Mother's Day'?

- Respect for the mother in the family
- recognition for the homemaker's work in the family
- spending time with the mother/wife instead of only expecting her to work for the family
- helping the mother in her chores
- Women need to be assertive and stand up for their rights

BIRTH

This chapter is an extract from A.J Cronin's novel "The Citadel". The excerpt "Birth" describes how a young doctor revives a child that is stillborn, in a small Welsh town, named Blaenelly. Joe Morgan and his wife is a middle-aged couple and are expecting their first child after 20 years of marriage. Susan Morgan's mother and Joe are feeling very nervous because the delivery of the child is going to be before time.

A young doctor named Andrew Manson is called in. He is in an unsettled mood as he has had a disagreement with his girlfriend Christine. He is also confused about marriage, which he considers an idyllic state, but all around him he sees dismal failures.

At Morgan's cottage, Susan has a very difficult delivery and when the child is born, it seems to be stillborn. After reassuring him that the mother is safe, the doctor turns to the baby, a boy, perfectly

formed; the body was warm but was not breathing. At once the doctor sets to revive the child using a technique he had seen in the Samaritan. After half an hour's effort, he is successful in his attempts. He thanks god and hands the child to the nurse. While going on the street, he has a feeling of real achievement and feels that this is a feather in his cap and the turning point in his career.

Answer in 30-40 words

1. What did Andrew find on reaching Joe's house?
2. Why was Andrew feeling dull and restless?
3. What were Mrs. Morgan's mother's fears?
4. How did Andrew Mason look at the state of marriage?
5. Where had the nurse placed the child? What was his condition?
6. How did Andrew revive the mother?
7. Describe the newborn child and what was the cause of its lifelessness?
8. How did the case in Samaritan help him?

9. "I've done something real at last". Discuss.

At the beginning of the chapter we see Andrew unhappy due to his disagreement with his girlfriend and he continuously mulled over the state of other unsuccessful marriages and relationships. However, after assisting in the birth of a boy and saving the mother's and baby's life he realized that he had done something significant at last. His earlier apprehensions lost their importance in comparison to his contribution as a doctor.

10. Justify the title 'Birth'.

Andrew had helped in the complicated birth of Joe Morgan's child who had come after twenty years of marriage. This would give the parents a fresh lease of life, or a birth of a new journey of life. Alternatively, the incident gave birth to a new perspective for Andrew who realised that he had done something important at last in comparison to which his earlier worries and apprehensions in life paled in significance.

Answer the following in 120-150 words

- a. Andrew returns to his rooms and writes a letter to his friend John about how the episode has changed his life. Write the letter in 150 words
- b. What is your assessment of Dr. Andrew Manson?

Value points:

- Newly out of medical school
- Just begun practicing in a small Welsh mining town, Blaenelly
- Thinks of marriage as an idyllic state initially and later on dwells on the dismal failures of his colleagues' marriages
- People had great expectations-e.g. Joe Morgan and family
- Dedicated, hardworking
- Despite personal problems and tiredness, stayed till the end
- Sensitive
- Performs a miracle beyond mere professional commitment and medical texts

- Rises in stature in his own eyes and in the eyes of the local people
 - c. "He had no premonition that this night call would prove unusual". What was in store for Andrew?
 - d. How does Andrew Manson show grit and determination in the face of difficulty?

RANGA'S MARRIAGE

The story is set in pre independent India and is narrated by Shyama, an elderly man, a resident of Hosahalli, near Mysore. The story is about an event that happened about ten years ago. Ranga is one of the first youngsters who had been sent out of the village to Bangalore to study. When he returns, the villagers are happy to see that he hasn't changed. Ranga desired to remain unmarried and the story follows how Shyama arranges Ranga to meet a pretty eleven-year old girl, Ratna, whom Ranga eventually marries.

The story is simple but in today's world, one would frown upon it for advocating child marriage. Yet, there is an old world charm about the way it is written and one admires the wily and manipulative powers of Shyama.

Answer the following questions in 30-40 words:

1. Why does the narrator mention the village doctor Gundubhatta?
2. How is the local mango used as a metaphor by the narrator?
3. Describe Ranga's welcome by the villagers.
4. What are Ranga's views on marriage?
5. What made the Shastri unhappy?
6. Why did Shyama feel that Ratna would be the ideal choice for Ranga?
7. Why is the story of the lion and the goat relevant?
8. What was the outcome of Shyama's visit to the Shastri?
9. Is Ranga grateful for Shyama's help? Give reasons for your answer.
10. Ranga and Ratna are very fond of the narrator. Justify.

Answer the following in 120-150 words

- a.How does the narrator pay a glowing tribute to the village of Hosahalli?
- b.Comment on the influence of English language and the English way of life on Indian society.
What is the narrator's attitude to English?

- Sahibs in England unaware of the importance of villages like Hosahalli
- People blindly ape the English
- Visiting a country like England not very important
- English speaking people have increased
- Regional languages take a back seat
- Local languages mixed with English
- Modern youth have given up their culture , respect for elders- eg. namaskara not done properly
- Views on marriage- arranged marriage not acceptable

- Writer feels this was disgraceful, unacceptable

c. Shyama writes a letter to his friend Raman Iyengar about how he manipulated Ranga's marriage.

Write the letter on his behalf.

d. Why is the story called 'Ranga's Marriage'?

THE TALE OF MELON CITY

This poem is a satire on the idiosyncrasies of the leaders and the utter passivity of the ruled. "Just and Placid" as he is, the king is incapable of governance and wise decision. In the end he brings on the sentence of execution on himself, due to his own idiocy. When a new king has to be chosen, the Ministers decide that the next person to pass the city gate will be the king. As luck would have it, it was an idiot who passed by and he declared that a melon would be the king. Everyone is happy because 'the principles of laissez faire' were established and all are left to live in 'peace and liberty'. The theme of the poem is that without proper laws and administration there can only be anarchy and chaos. Every citizen has to take responsibility for their actions so that the government can run smoothly.

Answer the following in 30-40 words:

1. Where and why did the king want the arch to be constructed?

2. What do the words 'just' and 'placid' imply? What is their significance in the context of what happens in the poem?

Just and placid imply that the king was fair and calm. The significance of these words lie in their satiric connotation. The poet gave instances which proved that the king was most unfair and lost his cool even due to a minor incident such as the knocking down of the crown by the arch.

3. What argument did the architect advance in self-defense? How did the king take it?

4. What was the criterion of selection of the wisest man and what was the quality of counsel he offered?

5. Why did the crowd become restless and why did the king succumb to public demand?

6. On what basis was the new king chosen?

7. What does the comment of the councillor about the arch reveal about himself and the King?

8. Why were the workmen to be hanged? How did they escape hanging?

9. Pick out an example of irony and explain it in your own words.

Oldest man who could not walk or even see (no foresight) was the wisest.

10. What is the principle of Laissez faire? How is it established in the poem?

11. What is the message of the poem?

Answer the following 150 words:

a. Discuss the poem as a satire.

- Satire on the king who was known for his calm behaviour and fair rule. Yet his actions proved he was otherwise.
- the workers liked to pass on the blame

- ministers liked to look after their own interests
 - ultimately, the king was hung by his own decree- a foregone conclusion for the ruler who does not believe in fair governance.
 - melon king-in this state due to laissez faire people do what they want and ministers take the opportunity to look after their vested interests.
- b. Comment on the ending of the poem. What bearing does the ending have on the title of the poem?
- c. What impression do you form of the King from the poem?
- d. What circumstances led to the execution of the King?

GHAT OF THE ONLY WORLD

This lesson "The Ghat of the only world" is a tribute to a friend. Amitav Ghosh recollects all the memories of his beloved friend to fulfil his promise. This is a deeply emotional response to respect a friend's wish to write something about him after his death.

Amitav describes that Shahid being a Kashmiri was a different kind of person. He wasn't a religious fanatic; instead he built a small temple in his house. Not only this, Shahid and Amitav had many things in common, for instance love for food, especially roghan josh, Roshnara begum, old bombay films and a mutual dislike for cricket. Though Shahid lives in USA but his heart resides in Kashmir where his parents live. He used to go there in summer to spend time with his parents.

He expresses that he sees in his sleep and imagination that he is flying over the Ghat of the Only World i.e. Kashmir. After Shahid's death, Amitav feels that their friendship lasted briefly but its impact was vast and it left a void deep down in his heart.

Answer the following in 30-40 words

1. When and why did Shahid mention his death to the writer?
2. What was the strange request that Shahid made to the writer?
3. What did Amitav Ghosh think of Shahid, the poet?
4. Shahid was legendary for his prowess in the kitchen. Justify.
5. What fed and strengthened their friendship?
6. "Shahid had the sorcerers ability to transmute the mundane into the magical". What incident does the author quote to explain this?

Answer the following in 120 -150 words

- a. Draft a brief character sketch of Shahid based on your reading of the text.
- b. Trace Shahid's career as a teacher in the U.S.?
- c. Comment on the title "The Ghat of the Only World".

Recommended Reading List**Class XI**

1. Between The World And Me-ta Nehisi Coates
2. Girl At War- Sara Novic
3. My Brilliant Friend (The Neopolitan Novels)- Elena Ferrante
4. The Hate You Give By Angie Thomas
5. Lincoln In The Bardo By George Saunders
6. The Nine-chambered Heart- Janice Pariat
7. The Princess Bride By William Goldman
8. The Keeper Of Lost Things By Ruth Hogan
9. The Help By Kathryn Stockett
10. Little Fires Everywhere By Celeste Ng
11. How To Find Love In A Bookshop By Veronica Henry
12. Fried Green Tomatoes At The Whistle Stop Cafe By Fannie Flagg
13. Exit West By Mohsin Hamid
14. Why I'm No Longer Talking To White People About Race By Reni Eddo-lodge
15. The War That Saved My Life By Kimberly Brubaker Bradley
16. The Remains Of The Day By Kazuo Ishiguro
17. The Secret Life Of Bees By Sue Monk Kidd
18. Small Great Things By Jodi Picoult
19. Sultana's Dream By Rokeya Sakhawat Hossain
20. Anything Is Possible by Elizabeth Strout
21. Baumgartner's Bombay- Anita Desai
22. Inheritance Of Loss By Kiran Desai
23. Heat And Dust: Ruth Prawer Jhabvala's
24. A Song Of Ice And Fire By George R.R.Martin
25. The Millennium Trilogy By Stieg Larsson
26. The Moonstone- Wilkie Collins
27. The White Tiger By Aravind Adiga
28. The School Of Essential Ingredients By Erica Bauermeister
29. The God Of Small Things By Arundhati Roy
30. The Shadow Of The Wind By Carlos Ruiz Zafón
31. The Strike Series by Robert Galbraith

32. Steve Jobs by Walter Isaacson
33. The Goldfinch by Donna Tartt
34. Pope Joan-Donna Woolfolk Cross
35. The Lady of the Rivers - Philippa Gregory
36. Pride and Prejudice - Jane Austen
37. The Godfather - Mario Puzo
38. To Kill A Mocking Bird - Harper Lee
39. The Catcher in the Rye - J D Salinger
40. The Handmaid's Tale - Margaret Atwood
41. Non Stop India- Mark Tully
42. City of Djinns- William Darlymple
43. Helen of Troy- Margaret George
44. Tristram Shandy-Laurence Sterne
45. Midnight's Children-Salman Rushdie
46. Palace of Illusions- Chitra Banerjee Divakaruni
47. The Twentieth Wife (A trilogy)-Indu Sundaresan
48. Empire of the Moghul series- Alex Rutherford
49. The Colour of Water- James McBride
50. The Lost Continent: Travels in Small-Town America by Bill Bryson

