



DELHI PRIVATE SCHOOL- SHARJAH
GRADE X
ENGLISH
ACADEMIC WINDOW

*The limits
of my
language
mean the
limits of
my world.*

FOREWORD

The importance of learning English as a subject can be described in a nutshell as - it is that subject which is the primary medium of learning all other subjects. As language is the medium of expressing our thoughts and views, correct usage of the language in expression and communication is extremely important. English, being the International Language of Communication, it is indispensable for an individual to acquire the skill of communicating effectively in that language from an early stage of life.

The Academic Window is specially designed to help a student develop the understanding of the nuances of English language and thus use it effectively in its written form.

Moreover, the Academic Window is also a vital resource material for the students. Apart from providing chapter-wise synopsis of the prescribed lessons and practice questions based on CBSE pattern, there are several sample papers and worksheets which are extremely beneficial for the students as they prepare for their examinations.

Hence, we, members of the English Department do hope that this support material, which is a collective effort of our experienced faculty members, will prove to be very useful to our students.

DEBARATI DE
(HOD-English, Senior School)

GLOSSARY

SECTIONS:

- ❖ Reading Corner

- ❖ Creative Writing
 - ❖ Grammar
 - ❖ Literature
-

KNOW YOUR SYMBOLS

	FACTUAL / SIMPLE
	ABOVE AVERAGE
	INTERESTING!
	HOTS
	MULTIDISCIPLINARY

SYLLABUS FOR GRADE 10

LITERATURE READER	
First Flight – Prose	
1. Letter to God	7. Glimpses of India
2. Long Walk to Freedom	8. Mijbil the Otter

3. Two Stories About Flying	9. Madam Rides the Bus
4. From the Diary of Anne Frank	10. Sermon at Benares
5. Hundred Dresses - I	11. The Proposal
6. Hundred Dresses - II	
First Flight – Poetry	
1. Dust of Snow	7. Animals
2. Fire and Ice	8. The Trees
3. A Tiger in the Zoo	9. Fog
4. How to Tell Wild Animals	10. The Tale of Custard the Dragon
5. The Ball Poem	11. For Anne Gregory
6. Amanda!	
Footprint without Feet (Supplementary Reader)	
1. A Triumph of Surgery	6. The Making of a Scientist
2. A Thief's Story	7. The Necklace
3. The Midnight Visitor	8. The Hack Driver
4. A Question of Trust	9. Bholi
5. Footprint Without Feet	10. The Book That Saved the Earth
Extended Reading Text	
Diary of a Young Girl	
WRITING	
► Short Story Writing	► Letter of Enquiry
► Article	► Letter to Editor
► Diary Entry	
GRAMMAR	
► Reported Speech	► Jumbled Sentence
► Editing	► Gap Filling

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Reading CORNER

The title 'Reading CORNER' is written in a bold, sans-serif font. The word 'Reading' is at the top, with each letter having a small circular hook or loop extending from its right side. The word 'CORNER' is positioned below it, enclosed in a dark gray rectangular box. A large, solid black arrow points downwards from the bottom of the 'CORNER' box towards the bottom of the page.

PASSAGE 1

Q1 *Read the passage given below and answer the questions that follow:*

1. Cricket is a global passion, played everywhere from Test match arenas to village greens, tropical beaches and dusty back lots. Cricket is the world's second most popular spectator sport after football.
2. The origin of cricket is somewhere in the Dark Ages. All research concedes that the game is derived from a very old, widespread and uncomplicated pastime by which one player served up an object, be it a small piece of wood or a ball, and another hit it with a suitably fashioned club. Cricket was first recorded in 16th-century England, and it was played in grammar schools, farm communities and everywhere in between. But things really took off when 18th-century nobles realized that it was a great sport.
3. The oldest surviving set of cricket laws date from 1744 – printed on a handkerchief, naturally. It's now in the MCC Museum at Lord's in London. The oldest permanent fixture is the annual Eton v Harrow match, played since 1805. A young Lord Byron turned out for Harrow in the first match, though history doesn't record how poetic – or “mad, bad and dangerous” – his bowling was.
4. The first international match was in 1877 when Australia beat England in Melbourne. The match was dubbed a “Test”, since the grueling nature of playing over five days was deemed the ultimate “test” for any side. But it was Australia's first win on English soil – in 1882 at The Oval in London – that led to matches between the two nations being christened the Ashes. Following the defeat, newspapers published an obituary mourning “the death of English cricket”, adding that “the body will be cremated, and the ashes taken to Australia”.
5. A One Day International (ODI) is a form of limited overs cricket, played between two teams with international status, in which each team faces a fixed number of overs, usually 50. The Cricket World Cup is played in this format. The international one-day game is a late twentieth-century development. The first ODI was played on 5 January 1971 between Australia and England at the Melbourne Cricket Ground.

Attempt the following questions on the basis of the passage you have read.

	i) According to the passage, how did the game of Cricket originate?	1	U
	ii) Where can we find the oldest sets of Cricket laws?	1	U
	iii) Which match did Lord Byron play?	1	U
	iv) When was the first international match played?	1	U
	v) Which countries played that match?	1	U
	vi) Why were the matches between Australia and England titled “The Ashes”?	1	U
	vii) In which format is the Cricket world cup played?	1	U
	viii) When did the ODIs begin?	1	U
	ix) Which word in passage 2 is the antonym of the word ‘defend/deny’?	1	A



- x) Which word in paragraph no.5 means the same as 'exhausting'?

1 A

PASSAGE 2

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

1. The word 'hibernate' comes from a Latin word which means 'winter sleep'. Not all animals in temperate countries hibernate. Some, like the bear, the squirrel and the chipmunk do not really hibernate. They do sleep more during the snowing season than in summer but on warm and pleasant days, they will wake up and come out in the open.
2. A good example of a typical hibernating animal is the woodchuck. Unlike the squirrel, it does not have to work extra hard during the summer months to collect and store food for the cold season. It depends on plant food and when the season comes along, its food supply is gone. However, it has a reserve supply of fat on its own body. Thus, when it can no longer find food, it crawls deep into its burrow and goes to sleep. It sleeps through the whole season and lives on the fat which it has stored in its body.
3. The sleep of a true hibernator is almost like death. It is quite different from ordinary sleep. While an animal is hibernating, all its body functions almost stop. The temperature of its body decreases rapidly until it is only slightly higher than the surrounding air in its den. This allows the animal to burn the fat in its body very, very slowly. Since it burns less fuel, less oxygen is released, and the result is that its breathing is slower and its heart beats only faintly. If the temperature in the den becomes very low, the hibernating animal wakes up, digs itself a little deeper and goes to sleep once again.
4. The animal is awakened in spring by the change in temperature, moisture and hunger. It then crawls out of its den.
5. It is interesting to know that many cold-blooded animals hibernate too. Earthworms crawl down into the earth below the frost line; frogs bury themselves in the mud at the bottom of ponds and snakes crawl into cracks in the rocks or holes in the ground.

Attempt the following questions on the basis of the passage you have read.



- i) When do animals hibernate?
- ii) Why is the bear not a real hibernator?
- iii) What does a squirrel do in summer?
- iv) Why does woodchuck's food supply disappear in winter?
- v) What does the woodchuck do when it cannot find food?
- vi) Which word in passage means the same as 'indistinct'?
- vii) What allows the animal to burn the fat in its body very slowly?
- viii) How does a hibernating animal know that spring has arrived?

1 U

1 U

1 U

1 U

1 U

1 U

1 U

!?

- ix) Which word in the passage is the antonym of the word 'expend'?
x) Which word in paragraph no.3 means the same as 'declines'?

1 A
1 A

PASSAGE 3

Q3 *Read the passage given below and answer the questions that follow:*

1. As a writer who has covered the airline industry for years, I've often been struck by the coolness and aplomb displayed by pilots in emergencies. But after talking with experts in other high-pressure fields, I've learnt that there are certain techniques anyone can use in times of trouble. They may not help you to triumph over adversity but at least to push the odds greatly in your favor.
2. The first maxim is hope for the best but prepare for the worst. Just considering worst-case scenarios puts you mentally on your toes – and that's three-quarters of the battle in mastering a crisis.
3. We have all heard the saying "Don't just stand there. Do something!" But experts contend that in a crisis the better advice may be "Don't just do something – stand there!" Acting without thinking is considered a reflexive response. What one should do is to think first. No disaster is so dire that you don't have time to look and think before taking action.
4. When you do act, act aggressively. Too often, people respond to crisis by exerting the least amount of effort deemed necessary to do the job. They do that in the hope the problem will go away, which of course, it rarely does. Acting forcefully does not contradict the principle of hesitating before acting. Confronting a crisis, says an expert, is a little like entering traffic on a fast-moving highway. You have to stop and look, but once you've decided to move, push that accelerator.
5. Do not get locked on a detail. In emergency departments, team leaders learn not to get overly involved with individual medical procedures that might prevent them from supervising others. It's important that someone stand back and keep the whole situation in view. Otherwise the patient's life can slip away unnoticed. Said an experienced pilot who successfully brought a troubled plane down, "We had so many things going wrong: rapid depressurization, engine failure, conflicting hydraulic and flight-control indications and landing-gear worries. But we knew that our top priority was landing. In accomplishing our many emergency procedures, we did not allow ourselves to get preoccupied with any one of them. We did not lose sight of 'the big picture'."
6. Finally, no matter how bad things get, be truthful. When a crisis is of our own making, the temptation may be to lie or cover up. That is not only unethical, it is bad arithmetic. When something goes wrong, you have got one problem. When you try to cover it up,

you have got two. Besides, if people unearth the truth, the lie will likely haunt you far more than your original error.

On the basis of your reading of the passage, answer the following questions in 30-40 words each.

- i) What does the writer mean by 'other high-pressure fields'? 2 C
- ii) What is meant by the maxim 'hope for the best but prepare for the worst'? 2 C
- iii) Why does the writer stress that one should respond to a crisis 'aggressively'? 2 C
- iv) Explain why the writer advocates 'Don't just do something -- stand there!' when faced with an emergency. 2 C
- v) Explain why one shouldn't get 'locked on a detail' when faced with a crisis. 2 C

On the basis of your reading of the passage, fill in the following blanks with appropriate words/phrases:

- i) 'Do not get locked in detail' means one should not be too engrossed with every detail when _____. 1 U
- ii) Acting forcefully does not contradict the principle of _____. 1 U
- iii) Lying about or covering up a crisis of our own making is not only _____. 1 U

Attempt the following.

- i) Find the word most similar to the word 'nonchalance'. 1 A
- ii) Find the antonym of the word 'avoid'. 1 A
- iii) Find the synonym to the word 'belie'. 1 A

PASSAGE 4

Q4 *Read the passage given below and answer the questions that follow:*

1. Politeness has been well defined as benevolence in trifles. It is the desire to put those whom we meet perfectly at their ease and save them from every kind of petty discomfort and annoyance. The limited part of benevolence called politeness requires only an inclination to make them happy temporarily, while they are in our presence, and when this can be done without any sacrifice on our part or only with a slight sacrifice of personal comfort
2. Politeness is said to be one of the important characteristics of civilised person. Politeness is the art of choosing among your thoughts. It must be implemented in every walk of life. When we deal with people elder to us, we are polite. But an honest polite person is polite with everyone, people of lower status, workers and even children. Not only with humans but also with animals we must be polite as they are our helpers.

3. Politeness is a skill. Like any other skill, you can master it with practice. The greatest enemy of politeness is ego. To be a polite person, you have to sacrifice your ego. It is difficult for an egoist to be polite. You have to imply politeness in your thinking, speech and actions. Actions work more than words. Polite actions will give fine results. Politeness will reduce your stress and boost you to be productive. Apart from your present benefits, you protect your future. Being polite makes you mentally healthy. In our daily life we come across many incidents with people nearby and ourselves.
4. Different rules of behaviour have to be observed, accordingly as we are in the street or in the drawing room, at home or at school, in the company of friends or of strangers. There is also to be considered the great diversity of social etiquette which distinguishes one country from another.
5. Politeness, besides being a duty that we owe to others, is a valuable possession for ourselves. It costs nothing, and yet may in many cases bring much profit. The great advantage of this excellence of conduct was very clearly expressed by Dr. Johnson, when he said that the difference between a well-bred and an ill-bred man is that one immediately attracts your liking, the other your dislike.

On the basis of your reading of the passage, answer the following questions in 30-40 words each.

- | | | |
|---|---|-----|
|  | i) Why is politeness called as limited part of benevolence? | 2 C |
|  | ii) List some of the persons we should be polite to? | 2 C |
|  | iii) Why is it difficult for an egoist to be polite? | 2 C |
|  | iv) What are the benefits of being polite? | 2 C |
|  | v) What rules of behaviour are to be observed? | 2 C |

On the basis of your reading of the passage, fill in the following blanks with appropriate words/phrases:

- | | | |
|---|---|-----|
|  | i) Politeness is an art of choosing _____. | 1 U |
|  | ii) An honest polite person is polite with _____. | 1 U |
|  | iii) To others, we _____. | 1 U |

Find out the words that mean the same as under:

- | | | |
|---|----------------------------------|-----|
|  | i) ‘insignificant’ (Paragraph 1) | 1 A |
|  | ii) ‘manners’ (Paragraph 4) | 1 A |
|  | iii) ‘civil’ (Paragraph 5) | 1 A |



LETTER WRITING

Formal Letters

A formal letter has the following parts:

- Sender's Address
- Date
- Addressee's address
- Salutation
- Subject
- Body of the letter (content in three paragraphs)
- Complementary close
- Signature
- Sender's name

FORMAT

Sender's address
Date in full
Addressee's address with designation
Sir/Madam
Subject:
Body of the letter (3 paragraphs)
Yours truly
Signature
Name
(Designation)

Letter to the Editor

A letter to the editor could be written to:

- Express an opinion
- Complaint against a social problem
- Refer to the situation/viewpoint that you wish to highlight
- If it is a social problem the three major areas to be included are-
 1. causes of the problem
 2. effects of the problem
 3. solutions to the problem
- Conclude politely

Sample:

Write letter to the Editor of a newspaper suggesting how the problem of begging can be ended. You are Sumit of Civil Lines, Kanpur.

24, Civil Lines
Lal Bagh
Kanpur

20 April 2019

The Editor
The Hindustan Times
Gandhi Nagar
New Delhi

Sir,

Subject: The problem of begging and how it can be ended.

Through the columns of your esteemed daily, I would like to bring to the notice of the concerned authorities and the general public, details about the problem of begging which has become a growing menace in our cities.

Of late, the numb of beggars in our busy streets, trying to cash in on the sympathy of passersby has increased manifold. Some beggars, no doubt, deserve our sympathy. They are handicapped. They are unable to earn their living. However, it is shocking to see that most of the beggars are able-bodied. Begging has become a profession for them. It is the easiest way to earn their living. Some of them are criminals. They beg to hide their crimes. This increase in the number of beggars depicts our country in very bad light indeed.

Begging must be abolished by law. It should be registered as a punishable offence. The government should open asylums for those beggars who are helpless. Able-bodied beggars should be forced to work. If they go without work, they must also go without food. We should have no sympathy for such deceivers. We should not encourage them by giving alms. People can thus play an important role in ending this evil.

Yours truly
Signature
Sumit

LET'S PRACTICE- LETTER TO EDITOR

- 
1. You are Amit/Amita. You took part in a medical camp organized by the Health Club of your school in a remote village near Delhi. You were surprised to find that most of the people there had no awareness of basic health and hygiene. As a concerned citizen, you



decide to take up the cause and organize camps there to spread awareness amongst the villagers about the importance of hygiene. Write a letter to the Editor of a newspaper in about 120 words, expressing your concern and encouraging youngsters to take part in such campaigns.

2. You had recently visited some historical monuments during a school trip. You were shocked to find them in a state of utter neglect. Write a letter to the editor of a leading newspaper in 120 words, highlighting the poor conditions of important archeological and heritage sites. Also point out the lack of essential services, poor maintenance, security, poor sanitary conditions and misuse by the people. Give suggestions for improving the situation. 8

Letter of Enquiry

A letter of enquiry could be written to enquire about:

- a procedure for admission or membership
- a training programme/course
- tour / travel arrangements
- sale / services

Include the following content

- Refer to the advertisement if mentioned in the question.
- Specify the information that you need
- Conclude politely requesting for a prompt response

Sample:

You are Meena Saxena of Kanpur. You have come across an advertisement of a Coaching Centre that prepares students for the Pre-Medical Test. Write a letter to the director of the institute asking for information that you require before you decide to join it.

SKY-HIGH INSTITUTE

Are you aspiring to be a doctor?

We are here to help you! An excellent coaching centre.

Batches Starting from February

7, Greater Colony
Gandhi Nagar
Kanpur

21 April 2019

The Director
Sky-High Institute
Nehru Nagar
Kanpur

Sir

Subject: Enquiry regarding coaching classes

This is with reference to your advertisement in ‘The Daily Times’ dated 18 April 2019. I am preparing for the Pre-Medical Test, and am interested in joining your institute. However, but before I do so, I would like to know the following information.

I would like to know details about the duration and the timings of the course. Details about fee structure and the mode of payment would be appreciated. I would also like to know the maximum no. of students of each batch and the success rate of your institute. Also, do you offer discounts to students who have excelled in academics?

It would be appreciated if you could provide information about the above-mentioned details at the earliest so that I would be able to make necessary arrangements at the earliest.

Yours sincerely

Signature
Meena Saxena

LET'S PRACTICE- LETTER OF ENQUIRY

1. You are Hardeepak Singh and have completed your class X from a small town in Himachal Pradesh, where not many facilities are available. Your friend has shown you an advertisement about a coaching centre for IIT-JEE. Write a letter to the Director of Surya Coaching Centre asking for more details in about 120 words. 8
2. You are Sashi/Shalu, residing at 23/B, North Bridge Road, Pune. You are planning to go for a sea voyage with your friends. Write a letter to Akbar Travel, Pune inquiring about the packages and details. Invent all necessary details. 8

Letter for Placing an Order

The goods ordered through a letter may include:

- Books
- Sports / laboratory equipment
- Magazines / journals
- Electronic gadgets
- Garments

Include the following content

- Refer to the advertisement
- Give details of goods being ordered (brand, item, author, colour/size etc., quantity, price if given)
- Give the mode of dispatch and payment
- Conclude politely asking for a prompt and safe delivery of goods.

Sample:

Your school has opened a new activity wing for the kindergarten students for which you require play equipment. Write a letter to the manager, Kids Land, 21, Daryaganj, Delhi in about 120-150 words placing an order for educational toys and other play equipment. You are Neera/ Naresh, Superintendent, DHL Public School, Tughlaq Road, Delhi.

DHL Public School
Tughlaq Road
Delhi

4 February 2019

The Manager
Kids Land
21, Daryaganj
Delhi

Subject: Order for educational toys and play equipment

Sir

We wish to place a bulk order for educational toys and play equipment for kindergarten students with the opening of our new activity wing. The list of toys and play equipment along with their particulars and item numbers has been attached below:

S.No.	Item	Item Number	Quantity (nos)
1.	Rubber-Wood Table with 6 chairs	L-64-05	30
2.	Lego Building Blocks Set	F-27 X	33
3.	Chalk Board	234 C	10
4.	Magnetic Alphabet Set	R-41-09	10
5.	Junior Abacus	A-04-0147	33
6.	Deluxe Rest Mats	314-P	40

Being a regular customer, we hope to redeem a discount of 10% on the order. We also hope to redeem the discount permissible for institutional buyers. The ordered items need to reach us before 20th February 2019, in good shape. We would also require the assistance of your professional team in setting up the equipment. Moreover, you will have to bear the expenses of the consignment. Payment will be made on delivery. Please arrange for a prompt dispatch of the ordered goods.

Yours sincerely

Signature

Naresh Roy

(Superintendent)

LET'S PRACTICE- LETTER FOR PLACING AN ORDER

1. You are Priya Khanna, librarian of your school, Aligarh. You have been asked to place an order for some books for the public library. Write a letter to the Sales Manager, Light House, Main Road, Noida, placing an order for the books that you need. 8
2. Akash Khanna comes across the following advertisement in the newspaper and decides to order for his favorite games. Write a letter placing an order to Ikea Traders giving all relevant details of the order. 8

SALE! SALE!

Grab your favourite games at throw away prices.....



More than 50 games available.

Don't wait... Contact: 9871665552/9548775242 for more details.

IKEA Traders, Mumbai.

Letter of Complaint

The complaint could be about:

- A social problem
- Poor services by an agency/organization
- Defect in product

Include the following content:

- Introduce & give details of product you wish to complain against
- Give possible reasons for the problem
- Intimate the need for action
- Conclude politely, hoping for prompt action

Sample:

You are Suresh/Sarika Jain of No-20 Jawahar Nagar, Jaipur. Two months ago, you bought a desert cooler from M/s. Cool Home Coolers Jaipur. Now you discover that it is not working properly. Write a letter to the Manager Customer Care complaining about the malfunctioning of the unit and asking them to repair or replace it against its valid warranty.

20, Jawahar Street
Gandhi Nagar
Jaipur

24 June 2019

The Manager
Cool Home Coolers
Gandhi Marg
Jaipur

Sir

Subject: Complaint about desert cooler - Cash Memo No. DC-98765

I wish to bring to your notice that I had purchased a ‘Cooler Home’ desert cooler from your store on 17 April, 2019 (vide Cash Memo No DC-98765, dated 17.04.2019).

The cooler functioned well in the beginning for about one and a half months, however soon after, it started giving problems. The problems are - water leakage, loud whirring sounds while working and high consumption of power.

I, therefore, request you to get the set repaired by a technician. In case it is irreparable, kindly replace it with a new one as it has a valid three-year warranty.

Looking forward to an early response

Yours sincerely

Signature

Suresh

LET'S PRACTICE- LETTER OF COMPLAINT

- 
- 
1. You had bought a new mobile phone and within a few days after purchase, it had stopped working. You spoke to the company representative a week ago, but the phone has still not been repaired. Write a letter, in about 120 words, to the company. In your letter – introduce yourself– explain the situation– say what action you expect the company to take. 8
 2. You are Sushil/Sushma living in 23, Rajagiri Street, Ashok Nagar, Delhi. The roads of the colony are in bad shape. The street lights are also not working. Write a letter to the Municipal Commissioner complaining about the bad state of roads and lights in your colony. You can use the following hints while writing the letter. (100-120 words) 8

HINTS:

Roads damaged at many places-dug out footpaths-potholes-no street-lights-complete darkness-frequent accidents-immediate action required

1.

!?

!?

10

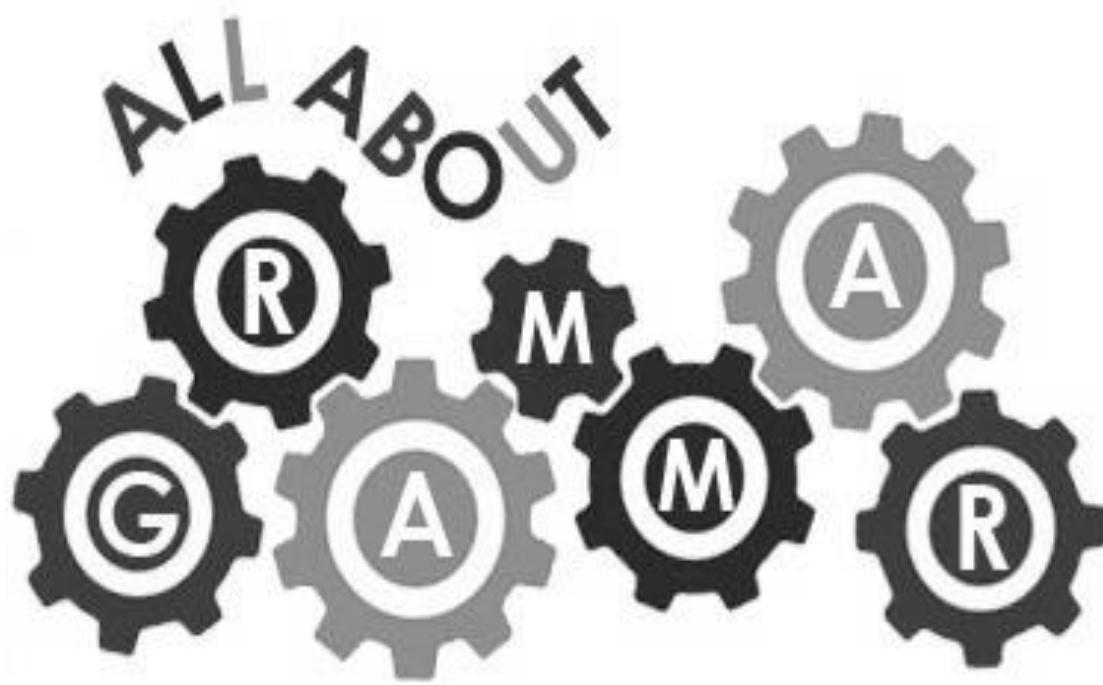
A

10

A

10

A



REPORTED SPEECH

!?

1. *Report the following conversation.*

4 A

Oh frog! How can our
throats sustain this heavy
downpour?

What glorious weather!
Let us sing together



You are so stupid.
Who in the world
will be your master?



I'm really sorry. I consent
to follow instruction.

- a) The frog _____ and suggested _____
- b) The Nightingale asked _____
- c) The Frog said that _____ and asked in anger _____.
- d) The Nightingale replied _____

!?

2. *Read the conversation given below and complete the given blanks in the paragraph that follows.*

5 A

George: When do you have your exams, Rohit? Mine are scheduled for the 22nd of March.

Rohit: I have my exams at the end of March. I feel rather nervous as I have had little time to prepare.

George: That's unfortunate. I have been working very hard as these exams are going to decide my future.

Rohit: Yes, you're right. I wish I had done the same.

George asked Rohit a) _____ and added that his were scheduled for the 22nd of March. Rohit replied that b) _____ at the end of March. He stated that he felt rather nervous as c) _____. George exclaimed that was unfortunate and that he d) _____ very hard as e)

_____ his future. Rohit agreed saying that he wished he had done the same.

!?

3. **Report this conversation between Sebastian and Michael.**

7 A

Sebastian: Please save me. I'm imprisoned here.

Michael: Who are you?

Sebastian: I can explain it to you later. The alarms are on and the cops will reach here in no time.

Michael: But I must find a way out and win this game.

Sebastian: I may be able to guide you in this game.

Michael: Well, I will help you.

Sebastian a) _____ and also said b) _____ Michael c) _____

Sebastian said d) _____ and added e) _____ Michael f) _____

Sebastian g) _____ Michael agreed and said that he would help him.

!?

4. **Read the given conversation between two classmates. Then complete the following in reported speech.**

Anubhav: Why is the bookshop closed today?

Aditya: Is it not his weekly off today?

Anubhav: Doesn't he sell the books and stationery at higher rates than the printed one?

Aditya: Shouldn't we complain to the Principal about it?

Anubhav asked a) _____

Aditya asked Anubhav b) _____

Anubhav asked Aditya c) _____

Aditya suggested Anubhav d) _____



1. **Complete the passage given below choosing the correct alternatives:**

5 U

GAP FILLING

In Sonnet 55, the speaker (a) (of/in) the poem claims that (b) (its/his) powerful rhyme (c) (have/will) outlast marble and gilded monuments, (d) (keeping/keep) the youth's memory alive (e) (until/beyond) the Judgement Day. The poem reflects (f) (the/a) common view during the Elizabethan age (g) (which/that) the entire world was (h) (in/on) a process of gradual decay and decline as humanity (i) (moved/move) through time towards the Last Judgement, the Judeo-Christian idea of apocalypse (j) (and/or) an end of time.

2. *Complete the following sentences using the correct form of the verbs given in the brackets:* 5

The postmaster a) _____ (change) person in the end. He now understands Ali's anxiety and restlessness for news of his daughter. He b) _____ (torn) and tortured by doubt and remorse by what has happened to him. He c) _____ (perplex) and confused whether he d) _____ (be see) Ali or not. He e) _____ (fills) with guilt at having treated Ali so unsympathetically.

3. *Fill in the following blanks choosing the most appropriate option from the ones given below. Write the answers in your answer sheet against the correct blank numbers.:* 5

Formal menswear (a) _____ always been branded as boring, whereas women's formal wear is always (b) _____ the forefront when it comes to style. In recent times clothing brands have taken it upon themselves to cast (c) _____ the sedate and boring label and take the innovative route. This has resulted in the creation (d) _____ what is being dubbed 'smart clothes for men'. The new men's clothing (e) _____ now geared to adjust to the shape of the wearer's figure.

- a) i) have ii) has iii) were iv) will
- b) i) in ii) on iii) under iv) to
- c) i) on ii) upon iii) aside iv) in
- d) i) of ii) about iii) from iv) as
- e) i) are ii) is iii) had iv) were

4. *Complete the summary of the passage by filling the blanks with one word only. Choose from the options given below: -* 5 U

(a) is a way of life and the world and its children have adopted the (b)..... tool of adaptation which is referred to as (c) In fact, SMS language has become a (d) and parcel of their life which has also not spared the (e) system which is supposed to be the most transparent system.

- a) (i) Suspicion (ii) Change (iii) Culture (iv) Mobile
- b) (i) most-loved (ii) popular (iii) convenient (iv) inconvenient
- c) (i) SMS (ii) tool (iii) language (iv) short forms



- d) (i) fervour (ii) rage (iii) handy (iv) part
e) (i) professional (ii) education (iii) political (iv) examination

5. Fill in the blanks choosing the most appropriate option from the ones given below. 5 U
Write the answers in your answer -sheet against the correct blank numbers.

Sanitation and hygiene are also important (a) _____ the well – being of society and biodiversity conservation. The government has (b) _____ a programme. It aims to develop (c) _____ riverfronts. It will solve the problem of pollution (d) _____ the rivers. The need has been (e) _____ for a long time.

- a) (i) by (ii) from (iii) for (iv) into
b) (i) initiates (ii) initiated (iii) initiate (iv) initiating
c) (i) an (ii) a (iii) in (iv) the
d) (i) in (ii) on (iii) onto (iv) by
e) (i) feeling (ii) feel (iii) felt (iv) have felt

EDITING & OMISSION



1. In the following passage one word has been omitted in each line. Write the missing word, in any four sentences of the given paragraph, along with the word that comes before and the word that comes after it in the space provided 3 A

	<i>Before</i>	<i>Missing</i>	<i>After</i>
Himachal Pradesh a good place for Eco Camp E.g.	a) _____	_____	_____
Pine Hill Eco Camp one of the ecotourism resorts	b) _____	_____	_____
near Barog Himachal Pradesh. Ecotourism is	c) _____	_____	_____
gaining popularity each passing day as more	d) _____	_____	_____
and more people want get away from the	e) _____	_____	_____
hectic schedules. This become a favourite tourist spot.	f) _____	_____	_____



2. The following passage has not been edited. There is one error in each line. Write the incorrect word and the correct word in your answer sheet against the correct blanks. The first one has been done for you as an example. 5 A

	<i>Incorrect</i>	<i>Correct</i>
Thanks to the current interest for fitness and health that peoples are taking in each locality we find this days some centres and clubs is springing up and they are do well in their new venture. But fortunately, they	a) _____ b) _____ c) _____ d) _____ e) _____ f) _____	_____ _____ _____ _____ _____ _____



are not within easy reach for all.
They charges are too high.
Beside, they are located in cities only.
Thanks to the current interest for fitness

g) _____
h) _____
i) _____
j) _____

3. *The following passage has not been edited. There is one error in each of the lines.* 3 A
Find out the incorrect word and the correction for any four of the lines given below:

Lord Brougham said, 'Blessed is the man who had hobbies'.
The pursuit of hobbies is not a waste in time. Rather it prevents us while wasting our time in other frivolous pursuits.
Hobbies fill our vacant hours with amusement or interest.
So, I am justifying in having my hobbies. I take a child-like pleasure in collecting old stamps of different nation.

<i>Incorrect</i>	<i>Correct</i>
a) _____	_____
b) _____	_____
c) _____	_____
d) _____	_____
e) _____	_____
f) _____	_____



4. *In the passage below one word has been omitted in each line. Put a slash (/) where the word has been omitted. Write the missing word in the space provided.* 4 A

One thing we all must do to cooperate with the police and pay heed to their advice. They warn us not touch unidentified unclaimed suspicious objects like transistors, brief cases etc. We need watch out for abandoned cars, scooters report the details of such objects to nearest police control room dialing 100. One should not touch the objects the bomb disposal squad arrives.

<i>Before</i>	<i>Missing</i>	<i>After</i>
a) _____	_____	_____
b) _____	_____	_____
c) _____	_____	_____
d) _____	_____	_____
e) _____	_____	_____
f) _____	_____	_____
g) _____	_____	_____
h) _____	_____	_____



5. *The following passage has not been edited. There is one error in each of the lines.* 5 A
Find out the incorrect word and the correction for any four of the lines given below:

Power, position and pelf should be use for the welfare in mankind. History may record one's territorial achievements but since one wins the heart of people, then that is real victory. One might command respect and not demand it. Many times, saints or sages are respecting more than kings. So, one must never misuse power and mighty. Shelley also demonstrate the fact that art and language long outlive.

<i>Incorrect</i>	<i>Correct</i>
a) _____	_____
b) _____	_____
c) _____	_____
d) _____	_____
e) _____	_____
f) _____	_____
g) _____	_____
h) _____	_____
i) _____	_____
j) _____	_____

SENTENCE RE-ODERING

!?

1. **Rearrange the following word clusters to make meaningful sentences.**

5 A

- a) rain water / flooding / helps/ harvesting / in / chances of / reducing
- b) storm / helps/ also/better/ water/ it / water management / in
- c) plant growth / in/storing /rainwater / can/ help / improving
- d) is/ from / stored/ natural and/ pollutants /rain water /free/ man- made
- e) out/ the/street/ earthquake/another/on/people/ came/ fearing/

!?

2. **Rearrange the following words and phrases to form meaningful sentences.**

4 A

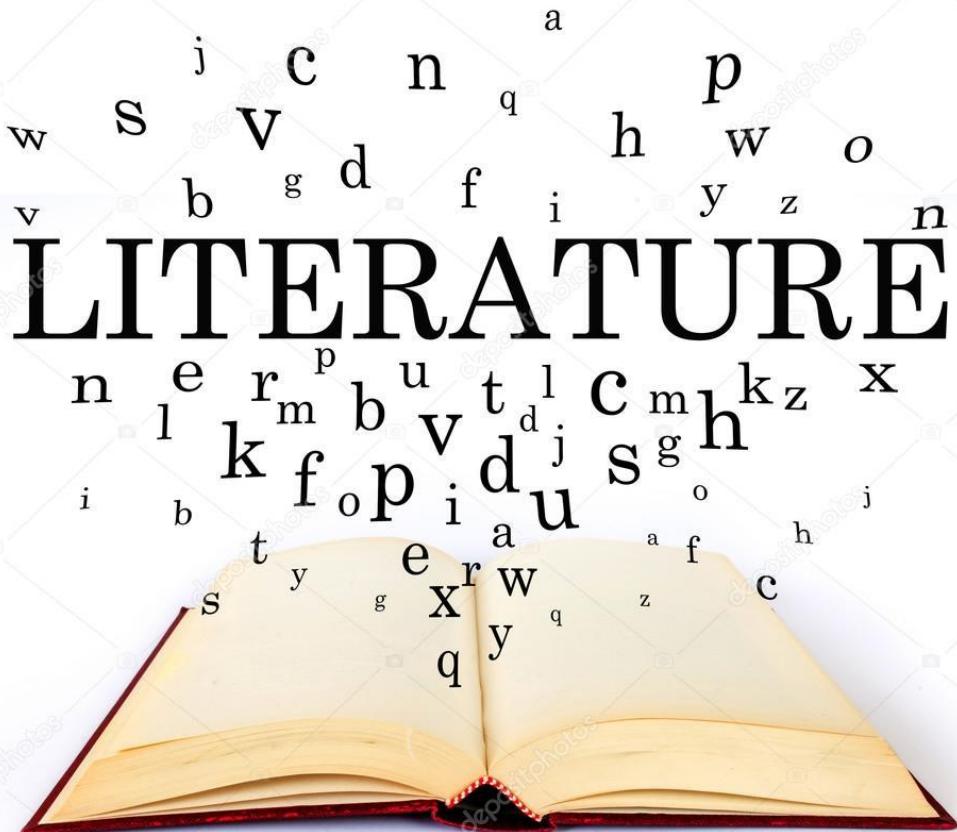
- a) of mankind / the habit / reading is / one of / resources / of / the greatest /
- b) are / we enjoy / that / belong to us / than if / much more / they / borrowed / reading books /
- c) book / formality / a certain considerate / must be treated / with / a borrowed /
- d) no book / that / afraid to / you should / mark up / own / you are /

!?

4. **Rearrange the following words/phrases to form meaningful sentences.**

12 A

- a) daze and confusion /in /a /state /of/ the/ postmaster/ was still
- b) the/ world of illusions/ reveal/ how/ human /prefer/ Sylvia Plath /through/ her/ poem/ mirror/ tries /to
- c) commented/ that/ the/ bullet /miss/ mebbin /goat /not /the/ tiger /had shot
- d) so / to / itchy / is / that / I / wait / My / off. / uniform / can't / take / it
- e) is / good / both / for / and / early / rising / old / adults
- f) the / weekend / I / can / love / down. / be / I / myself / because / and / dress
- g) Finish / work / early / one / can / go / and / a / for walk / one's.
- h) place / our lives / music / important / has / in / an.
- i) its / urbanisation / in India / everywhere / has / tentacles / spread
- j) light up / in every home / good / the lamp / books / magazines / and / of / knowledge
- k) ‘The year of Books’ / are / we / this / celebrating / year.
- l) I’d / thought / nervous! / the / get / interview; / I / I / through / was / never / so



FIRST FLIGHT

A LETTER TO GOD by G. L. Fuentes



I. EXTRACT QUESTIONS

1. *Lencho showed not the slightest surprise on seeing the money; such was his confidence—but he became angry when he counted the money. God could not have made a mistake, nor could he have denied Lencho what he had requested.*

- a) Why did Lencho get angry? 1 U
b) Who could not have made a mistake in Lencho's eyes? 1 C
c) Why was Lencho not surprised on seeing the money? 1 U
d) What did Lencho find when he counted the money? 1 C

- 2 *In the north-east huge mountains of clouds could be seen approaching. The air was fresh and sweet. The man went out for no other reason than to have the pleasure of feeling the rain on his body, and when he returned, he exclaimed, "These aren't raindrops falling from the sky, they are new coins. The big drops are ten cent pieces and the little ones are fives."*

- a) Why did Lencho go out in the rain? 1 C
b) Why were the raindrops like 'new coins' for Lencho? 1 U
c) How did these new coins ultimately bring disaster to his cornfield? 1 U
d) Explain the description: 'The air was fresh and sweet'. 1 A

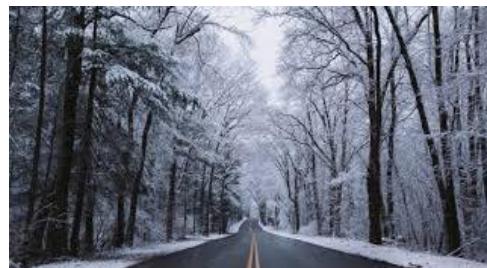
II. SHORT ANSWER QUESTIONS

- ! 3. What were Lencho's feelings when he found the letter with money in it? What did he do after opening the letter? 2 A
? 4. What are the raindrops compared to? Why? 2 H

III. CHALLENGE YOUR THINKING

- 6. Lencho received the money and a letter from God yet, he was not happy. Was it not his nature to be happy with what he achieved? Did he not know the pleasure of being grateful to others? Reflecting on the values required to lead a happy life, explain in about 100-120 words. 8 MD

DUST OF SNOW by Robert Frost



SYNOPSIS

‘Dust of Snow’ by Robert Frost, shows that even a simple moment has great significance. The poet says that once he was in a sad, depressed mood, and sitting under a hemlock tree. A crow, sitting on the same tree, shook off the dust of snow on the poet. This simple action changed the poet’s mood. He realized that he had just wasted a part of his day, lost in sorrow. But the change in his mood made him realize that he should utilize the rest of the day in some useful activity. His sorrow was washed away by the light shower of snow dust. His spirit was revived, and he got ready to utilize the rest of the day.

LITERARY DEVICES

Metaphor: 1st stanza when he compares the mass of snowflakes atop the hemlock tree with dust.

Synecdoche: Using a part to represent the whole in the 1st line of the 2nd stanza. His “heart” has undergone a change of mood, yet it is not only his heart, but his entire person that is now experiencing a better mood as a result of the actions of the crow.

Symbolism: The black crow commonly symbolizes death and fear.

Irony: The crow is not associated with goodness but still did a good action - it shook off the snow.

Imagery: 1st stanza picturizes the image of the scene in the mind.

I. EXTRACT QUESTIONS

1. *The way a crow
Shook down on me
The dust of snow
From a hemlock tree*
 a) Where was the poet?
 b) What is the ‘dust of snow’?
 c) What did the crow do to the hemlock tree?
 d) What do the ‘crow’ and ‘hemlock’ symbolize?

1 C

1 U

1 C

1 H



2. *Has given my heart
A change of mood
And saved some part
Of a day I had rued.*



- a) What mood of the poet is conveyed in these lines?

1 A



- b) When did the poet's mood change?

1 U



- c) What does the poet mean when he says, 'And saved some part of a day'?

1 A



- d) Which literary device is used in the first line?

1 A

II. SHORT ANSWER QUESTIONS



3. How has the poet observed nature in the poem, 'Dust of Snow'?

2 H



4. Why does the poet use such poetically uncommon words as bird and tree? What does it reflect?

2 A

III. CHALLENGE YOUR THINKING



5. Positive attitude in life can make the world a better place to live in. Do you agree or disagree? Elucidate with reference to the poem 'Dust of Snow'. Express your views bringing out the inherent values in not more than 120 words.

8 MD

FIRE AND ICE by Robert Frost



SYNOPSIS

'Fire and Ice' by Robert Frost, refers to two predictions of how the world will end. Some say it will end in fire whereas others say it will end in ice.

According to the poet, 'fire' stands for desire, greed, avarice or lust. The more you try to satisfy them, the more they grow. They spread rapidly like fire and engulf your whole life. One becomes selfish and sometimes cruel also. On the other hand, 'ice' according to the poet, stands for hatred, coldness and rigidity. One becomes insensitive and indifferent

towards the feelings of others. The poet says that both fire and ice are growing at such a rapid speed that the world would soon perish either in fire or in ice.

LITERARY DEVICE

Alliteration: The repetition of initial sounds on the same line or stanza. It can be seen on line 1 and 2 [some say....] and line 4 [.... favor fire]

Symbolism: It is a key element in the poem because the author makes fire a symbol of desire, passion, and ice, a symbol of hatred.

I. EXTRACT QUESTIONS

1. *Some say the world will end in fire*

Some say in ice

From what I've tasted of desire

I hold with those who favour fire



- a) What do people think of the world?

1 C



- b) What is the poet's opinion of the world?

1 U



- c) Which two things will destroy the world?

1 C



- d) What is the prediction of the people about how the world will come to an end?

1 U

2. *But if It had to perish twice.*

I think I know enough of hate

To say that for destruction ice

Is also great

And would suffice.



- a) What does 'it' stand for in the first line?

1 C



- b) Why does the poet feel that 'ice is also great' for destruction?

1 H



- c) The two things that the poet thinks are good enough for destruction are _____.

1 U



- d) What is the rhyme scheme of the given stanza?

1 A

II. SHORT ANSWER QUESTIONS



3. What do you think would be enough to destroy the world? Can Fire and Ice contribute to it?

2 H



4. According to the poet, what do 'fire' and 'ice' represent? Do you agree with his viewpoint?

2 A

III. CHALLENGE YOUR THINKING

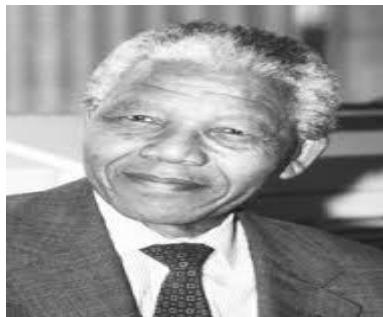


6. How does the poem depict the two contrasting ideas - 'Fire' and 'Ice'? Can hatred destroy us and the world? Explain in about 120 words bringing out values which can make this world a better place to live in.

8 MD

Nelson Mandela: Long Walk to Freedom

by Nelson Rolihlahla Mandela



I. EXTRACT QUESTIONS

1. *10th May dawned bright and clear. For the past few days I had been pleasantly besieged by dignitaries and world leaders who were coming to pay their respects before the inauguration. The inauguration would be the largest gathering ever of international leaders on South African soil. The ceremonies took place in the lovely sandstone amphitheater formed by the Union Buildings in Pretoria.*

a) Who were coming before the inauguration and for what? 1 C

b) What happened during the inauguration? 1 U

c) From the passage, find the word that means the same as ‘commencement’. 1 A

d) Find the word from the passage which means ‘an open space surrounded by sloping land’. 1 A

2. *On that lovely autumn day, I was accompanied by my daughter Zenani. On the podium, Mr. de Klerk was first sworn in as second Deputy President. Then Thabo Mbeki was sworn in as first Deputy President. When it was my turn, I pledged to obey and uphold the Constitution and to devote myself to the well-being of the republic and its people.*

a) Who accompanied Nelson Mandela to the inauguration? 1 C

b) Who took the oath before Mandela? Why? 1 U

c) Find out the word from the passage that has the same meaning as ‘maintain’. 1 A

d) _____ means a small platform that a person stands on when giving a speech. 1 A

II. SHORT ANSWER QUESTIONS

3. What promise does Mandela make at the beginning of his oath-taking speech? 2 A

4. What did freedom mean to Mandela in his childhood? 2 A

III. CHALLENGE YOUR THINKING

5. Would you agree that the ‘depths of oppression’ create ‘heights of character’? Elucidate with reference to the chapter and include your views. 8 MD

A TIGER IN THE ZOO by Leslie Norris



SYNOPSIS

The poem, “A Tiger in the Zoo” contrasts a tiger in the zoo with the tiger in its natural habitat. The poem moves from the zoo to the jungle, and back again to the zoo. The poet has deep sympathy for the tiger that feels helpless as all his strength is locked behind the concrete cell of the zoo. The tiger is more comfortable in the forest where he has freedom.

LITERARY DEVICES

Metaphor: The pads of the tiger's feet is compared with velvet, since both are soft and smooth to the touch

I. EXTRACT QUESTIONS

1. *He stalks in his vivid stripes
The few steps of his cage,
On pads of velvet quiet,*



- a) Who is ‘He’ in the above lines?
b) Where is he?
c) Where and how is he walking?
d) In what mood is he? Why?

1 C
1 U
1 C
1 A

2. *He should be lurking in shadow,
Sliding through long grass
Near the waterhole
Where plump deer pass.*



- a) Where is the tiger hiding?
b) Who is going to be his prey?
c) Why should he be lurking in shadow?
d) What is the rhyme scheme of the above lines?

1 C
1 U
1 A
1 A

II. SHORT ANSWER QUESTIONS



3. What do you understand by ‘His strength behind bars’? What kind of cage is he locked in? 2 H



4. What message does the poet wish to convey through the poem—'Tiger in the Zoo'? 2 H

III. CHALLENGE YOUR THINKING



6. Animals, big and small, are being used by humans for their selfish ends. What is your opinion regarding the exploitation of animals? Validate with reference to the poem 'A tiger in the zoo'. Mention some examples that you can see as a possible solution to this problem. 8 MD

TWO STORIES ABOUT FLYING

Part I - HIS FIRST FLIGHT by Liam O' Flaherty



I. EXTRACT QUESTIONS



1. *He stepped slowly out to the brink of the ledge and standing on one leg with the other leg hidden under his wing; he closed one eye, then the other, and pretended to be falling asleep. Still they took no notice of him.*



a) What did the sea gull do?

1 C



b) What was the sea gull afraid of ?

1 U



c) Why did he close his eyes one –by – one?

1 U



d) What were his brothers and sisters doing?

1 C



2. *His father and mother had come around him calling him shrilly, upbraiding him, threatening to let him starve on the ledge unless he flew away. But for the life of him, he could not move.*



a) How did his parents try to make him fly?

1 C



b) What was the effect of their efforts?

1 U



c) What does the passage reflect on the young seagull?

1 H



d) How was the young seagull threatened by his parents initially when he did not fly?

1 A

II. SHORT ANSWER QUESTIONS



3. What was the young seagull's experience during his first flight? 2 U



4. What did the young seagull do to attract the attention of his mother? 2 U

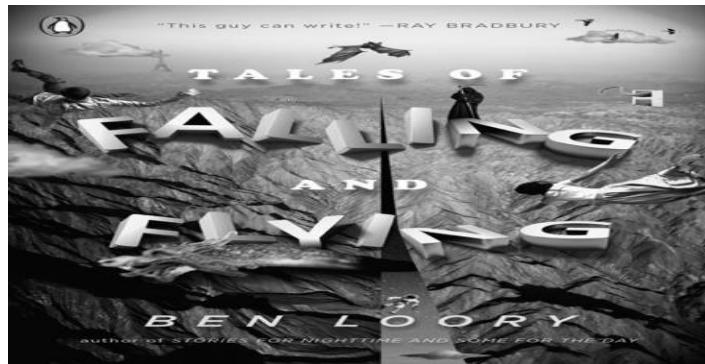
III. CHALLENGE YOUR THINKING:



5. Do you think that the seagull's family loved him? Justify their attitude towards him.

8 H

Part II – BLACK AEROPLANE by Frederick Forsyth



I. EXTRACT QUESTIONS

1. Inside the clouds, everything was suddenly black. It was impossible to see anything outside the aeroplane. The old aeroplane jumped and twisted in the air. I looked at the compass. I could not believe my eyes: the compass was turning round and round and round. It was dead, too. It would not work!



a) Why did it become impossible for the writer to see?

1 C



b) Why was the aeroplane twisting in the air?

1 U



c) What could have happened as a result of compass failure?

1 A



d) Where could the pilot not establish contact?

1 A

2. She looked at me very strangely and then laughed. "Another aeroplane! Up there in the storm! No other aero planes were flying tonight. Yours was the only one I could see on the radar."



a) Who is 'she' in the first sentence?

1 C



b) Why did she look strangely at him?

1 U



c) What made the situation a mystery?

1 A



d) Why do you think there were no other planes flying?

1 A

II. SHORT ANSWER QUESTIONS



3. Recount the experience of the pilot of the Dakota inside the black clouds.

2 U



4. How did the black aeroplane rescue the first pilot?

2 U



III. CHALLENGE YOUR THINKING



5. Do you agree that the story told in 'The Black Aeroplane' is a mystery? Justify your answer.

8 H

HOW TO TELL WILD ANIMALS by Carolyn Wells



POETIC DEVICES

Poetic License: ‘As soon as it has lept on you.
He will only lep and lep again’
T is the chameleon you see

In the first instance it should have been “leapt” instead of “lept”. In the second stanza, the term ‘lep’ should have been spelt as “leap”. In the third instance, the line should have begun with “it” instead of ‘T’

Alliteration: roaming round / lep and lep again / Who hugs you very very hard / A novice might nonplus

I. EXTRACT QUESTIONS

1. *If ever you should go by chance
To jungles in the east;
And if there should to you advance
A large and tawny beast
If he roars at you as you’re dyin’*

a) Where can you meet a lion? 1 C

b) How according to the poet can you identify him? 1 U

c) What is the poet’s real purpose to give such a suggestion? 1 H

!?) d) Which expression in the above lines mean – ‘a brown coloured wild animal’? 1 A

2. *The true chameleon is small,
A lizard sort of a thing;
He hasn’t any ears at all,
And not a single wing.
If there is nothing on the tree,
It’s the chameleon you see.*

a) Which other creature does a chameleon resemble? 1 C

b) How does the poet describe a chameleon? 1 U

- ?** c) What does the poet want through the poem? 1 H
!? d) Why can't one see a chameleon on the tree? 1 A

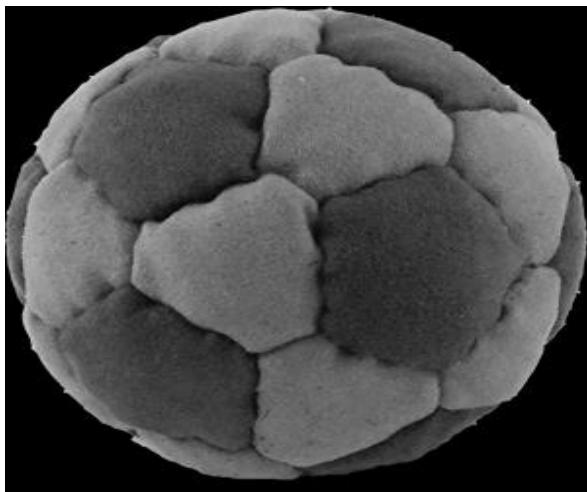
II. SHORT ANSWER QUESTIONS

- ?** 3. What is the famous saying associated with crocodiles and what does it mean? 2 H
? 4. What is the theme of the poem — ‘How to Tell Wild Animals’? 2 H

III. CHALLENGE YOUR THINKING

- ?** 5. The poet has successfully used humour to be able to ‘tell’ or identify ‘Wild Animals’. How do you think we need lots of it in our daily life? 8 M D

THE BALL POEM by John Berryman



SYNOPSIS

“The Ball Poem” is a very subtle and beautiful poem about a little boy’s growing up. The poet sees this little boy one day when he has just lost his ball. The loss of his ball is teaching him that in life, we often lose things and they cannot be easily replaced. Such lessons are a part of growing up, and everyone has to learn them at some point in time or the other. However, it is painful for the poet to watch the boy in his sad state. He is sure that the ball, as well as the person who whistles by the boy, feels the same way as he does. But he does not interfere with the boy’s ruminations. He knew that the boy was learning his first lesson on how to put up with material loss.

This poem consists of only one stanza. There is no rhyming, but the poet instead conveys his meaning through the rhythm, the tone, and his use of words.

LITERARY DEVICES

Metaphor: The poet uses the device of metaphor in the 8th line when he compares the boy's young days or his childhood with the lost ball.

Transferred epithet: In this poem, the poet uses the device of transferred epithet in the 15th line when he writes the phrase "desperate eyes". It is not that the eyes of the boy are sad, but that the boy itself is sad and that his eyes are expressing that emotion on his face.

I. EXTRACT QUESTIONS

1. "In a world of possessions. People will take
Balls, balls will be lost always, little boy.
And no one buys a ball back. Money is external."

-  a) The poet speaks of the ball as a symbol of _____ - 1 H
-  b) Who has lost the ball and when? 1 U
-  c) What has the boy learnt from the loss? 1 A
-  d) What does the poet want him to learn? 1 A
2. What is the boy now, who has lost his ball?
What, what is he to do? I saw it go
Merrily bouncing down the street, and then
Merrily over-there it is in the water!
No use to say 'O there are other balls';
-  a) The boy who has lost ball is in the state of _____. 1 U
-  b) The ball went into the _____. 1 C
-  c) The ball got lost _____. 1 C
-  d) 'I' in the above lines refers to _____. 1 U

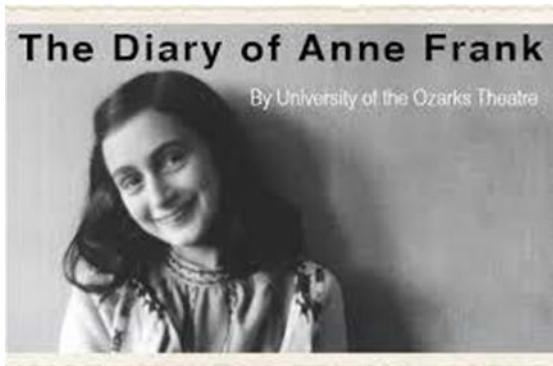
II. SHORT ANSWER QUESTIONS

-  3. What is the theme of the poem — 'The Ball Poem'? 2 H
-  4. A ball is an easily available, inexpensive thing. Then, why is the boy so sad to lose it? 2 H

III. CHALLENGE YOUR THINKING

-  5. With reference to the poem 'The Ball', elaborate the idea that one should learn to accept and let go and not stick to something that we cannot have. 8 M D

FROM THE DIARY OF ANNE FRANK by Anne Frank



SYNOPSIS

A young girl of 13 years wanted to have a very intimate and bosom friend, but she couldn't make one. And hence she turned to make her diary, Kitty, her true friend. Because she feels a paper has more patience than people. She writes every bit of her happenings truthfully which posthumously became one of the most important literary properties of the civilized world.

I. EXTRACT QUESTIONS

1. *Writing in a diary is a really strange experience for someone like me. Not only because I have never written anything before, but also because it seems to me that later on neither I nor anyone else will be interested in the musing of a thirteen-year-old school girl. Oh well, it doesn't matter. I feel like writing and I have an even greater need to get all kind of things off my chest.*

'Paper has more patience than people.' I thought of this saying on one of those days when I was feeling a little depressed and was sitting at home with my chin in my hands, bored and listless, wondering whether to stay in or go out.

- a) To whom does 'I' refer in the given passage? 1 C
- b) 'Paper has more patience than people' – Why did Anne Frank say that? 1 H
- c) Find a word in the passage that means 'deep thought'. 1 A
- d) Which word in the passage is a synonym of 'lethargic'? 1 A
2. *I have loving parents and a sixteen-year-old sister, and there are about thirty people I can call friends. I have a family, loving aunts and a good home. No, on the surface I seem to have everything, except my one true friend. All I think about when I'm with friends is having a good time. I can't bring myself to talk about anything but ordinary everyday things. We don't seem to be able to get any closer, and that's the problem. Maybe it's my fault that we don't confide in each other. In any case, that's just how things are, and unfortunately, they're not liable to change. This is why I've started the diary.*
- a) Why was Anne Frank disturbed even when she had loving parents, relatives and friends? 1 H

-  b) Why did Anne decide to write a diary? 1 U
-  c) Find the word that means the same as ‘unluckily’. 1 A
-  d) To confide in somebody is to _____. 1 A

II. SHORT ANSWER QUESTIONS

-  3. Describe Anne’s Feelings about having a diary. 2 A
-  4. What does Anne Frank tell about her family in her diary? 2 U

III. CHALLENGE YOUR THINKING

-  5. Anne believed that paper has more patience than people. She could confide more in her diary than in people. Why did she feel so? Was she free from bias and stereotypes? Explain in 100-120 words the values we need to imbibe from diary as a friend. 8 M
D

AMANDA by Robin Klein



THEME

This poem depicts the state of a little girl’s mind who is constantly instructed about dos and don’ts by her elders. She is told not to hunch her shoulders and to sit up straight. She is told to finish her homework and tidy her room. She is forbidden from eating a chocolate that she has. But all the time, the little girl Amanda keeps dreaming of a life of freedom in the open. She dreams of mermaids in the sea, of roaming barefoot in the dusty street and of the golden-haired Rapunzel who lived alone in a high tower. She takes no note of what is being said to her. Then she is rebuked for being moody and sulking all the time.

LITERARY DEVICES

Metaphor: In this poem, the poet uses the device of metaphor in the 2nd, 4th and 6th stanzas as Amanda compares herself first with a mermaid, then with an orphan in the street and finally with Rapunzel.

I. EXTRACT QUESTIONS

1. (*I am an orphan, roaming in the street,
I pattern soft dust with my hushed, bare feet.
The silence is golden, the freedom is sweet.*)

 a) Is the speaker an orphan? Why does she say so? 1 U

 b) Why is the above stanza given in brackets? 1 A

 c) Who is the speaker of the above lines? 1 C

 d) Why does the speaker want to be an orphan? 1 A

2. *Don't eat that chocolate, Amanda!
Remember your acne, Amanda!
Will you please look at me when I'm speaking to you,
Amanda!*

 a) Why is Amanda not looking at the speaker? 1 H

 b) Find the word in the extract which means same as consume? 1 A

 c) The speaker is so worried about acne. What does it show? 1 H

 d) Which word in the extract means the same as 'to gaze'? 1 A

II. SHORT ANSWER QUESTIONS

 3. Is the purpose of someone constantly giving instructions to Amanda being fulfilled? Explain. 2 H

 4. What message does the poet wish to give through the poem — 'Amanda'? 2 H

III. CHALLENGE YOUR THINKING

 5. Bringing up teenagers can be both a challenge and fun. How far do you agree? Express your views with reference to Amanda's life. 8 M
D

THE HUNDRED DRESSES-I by El Bsor Ester



I. EXTRACT QUESTIONS

1. *She protected small children from bullies. And she cried for hours if she saw an animal mistreated. If anybody had said to her “Don’t you think that is a cruel way to treat Wanda?” she would have been very surprised. “Cruel? Why did the girl say she had a hundred dresses”?*

- a) Who is ‘she’ in the above extract? 1 C
 b) What impression do you form about her nature? 1 U
 c) Why does Peggy get surprised if anybody told Peggy that she had been cruel to Wanda? 1 C
 d) What cruel way of treating is being referred to here? 1 A

2. *The reason Peggy and Maddie noticed Wanda’s absence was because Wanda had made them late to school. They had waited and waited for Wanda, to have some fun with her, and she just hadn’t come.*

- a) What is the relationship between Peggy and Maddie? 1 C
 b) Why were they late to school on Wednesday? 1 C
 c) Why did they wait for Wanda? 1 C
 d) When and why do Peggy and Maddie notice Wanda’s absence? 1 U

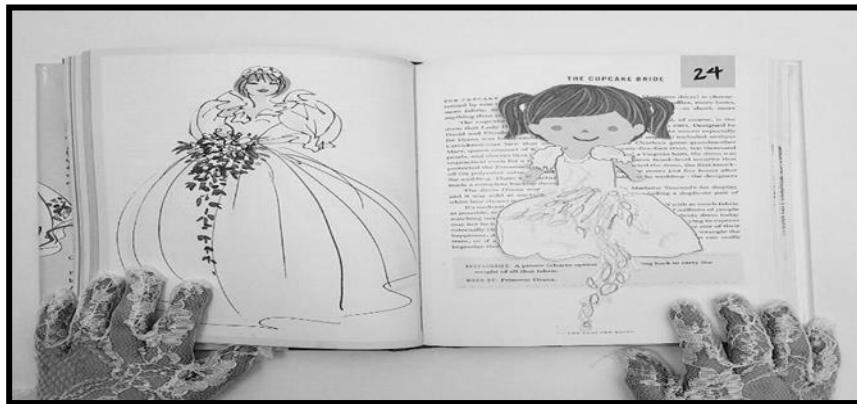
II. SHORT ANSWER QUESTIONS

3. How did Peggy make fun of Wanda Petronski? 2 U
 4. Why did Maddie write a note to Peggy and then tore it? 2 A

III. CHALLENGE YOUR THINKING

5. Wanda had no friends, and nobody liked to talk to her. Do you think such attitude of children towards Wanda is justified? Is it right to judge people based on their social status? If not, then what values should such people imbibe? Explain in about 100-120 words. 8 M D

THE HUNDRED DRESSES-II by El Bsor Ester



I. EXTRACT QUESTIONS

1. *She had stood silently, and that was just as bad as what Peggy had done. She was a coward. At least Peggy hadn't considered they were being mean but she, Maddie, had thought they were doing wrong. She could put herself in Wanda's shoes.*

- a) Why did Maddie think that she was a coward? 1 U
 b) In what respect Maddie was worse than Peggy in treating Wanda? 1 U
 c) What does the expression — ‘put herself in Wanda’s shoes’ imply? 1 A
 d) Maddie thought her silence was as bad as Peggy’s teasing. Was she right? Why? 1 H

2. *“Well, at least,” said Peggy gruffly “I never did call her a foreigner or make fun of her name. I never thought she had the sense to know we were making fun of her anyway. I thought she was too dumb. And gee, look how she can draw!”*

- a) How did Peggy console herself? 1 U
 b) What changed Peggy’s opinion about Wanda? 1 U
 c) What was Peggy’s opinion about Wanda? 1 C
 d) What excuses does Peggy think up for her behaviour? Why? 1 A

II. SHORT ANSWER QUESTIONS

3. Why does Wanda’s house remind Maddie of Wanda’s blue dress? 2 H
 4. What does Maddie think hard about? What important decision does she come to? 2 A

III. CHALLENGE YOUR THINKING

6. ‘Though Peggy and Maddie made fun of Wanda, she gifted them her special drawings.’ In the light of this statement write a character-sketch of Wanda Petronski. 8 H

ANIMALS by Walt Whitman



SYNOPSIS

The poem, "Animals" by Walt Whitman is a comparison between animals and humans.

The poet tells us that he feels more at home with animals than humans, whom he finds complicated and false. He holds that civilization has made humans false to their own nature. He has all praise for the animals that he considers to be more placid and self-contained. Unlike humans they do not worry or complain about their condition and are never possessive. He feels that they possess the qualities and virtues which we human beings have lost in the long run.

LITERARY DEVICES

Repetition

Stanza 1: stand and look at them long and long.

Stanza 2: (i) *They do not sweat.....*
(ii) *Not one is dissatisfied.....*

Alliteration

They do not make me sick.

Stanza 3: I wonder where they get those tokens

Rhyme Scheme

There is no rhyme. The poem is in free verse.

I. EXTRACT QUESTIONS

1. *They do not sweat and whine about their condition,
They do not lie awake in the dark and weep for their sins,
They do not make me sick discussing their duty to God,*
 - a) Why do humans lie awake in the dark?
 - b) What do humans do about their condition?
 - c) Which word is an antonym to “good deeds” in the given lines?

- !?** d) Find a word from the stanza that is an antonym of ‘Thanking’. 1 A
2. *Not one kneels to another, nor to his kind that lived thousands of years ago,
Not one is respectable or unhappy over the whole earth.*
- ?** a) Who does ‘another’ refer to here? 1 C
- b) Who is the poet referring to that lived thousands of years ago? 1 U
- ?** c) What does ‘kneel’ symbolize here? 1 H
- !?** d) Which word in the stanza is an antonym of ‘a part’? 1 A
- II. SHORT ANSWER QUESTIONS**
- ?** 3. With reference to the poem, explain the satisfaction that animals have, and humans don’t. 2 H
- ?** 4. What does the poet mean by, “Not one is respectable or unhappy over the whole earth”? 2 H
- III. CHALLENGE YOUR THINKING**
- (O)** 5. Why do you think the poet has called the desire to own things, a mania? Is the poet right in doing so? Write your own views with reference to the poem. 8 M D

GLIMPSES OF INDIA

I - A BAKER FROM GOA by Lucia Rodrigues



I. EXTRACT QUESTIONS

1. *The baker usually collected his bills at the end of the month. Monthly accounts used to be recorded on some wall in pencil. Baking was a profitable profession in the old days. The baker and his family never starved. He, his family and his servants always looked happy and prosperous. Their plump physique was an open testimony to this. Even today any person with a jackfruit-like physical appearance is easily compared to a baker.*

-  a) When did the baker collect his bills? 1 C
 b) How can you say baking was a profitable profession? 1 U
 c) Who is being described in the above passage? 1 C
 d) What kind of business was baking considered? 1 U

2. *The baker made his musical entry on the scene with 'bang, jhang' sound of his specially made bamboo staff one hand supported the basket on his head and the other banged the bamboo on the ground.*

-  a) How did the bakers announce their entry? 1 C
 b) How were both of his hands occupied? 1 U
 c) How did the baker make his entry musical? 1 U
 d) How did he balance the basket on his head? 1 C

II. SHORT ANSWER QUESTIONS

-  3. What did the baker mean to the narrator during his childhood? How many times did he pay a visit? 2 U
 4. What was *Kabai*? Give a brief description. 2 U
 5. Describe the childhood memories of the author's life in Goa and his fondness for bread and cakes. 8 U

II – COORG by Lokesh Abrol



I. EXTRACT QUESTIONS

1. *Coorgi homes have a tradition of hospitality, and they are more than willing to recount numerous tales of valour related to their sons and fathers. Coorg regiment is one of the most decorated in the Indian army, and the first Chief of the Indian army, General Cariappa, was a Coorgi. Even now, Kodavus are the only people in India permitted to carry firearms IA without a license.*

-  a) What type of stories are the Coorgi people always ready to narrate? 1 C
 b) What is the special favour granted to the Coorgi people? 1 C



- c) What is the tradition in Coorgi homes?
d) How is the Coorgi regiment decorated?

1 C

1 C

2. *The climb to the Brahmagiri hills brings you into a panoramic view of the entire misty landscape of Coorg. A walk across the rope bridge leads to the sixty-four-acre island of Nisargadhama. Running into Buddhist monks from India's largest Tibetan settlement, at nearby Bylakuppe, is a bonus.*



- a) Name the hills mentioned in the passage.

1 C



- b) What can one see from the hills?

1 U



- c) What is Nisargadhama?

1 C



- d) Where is the largest Tibetan settlement in India?

1 C

II. SHORT ANSWER QUESTIONS



3. The people of Coorg have a tradition of courage and bravery. How has it been recognized in modern India?

2 A



4. Coorg is a tourist's paradise. Discuss with reference to the extract from 'Glimpses of India'.

2 H



5. What does the writer say about the natural beauty of Coorg?

8 A

III-TEA FROM ASSAM by Arup Kumar Datta



I. EXTRACT QUESTIONS

1. *An hour later the car veered sharply off the main road. They crossed a cattle bridge and entered Dhekiabari Tea Estate. On both sides of the gravel-road were acre upon acre of tea bushes, all neatly pruned to the same height. Groups of tea-pluckers, with bamboo baskets on their backs, wearing plastic aprons, were plucking the newly sprouted leaves. Pranjol's father slowed down to allow a tractor, pulling a trailer-load of tea leaves to pass. "This is the second-flush or sprouting period, isn't it, Mr. Barua"? Rajvir asked, "It lasts from May to July and yields the best tea".*

-  a) How are the women pluckers different from the other workers on the farms? 1 U
-  b) When should the tea leaves be plucked to have the best tea? 1 U
-  c) What did they see at Dhekiabari Tea Estate? 1 C
-  d) What were the groups of women doing? 1 C
2. *The train pulled out of the station. Pranjol buried his nose in his detective book again. Rajvir too was an ardent fan of detective stories, but at the moment he was keener on looking at the beautiful scenery. It was green, green everywhere. Rajvir had never seen so much greenery before. Then the soft green paddy fields gave way to tea bushes. It was a magnificent blue. Against the backdrop of densely wooded hills, a sea of tea bushes stretched as far as the eye could see. Dwarfing the tiny tea plants were tall sturdy shade trees and amidst the orderly rows of bushes busily moved doll-like figures.*
-  a) Where did Pranjol bury his nose? 1 C
-  b) Describe the ‘magnificent view’. 1 C
-  c) What made tea plants look tiny and dwarf? 1 U
-  d) What were doll-like figures amidst the rows of tea bushes doing? 1 C

II. SHORT ANSWER QUESTIONS

-  3. What information was given by Pranjol’s father to Rajvir about Assam Tea Estate? 2 U
-  4. Write down the Buddhist legend about tea. 2 U
-  5. What information do you gather about the history of tea after reading the lesson, ‘Tea from Assam’? 8 U

TREES by Adrienne Rich



SYNOPSIS

‘The Trees’ is a short symbolic poem that focuses on the movement of trees that are initially indoors but seeking to escape to freedom in the forest. The trees represent nature but also the nature of being - womanhood in particular. What makes this poem unusual is the speaker’s

attitude towards the trees. In the first two stanzas there is a definite attachment as the speaker objectively describes the escape of the trees to their new environment. In the last two stanzas the speaker, now a first person 'I', seems to want to ignore this profound shifting of the trees but paradoxically by mentioning her own aloofness brings the whole situation into sharper focus.

LITERARY DEVICES

Repetition (anaphora) occurs in the first stanza...the forest that was empty ...reinforcing the idea that previously there was no life outside. Take note also of - where no bird/no insect/no sun.

Similes, in the second, third and final stanza involve both human and domestic elements - like newly discharged patients/like a voice/like a mirror.

Personification is to be found in the first stanza - no sun bury its feet in shadow...and the second - small twigs stiff with exertion/long-cramped boughs shuffling....and the fourth stanza - The trees are stumbling forward

I. EXTRACT QUESTIONS

1. *The trees inside are moving out into the forest,
the forest that was empty all these days
where no bird could sit
no insect hide
no sun bury its feet in the shadow
the forest that was empty all these nights
will be full of trees by morning.*

-  a) What things don't happen in the empty forest? 1 U

-  b) The figure of speech used in these lines is ____ 1 A

-  c) In the first line of the extract, the poet means to say that the trees are trying____ 1 H

-  d) The trees are not in their rightful place because____ 1 U

2. *The night is fresh, the whole moon shines
in a sky still open
the smell of leaves and lichen
still reaches like a voice into the rooms.
My head is full of whispers
which tomorrow will be silent.*

-  a) What description of the moon does the poet give? 1 C

-  b) What is smell compared to? 1 U

-  c) Which figure of speech is used here? 1 A

-  d) Name the poet and the poem. 1 C

II. SHORT ANSWER QUESTIONS

- ?
1. Why is the description of the moon different in the beginning and at the end of the third stanza? 2 H
 2. Justify the revolt of the trees and state two values which the man should possess to stop the revolt. 2 H

III. CHALLENGE YOUR THINKING

- ?
1. What message does Adrienne Rich want to convey through her poem, The Trees'? 8 H

MIJBIL THE OTTER by Gavin Maxwell



I. EXTRACT QUESTIONS

1. *Early in the New Year of 1956, I travelled to Southern Iraq. By then it had crossed my mind that I should like to keep an otter instead of a dog and that Camusfearna, ringed by water a stone's throw from its door, would be an eminently suitable spot for this experiment. When I casually mentioned this to a friend, he as casually replied that I had better get one in the Tigris marshes, for there they were as common as mosquitoes and were often tamed by the Arabs.*
 - a) Where did the writer go? 1 C
 - b) What did he want as a pet? 1 C
 - c) What 'experiment' did Maxwell think Camusfearna would be suitable for? 1 U
 - d) Why did the author think of keeping an otter in place of a dog as a pet? 1 U
2. *When I returned, there was an appalling spectacle. There was complete silence from the box, but from its air holes and chinks around the lid, blood had trickled and dried. I whipped off the lock and tore open the lid, and Mij exhausted and blood-spattered, whimpered and caught at my leg. He had torn the lining of the box to shreds when I removed the last of it so that there were no cutting edges left, it was just ten minutes until the time of the flight, and the airport was five miles distant. I put the miserable Mij back into the box, holding down the lid with my hand.*

-  a) Why did the writer call it an appalling spectacle? 1 U
-  b) Why was the writer nervous? 1 C
-  c) What were the observations of the writer when he returned? 1 U
-  d) Why did the writer put Mijbil back into the box? 1 U

II. SHORT ANSWER QUESTIONS

-  3. What were the guesses made by the Londoners about Mijbil? 2 U
-  4. Give an example from the text to show that Mijbil is an intelligent animal. 2 U

III. CHALLENGE YOUR THINKING

-  5. In the name of rules and regulations basic values are ignored but, people like the airhostess in Mijbil the otter are a ray of hope. What virtues do we find in the airhostess? Elucidate on the views the author is trying to express through the chapter. 8 M
D

FOG by Carl Sandburg



SYNOPSIS

In this poem, the poet has beautifully shown how the fog comes stealing forward just like a cat does. Just as the cat sits on its haunches, the fog too seems to be sitting quietly watching the harbour and the city and then quietly moves onwards.

The poet Carl Sandburg gives a wonderful comparison between the fog and a kitten. When it arrives, it is so slow that you hardly notice it until you see or feel it. The same happens with the fog. Nobody can predict about the arrival of fog. Fog arrives quietly and engulfs the entire place and stay on for some time. It creates troubles for everyone but stays there. It is not aware of what is happening around it. Fog causes many hurdles and incidents, but it does not stay at one place for a long time. After some time, when problems are over, the

fog also disappears, and it becomes clear all around. As problems are over in due course of time' in the same manner fog also disappears and it becomes clear all around.

LITERARY DEVICES

Metaphor: In this poem, the poet uses the device of extended metaphor by comparing the fog with a cat throughout the entire length of the poem.

Imagery: The image is of thick white fog which slowly develops into a small feline, becomes life-like and is then gone. The fog is looking, as a cat looks, taking everything in.

Transferred epithet: In this poem, the poet uses the device of transferred epithet in the 3rd line of the 2nd stanza when he writes the phrase “silent haunches”. It is not literally that the cat’s haunches are silent, for they don’t even have the ability to speak, but that the way in which the cat sits on its haunches does not make any sound

I. EXTRACT QUESTIONS

1. *The Fog comes
On little cat feet
It sits looking
Over harbour and city
On silent haunches
and then moves*

- | | | |
|----|---|-----|
| | a) What does ‘it’ refer to? | 1 C |
| | b) The expression ‘silent haunches’ means_____ | 1 A |
| | c) The metaphor used in the above-mentioned poem is_____ | 1 A |
| | d) What does it do as long as it stays? | 1 U |
| | | |
| 2. | <i>The Fog comes
On little cat feet
It sits looking
Over harbour and city
On silent haunches
and then moves</i> | |
| | a) Where does one see the fog? | 1 C |
| | b) What does the fog do? | 1 C |
| | c) The fog comes like a cat and_____ | 1 U |
| | d) What is the rhyme scheme? | 1 A |

II. SHORT ANSWER QUESTIONS

- | | | |
|--|--|-----|
| | 3. The poet actually says that the fog is like a cat”, With reference to the poem ‘Fog’, explain this statement. | 2 H |
|--|--|-----|



4. How is the fog like a cat?

2 U

III. CHALLENGE YOUR THINKING



5. The poet visualises the image of a cat in the fog. Similarly there is an inseperable connection between nature and all creations in it. Based on the reading of the poem, write a paragraph in about 120 words on the topic: God lives in His creation in nature.

8 M
D

MADAM RIDES THE BUS by Vallikkannan



I. EXTRACT QUESTIONS



1. *Valla wasn't bored in the slightest and greeted everything with the same excitement she'd felt the first time. But suddenly she saw a young cow lying dead by the roadside, just where it had been struck by some fast-moving vehicle.*

1 C



- a) While Valli was going back home, she saw something that changed her mood. What was it she saw?

1 U



- b) How had the young cow met with this destiny?

1 U



- c) What made Valli sad and depressed on her journey back to the village?

1 U



- d) What kind of a person is Valli? Answer this question in the light of the above passage.

1 H



2. *Over many days and months, Valli listened carefully to conversations between her neighbours and people who regularly used the bus, and she also asked a few discreet questions here and there. This way she picked up various small details about the bus journey. The town was six miles from her village. The fare was thirty paise one way —"which is almost nothing at all."*



- a) What conclusion was made by Valli based on information?

1 C



- b) What were the sources of information for her?

1 U



- c) Whose conversations did Valli listen?
d) What information did she want to get?

1 C

1 U

II. SHORT ANSWER QUESTIONS

3. How did Valla save up money for her first journey? Was it easy for her? Justify. 2 H

4. What did Valli see on her way that made her laugh? 2 U

III. CHALLENGE YOUR THINKING

3. “Never mind,” she said, “I can get on by myself.” “You don’t have to help me,” said Valli to the conductor. She shows extraordinary courage in making the bus journey all alone. Taking inspiration from Valli’s character, write how ability and courage to take risk are essential to fulfilling one’s dream. 8 M
D

THE TALE OF CUSTARD THE DRAGON by Ogden Nash



THEME

Nash is well known for his children’s poetry, and “The Tale of Custard the Dragon” is one such poem. It is like a fairy tale, in fact. The story itself is very simple, as fairy tales generally are. But its moral is an important one – that we must never judge anyone without getting to know them well.

LITERARY DEVICES

Rhyme scheme: Each of the 14 stanzas in “The Tale of Custard the Dragon” follows the same simple rhyme scheme – AABB.

Poetic devices:

Simile: In this poem, the poet uses the device of simile in the 3rd line of the 2nd stanza when he compares Belinda’s dog with mustard, saying that both are sharp. In the 3rd line of the

3rd stanza, he compares the dragon's mouth with a fireplace. In the 4th stanza, similarly, the poet compares Belinda with a barrel of bears, and her dog with a tiger. In the 10th stanza, the dragon is compared with an engine and a robin, and the sound of its tail with that of irons in a dungeon.

Metaphor: In this poem, the poet uses the device of metaphor in the 3rd line of the 3rd stanza when he compares the dragon's nose with a chimney.

Personification: The poet uses the device of personification with respect to Belinda's kitten, mouse, and dog. In the 2nd line of the 5th stanza, he gives them all the human ability to speak to and tease another being.

Onomatopoeia: This device is used when a word is used to describe a sound. In this poem, in the 2nd line of the 6th stanza, the word "week" is used to describe the sound a mouse makes while giggling.

Transferred epithet: It is used in the 2nd line of the 9th stanza when he writes the phrase "terrified yelp". It is not the yelping sound that is terrified, for it is not a living thing, but that the dog is terrified by the pirate and yelps in reaction.

I. EXTRACT QUESTIONS

1. *'Belinda giggled till she shook the house,
And Blink said Week! Which is giggling for a mouse?
Ink and Mustard rudely asked his age
When Custard cried for a nice safe cage'.
Suddenly, suddenly they heard a nasty sound,
And Mustard growled, and they all looked around.*

 a) Name the poem and its poet. 1 C

 b) Why were Belinda and Blink giggling? 1 U

 c) What was the reaction of Belinda and other animals when they heard Custard crying for a nice cage? 1 U

 d) What does the growling of Mustard show? 1 U

2. *Belinda tickled him, she tickled him unmerciful,
Ink, Blink and Mustard, they rudely called him Percival,
They all sat laughing in the little red wagon
At the regalia, truly, cowardly dragon.*

 a) Who was Belinda? 1 C

 b) Why did Belinda and the other pets laugh at the dragon? 1 U

 c) Who is Ink and Blink? 1 C

-  d) Why did they make fun of the dragon? 1 U

II. SHORT ANSWER QUESTIONS

-  3. What do you think changed the attitude of the other animals and that of Belinda towards the dragon? 2 H
-  4. Is there a hidden message that the poet is wishing to convey, or do you think that entertainment is the sole purpose of writing this poem? 2 A

III. CHALLENGE YOUR THINKING

-  5. 'Bravery is spontaneous' Explain with reference to the poem in about 120 words. 8 M D

THE SERMON AT BENARES by Betty Renshaw



I. EXTRACT QUESTIONS

1. At about the age of twenty-five, the prince, heretofore shielded from the sufferings of the world, while out hunting chanced upon a sick man, then an aged man than a farmer the procession, and finally a monk begging for alms. These sights so moved him that he at once went out into the world to seek enlightenment concerning the sorrows he had witnessed.

-  a) What are the sights of sufferings that the Prince saw? 1 C
-  b) How did he react to it? 1 U
-  c) Why did the prince have no experience of the sufferings of the world till the age of twenty-five? 1 U
-  d) When was Buddha's first encounter with suffering? 1 C

2. Buddha said, "The life of mortals in this world is troubled and brief and combined with pain. For there is not any means by which those that have been born can avoid dying; after reaching old age there is death; of such a nature are living beings. As ripe fruits are early in danger of falling, so mortals, when born, are always in danger of death. As all earthen

vessels made by the Potter end in being broken, so is the life of mortals. Both young and adult, both those who are fools and those who are wise, all fall. into the power of death, all are subject to death."

- | | | |
|---|---|-----|
|  | a) What did the Buddha say about life? | 1 U |
|  | b) What does a ripe fruit fear? | 1 C |
|  | c) According to Buddha 'Death is unavoidable'. Why? | 1 U |
|  | d) What is life compared to? | 1 U |

II. SHORT ANSWER QUESTIONS

- | | | |
|---|---|-----|
|  | 3. Where and when did Siddhartha become the Buddha? | 2 A |
|  | 4. To seek peace, one has to draw out the arrow of lamentation. State two values projected through the statement. | 2 H |

III. CHALLENGE YOUR THINKING

- | | | |
|---|--|-----|
|  | 5. What impression do you form of Lord Buddha after reading the lesson, "The Sermon at Benares"? | 8 H |
|---|--|-----|

FOR ANNE GREGORY by William Butler Yeats



LITERARY DEVICES

Rhyme scheme: The poem consists of 3 stanzas of 6 lines each and follows the same simple rhyme scheme of ABCBDB.

Metaphor: In this poem, the poet uses the device of metaphor on the 4th line when he compares Anne Gregory's hair with the ramparts of a castle. Like the ramparts, her hair also protects her face from being seen fully.

I. EXTRACT QUESTIONS

1. “Never shall a young man,
Thrown into despair
By those great honey-coloured
Ramparts at your ear,
Love you for yourself alone
And not your yellow hair.”

-  a) What does ‘ramparts’ mean? 1 U
 b) What is the colour of Anne’s hair? 1 C
 c) What does the poet mean by, “love you for yourself alone and not your yellow hair”? 1 U
 d) According to the poet, why does the young man love her? 1 U

2. “I heard an old religious man.
But yesternight declare
That he had found a text to prove
That only God, my dear,
Could love you for yourself alone
And not your yellow hair.”

-  a) Who had found a ‘text’? 1 C
 b) What does the text prove? 1 U
 c) What does ‘yesternight’ mean? 1 A
 d) What does the colour of her hair signify? 1 H

II. SHORT ANSWER QUESTIONS

-  3. Why is only God capable of loving Anne for herself? 2 H
 4. The young woman’s hair is yellow coloured. She is ready to change her hair colour to other colour. Why would she want to do so? 2 A

III. CHALLENGE YOUR THINKING

-  5. How right or wrong is it to judge someone based on his/her physical appearance? Elucidate with reference to the poem ‘For Anne Gregory’. 8 M D

THE PROPOSAL by Anton Chekov



I. EXTRACT QUESTIONS

1. *You see my aunt's grandmother gave the free use of these Meadows in perpetual, peasants of your father's grandfather, in return for which they were to make bricks for.....*

- a) Who is the speaker of these lines? 1 C
 b) What type of relationship has been described in these lines? 1 U
 c) Who is the speaker speaking to? 1 C
 d) What did the peasants do? 1 C

2. *"Then you make out that I'm a land grabber? Madam, never in my life have I grabbed anybody else's land and I shan't allow anybody to accuse me of having done so. Oxen Meadows are mine!"*

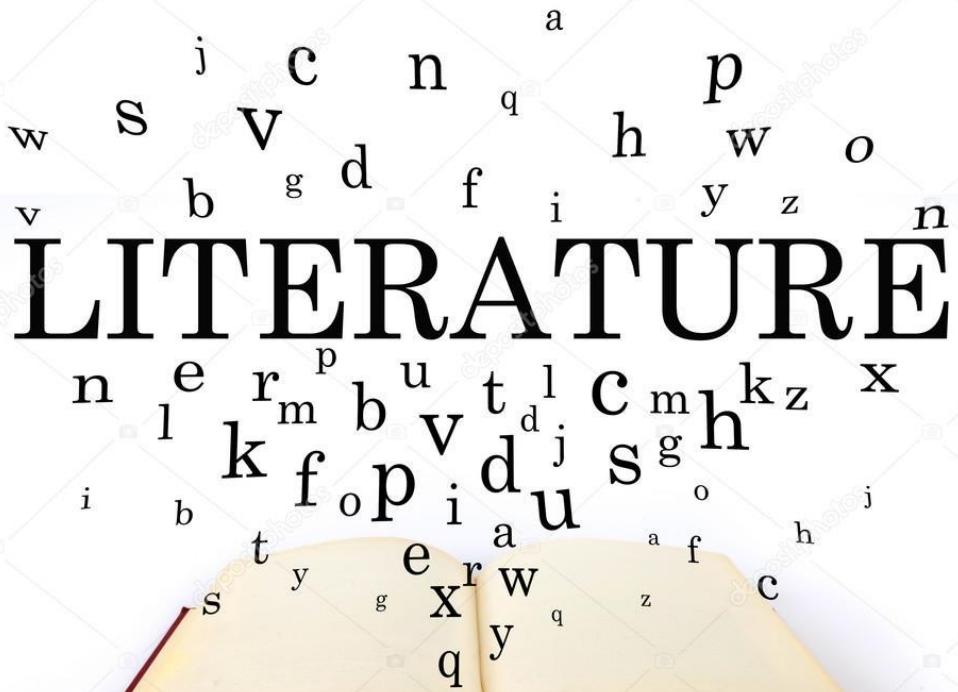
- a) Who is 'Madam' in the above lines? 1 C
 b) In which situation does Lomov call himself a 'land grabber'? 1 C
 c) What had happened to the speaker? 1 U
 d) What will he not allow the other? 1 C

II. SHORT ANSWER QUESTIONS

3. Lomov was a quarrelsome person. Justify. 2 H
 4. Why does Lomov think of marrying he should settle into a quiet and regular Natalya Stepanovna? 2 A

III. CHALLENGE YOUR THINKING

5. The proposal was forgotten amidst argumentation. Which right approach should have been followed by both parties? Elucidate with reference to the chapter. 8 M D



FOOTPRINT WITHOUT FEET

A Triumph of Surgery by James Herriot



I. EXTRACT QUESTIONS

1. *Tears showed in her eyes. Her lips trembled* ————— “How can I ever thank you? This is a triumph of surgery!”

- a) Who was the lady grateful to and why? 1 C
 b) What was the ‘triumph of surgery’? 1 U
 c) Why does Mrs. Humphrey think the dog’s recovery is ‘A Triumph of Surgery’? 1 U
 d) Why were tears in her eyes? 1 U

2. *I tried to sound severe: “Now I really mean this. If you don’t cut his food right down and give him more exercise, he is going to be really ill. You must harden your heart and keep him on a very strict diet.”*

- a) Who is ‘I’ referred to; and how does he sound? 1 C
 b) What was his advice? 1 C
 c) Who is talking to whom? Why? 1 U
 d) How can he be healthy? What are the suggestions? 1 C

II. SHORT ANSWER QUESTIONS

3. What makes you know that Mrs. Humphrey was a rich lady? 2 U
 4. Why were the household dogs not interested in Tricky initially? 2 U

III. CHALLENGE YOUR THINKING

5. Herriot enjoyed the lavish meal during Trick’s stay but still, he felt compelled to inform Mrs. Humphrey about the recovery of Tricky. Why did he not keep Tricky for a longer time? Did he feel concerned for Mrs. Humphrey? Was it not in his attitude to break the trust others? Discuss the values he possessed in 100-120 words. 8 M D

A Thief's Story by Ruskin Bond



I. EXTRACT QUESTIONS

1. “I hurried back to the room feeling very nervous, for it is much easier to steal something than to return undetected”.

- a) Who is the speaker of this line? 1 C
 b) Why was the speaker feeling nervous? 1 U
 c) Why was it difficult for the speaker to return the money? 1 U
 d) What is the view of Hari regarding theft? 1 U

2. “I could come and go as I pleased. He was the most trusting person I had ever met”.

- a) Other than the freedom of moment what else does the speaker feel happy about? 1 U
 b) What does the speaker mean by ‘most trusting person’? 1 U
 c) Who is the speaker speaking about? 1 U
 d) What character traits of the master does this line reveal? 1 A

II. SHORT ANSWER QUESTIONS

3. Why did Hari Singh not make many friends? 2 A
 4. Why did Hari Singh decide to come back to Anil? 2 U

III. CHALLENGE YOUR THINKING

5. Hari Singh believed that it was difficult to rob a man like Anil. Do you think that he really appreciated kind people? Why do you think he found it difficult to cheat a man like Anil? Discuss the values that stop a person from doing something wrong. 8 MD

The Midnight Visitor by Robert Arthur



I. EXTRACT QUESTIONS

1. *Ausable moved to an armchair and sat down heavily. "I'm going to raise the devil with the management this time, and you can bet on it," he said grimly. "This is the second time in a month that somebody has got into my room through that nuisance of a balcony!" Fowler's eyes went to the single window of the room. It was an ordinary window, against which now the night was pressing blackly.*

- | | | |
|--|--|-----|
| | a) Why was Ausable disturbed? | 1 U |
| | b) What did he complain of? | 1 U |
| | c) What story did Ausable cook up to confuse Max? | 1 U |
| | d) When do you think Ausable thought up his plan for getting rid of Max? | 1 A |

2. *"You are disappointed", Ausable said wheezily over his shoulder. "You were told that I was a secret agent, a spy, dealing in espionage and danger. You wished to meet me because you are a writer, young and romantic. You envisioned mysterious figures in the night, the crack of pistols, drugs in the wine."*

- | | | |
|--|--|-----|
| | a) Who was disappointed and with whom? | 1 C |
| | b) Why did 'he' want to meet Ausable? | 1 U |
| | c) Why was Fowler disappointed? | 1 U |
| | d) How was Ausable different from the other secret agents? | 1 A |

II. SHORT ANSWER QUESTIONS

- | | | |
|--|--|-----|
| | 3. What made the story of the balcony so convincing? | 2 A |
| | 4. How did Ausable befool Max about the balcony? | 2 U |

III. CHALLENGE YOUR THINKING

- | | | |
|--|---|----------|
| | 5. With reference to 'The Midnight Visitor', do you think the presence of mind should be developed and to what advantage? Elaborate highlighting the values possessed by Ausable. | 8 M
D |
|--|---|----------|

A Question Of Trust by Victor Canning



I. EXTRACT QUESTIONS

1. *So, he robbed a safe every year. Each year he planned carefully just what he would do, stole enough to last for twelve months, and secretly bought the books he loved through an agent.*



a) Who is 'he' in the above extract?

1 C



b) Why did 'he' rob only one safe every year?

1 U



c) Find the word from the extract that means the opposite of 'openly'.

1 A



d) What is the present tense of 'stole'?

1 A

2. *She laughed, and he begged, thinking that he had persuaded her, "Look, I have no right to ask you for anything, but I'm desperate."*



a) Who are 'she and 'he' in the above extract?

1 C



b) Why did 'he' say that he was desperate?

1 U



c) Find a word in the passage that means the same as 'convinced'.

1 A



d) What is the opposite of 'persuaded'?

1 A

II. SHORT ANSWER QUESTIONS



3. How did Danby prepare for the robbery at Shot over Grange?

2 U



4. What are the subtle ways in which the lady manages to deceive Horace Danby into thinking she is the mistress of the house?

2 U

III. CHALLENGE YOUR THINKING



5. Horace was clever but the lady in red was cleverer. Do you agree with this statement? Justify your answer.

8 H

Footprints Without Feet by H.G. Wells



I. EXTRACT QUESTIONS

1. *As they gazed, a remarkable sight met their eyes. A fresh footmark appeared from nowhere! Further footprints followed, one after another, descending the steps and progressing down the street.*

- a) Who are ‘they’ in the above extract? 1 C
 b) Who is making these footprints? 1 U
 c) Find the word from the extract that means the same as ‘continuing’. 1 A
 d) What is the opposite of ‘remarkable’? 1 A

2. *Suspicion grew even stronger when he suddenly produced some ready cash, though he had admitted not long before that he had no money.*

- a) Who is ‘he’ in the above extract? 1 C
 b) What was ‘he’ suspected for? 1 U
 c) Find a word / phrase from the extract that means the same as ‘money’. 1
 d) Give a synonym of ‘suddenly’. 1

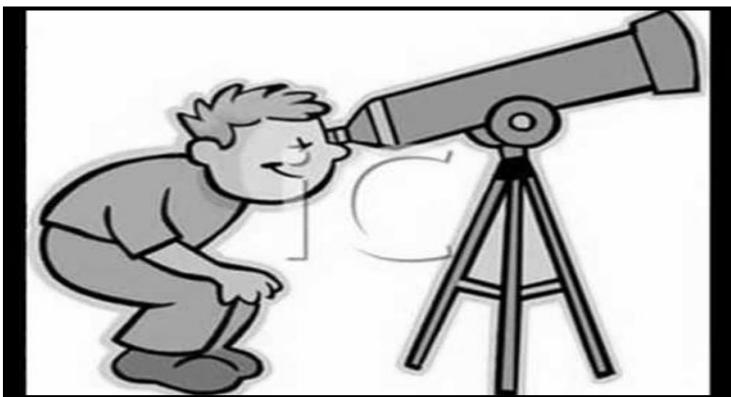
II. SHORT ANSWER QUESTIONS

3. How was Griffin a lawless man? 2 U
 4. What happened to Jaffers when he tried to catch the invisible scientist? 2 U

III. CHALLENGE YOUR THINKING

5. Griffin was his own enemy. What typical traits of his character led to his downfall? 8 M
Mention some of the values he should have possessed. D

The Making Of A Scientist by Robert W. Peterson



I. EXTRACT QUESTIONS

1. *So, he did, and did he ever! Beginning in kindergarten, Ebright collected butterflies with same determination that has marked all his activities.*

- a) What does ‘he did’ in the extract refer to? 1 C
 b) What else did he collect other than butterflies? 1 U
 c) Find a word from the extract which means ‘resoluteness’. 1 A
 d) What is the opposite of ‘Beginning’? 1 A

2. *He would catch a female monarch, take her eggs, and raise them in his basement through their life cycle.*

- a) Who is ‘he’ in this extract? 1 C
 b) Why does he raise butterflies? 1 U
 c) Find a synonym for the word ‘rear’ from the extract given above. 1 A
 d) What part of speech is ‘them’? 1 A

II. SHORT ANSWER QUESTIONS

3. What are the qualities that go into the making of a scientist? 2 H
 4. How did a book become a turning point in Richard Ebright’s life? 2 A

III. CHALLENGE YOUR THINKING

5. How can one become a scientist, an economist, a historian? Does it simply involve reading many books on the subject? Does it involve observing, thinking and doing experiments? Elucidate with reference to the chapter. 8 MD

The Necklace by Guy De Maupassant



I. EXTRACT QUESTIONS

1. *He threw around her shoulders the modest wraps they had carried whose poverty clashed with the elegance of the ball costume. She wished to hurry away in order not to be noticed by the other women who were wrapping themselves in rich furs.*

- a) What was the cause of her inferiority complex? 1 U
 b) How can you say that Mr. Lisle was a loving husband? 1 U
 c) Why do you think the tendency to show off becomes a curse for Matilda? 1 A
 d) Why did Matilda Loisel wish to hurry from the ball? 1 C

2. *She suffered incessantly, feeling born for all delicacies and luxuries. She suffered from the poverty of her apartment, the shabby walls and the worn chairs. All these things tortured and angered her.*

- a) Why did she suffer? 1 U
 b) Why does she feel tortured? 1 U
 c) What character traits of Matilda do the above lines reveal? 1 A
 d) Why was Matilda unhappy? 1 U

II. SHORT ANSWER QUESTIONS

1. What, do you think, were the feelings of Madam Forester when she came to know that Matilda returned her a diamond necklace in place of an artificial one? 2 H
 2. What changes occurred in Mme Lisle after 10 years? 2 U

III. CHALLENGE YOUR THINKING

5. 'Matilda's craving for a bubble reputation was the cause of her ruin.' Draw a conclusion as to how she could have avoided the misfortune that dawned upon her. 8 H

The Hack Driver by Sinclair Lewis



I. EXTRACT QUESTIONS

1. *He was so open and friendly that I glowed with the warmth of his affection. I knew, of course, that he wanted the business, but his kindness was real.*

- a) Who is ‘he’ in these lines? 1 C
 b) Give an instance of his kindness. 1 U
 c) Find a word from the extract which means ‘a gentle feeling of fondness’. 1 A
 d) What qualities of the hack driver impressed the young lawyer? 1 U

2. *So, we pursued him, just behind him, but never catching him, for an hour till it was past one o’ clock,*

- a) Who was pursuing whom? 1 C
 b) Why were they pursuing him? 1 U
 c) Which word in the extract is a synonym of ‘followed’? 1 A
 d) Why was the narrator happy even though he had not found Lutkins? 1 U

II. SHORT ANSWER QUESTIONS

1. Why does the hack driver offer to ask about Oliver Lutkins? 2 U
 2. What impressed the narrator most about Bill? Mention any two things. 2 A

III. CHALLENGE YOUR THINKING

1. Why do you think the lawyer was happy to take summons to New Mullion? How did the lawyer develop a perception about Lukens? If you would have been in the lawyer’s place, what would have been your reaction towards Bill’s statements? 8 H

Bholi by K.A. Abbas



I. EXTRACT QUESTIONS

1. "When the school bell rang, all the girls scurried out of the classroom, but Bholi dared not leave her corner. Her head still lowered, she kept on sobbing."

a) Why didn't Bholi dare to come out of her classroom? 1 U

b) How many children did Ramlal have? 1 C

c) Why was Bholi sobbing? 1 C

d) Why do you think she finds her teacher different from the people at home? 1 U

2. For the sake of this kind woman, however, she decided to make an effort. She had such a soothing voice; she would not laugh at her.

a) Who was the kind woman? 1 U

b) What idea do you form about this woman? 1 A

c) Was her approach effective? 1 U

d) Why do you think Bholi's teacher played an important role in changing her life? 1 A

II. SHORT ANSWER QUESTIONS

3. Describe Bholi's feelings when her teacher assured to make her the most learned in her village. 2 A

4. Draw a conclusion as to why Bholi's teacher felt like an artist admiring her masterpiece. 2 H

III. CHALLENGE YOUR THINKING

5. The story, Bholi throws light on some social evils being practised in our society. Bholi took a stand and succeeded in overcoming social bathers. What can you contribute to change the social attitudes illustrated in the story? 8 MD

The Book That Saved The Earth by Claire Boiko



I. EXTRACT QUESTIONS

1. **Iota:** *I can't figure it out, Captain. (holding up a book) I've counted two thousand of these peculiar items. This place must be some sort of storage barn.*

- a) What could Iota not figure out? 1 C
 b) Where was Iota? 1 U
 c) What do they mean by peculiar items? 1 U
 d) What part of speech is 'peculiar' as used in the extract? 1 A

2. **Historian:** *(chuckling) And that's how one dusty old book of nursery rhymes saved the world from a Martian invasion.*

- a) What was the name of the book? 1 C
 b) Why did the Historian chuckle? 1 U
 c) Which word in the extract is a synonym of 'Conquer'? 1 A
 d) How did the book save the world from Martian invasion? 1 U

II. SHORT ANSWER QUESTIONS

3. How does Think-Tank explain the books to his probe crew? 2 U
 4. Why do the space probe crew take vitamins? 2 U

III. CHALLENGE YOUR THINKING

5. The play, 'The Book That Saved the Earth' conveys the message that misunderstanding of cultural differences between various races can cause confusion and conflict. Based on your reading of the play, write how such confusion and conflicts can be checked so that peace and harmony is maintained. 8 M D

EXTENDED READING **DIARY OF A YOUNG GIRL – ANNE FRANK**

Long Answer questions

- 1) What role does the diary play in Anne's life?
- 2) How does Anne feel about the laws that restrict the Jews' freedom?
- 3) Does Anne consider her family lucky or unfortunate to be living in the annex?
- 4) Why do you think Hanneli appears in Anne's dreams?
- 5) Is Anne in love with Peter? Why does she feel she can confide in him?
- 6) Is Anne in love with Peter? Why does she feel she can confide in him?
- 7) Do you feel that Anne believes she is going to survive the war? Why or why not?
- 8) How does Anne mature and develop through the course of her diary?
- 9) How much insight does Anne's diary give into the Holocaust?
- 10) How does Anne mature during the period covered by the diary?
- 11) "It's not the fault of the Dutch that we Jews are having such a bad time" (Anne Frank, June 24, 1942). Was Anne correct in this statement? Elucidate.
- 12) Trace the oscillation between fear and courage in Anne's mind.

How to attempt a question from Anne Frank

- All long answer questions should be divided into paragraphs
- There should be an introductory paragraph.

Introductory Paragraph for Anne Frank questions

The Diary of Anne Frank is about a girl who kept a diary while hiding from Nazi's in Amsterdam for two years. The diary ends when the Nazi's found her and her family. She was given the journal on her thirteenth birthday. She simply summarized her life for two years in this phenomenal journal.

OR

Anne Frank: The Diary of a Young Girl written by Anne Frank is an inspirational coming of age diary that teaches the reader that difficult situations lead to maturity. Anne's diary shows the evolution and maturity of Anne's character over a few years.

OR

Anne Frank's Diary is the diary kept by a young Jewish girl for the two years she was forced to remain in hiding by the Nazi persecution of the Jews of Europe. Between June 1942 and August 1944, from Anne's thirteenth birthday until shortly after her fifteenth birthday, Anne Frank recorded her feelings, her emotions, and her thoughts, as well as the events that happened to her, in the diary which her father had given her as a birthday present. Together with her parents and her sister, Margot, the Van Daan family and, later on, an elderly dentist named Mr. Düssel, Anne lived in a set of rooms at the top of an old warehouse in Amsterdam, Holland, concealed behind a hidden door and a bookcase.

(Suppose it is a character sketch of Otto Frank add the sentence given below to any of the above paragraphs and then continue with your answer in the next paragraph)

Otto Frank was Anne's father whom Anne thought as the kindest man on earth.

In Anne's eyes, Mr. Frank is one of the kindest, smartest, most gentle and thoughtful father imaginable. He almost always supports Anne and frequently takes her side during family arguments. He is generous, kind, and levelheaded, while the other adults in the annex can be stingy, harsh, and emotional. Unlike Mr. Dussel, for example, Mr. Frank always tries to save the best food for the children and takes the smallest portion for himself.

Throughout the two years that the Franks were in hiding, Mr. Frank was a pillar of strength for the group. It was he who tutored Anne, Margot, and Peter, it was he who always tried to soothe members of the group when tempers flared up and nerves were frazzled, and it was he who consoled and encouraged Anne and, presumably, the other members of the group, when the strain of being cooped up, in hiding, and under nightly bombardment became almost too much for them to bear. He readily shared his hiding place with another family, the Van Daans, and later on with another man, Mr. Düssel, even though this meant that the Franks' own living conditions were even more cramped and their food rations far more limited than before.

Otto was a smart, resourceful, and caring father, as well as a talented businessman. He had a strong character and was clearly the head of the Frank household. The only resident of the annex to survive the war, Otto remained in Auschwitz until it was liberated by Russian troops in 1945. He returned to Holland, where he received Anne's diary. He remained in Holland until 1953, when he moved to Basel, Switzerland, to join his sister's family. He married another Auschwitz survivor and devoted the rest of his life to promoting Anne's diary.

Class X
English Language and Literature (184)
Sample Question Paper 2018-19

Time Allowed: 3 Hrs.

Max Marks: 80

General Instructions:

I. The question paper is divided into three sections

SECTION A : Reading 20 Marks

SECTION B : Writing and Grammar 30 Marks

SECTION C : Literature 30 Marks

II. All questions are compulsory.

III. You may attempt any section at a time.

IV. All questions of that particular section must be attempted in the correct order.

SECTION-A

20

(READING)

1. Read the passage given below -

1. Necessity is indeed the mother of invention. When areas in and around Leh began to experience water shortages, life didn't grind to a halt. Why? Because Chewang Norphel, a retired civil engineer in the Jammu and Kashmir government came up with the idea of artificial glaciers.
2. Ladakh, a cold desert at an altitude of 3,000-3,500 metres above sea level, has a low average annual rainfall rate of 50mm. Glaciers have always been the only source of water. Agriculture is completely dependent on glacier melt unlike the rest of river/monsoon-fed India. But over the years with increasing effects of climate change, rainfall and snowfall patterns have been changing, resulting in severe shortage and drought situations. Given the severe winter conditions, the window for farming is usually limited to one harvest season.
3. It is located between the natural glacier above and the village below. The one closer to the village and lowest in altitude melts first, providing water during April/May, the crucial sowing season. Further layers of ice above melt with increasing temperature thus ensuring continuous supply to the fields. Thus, farmers have been able to manage two crops instead of one. It costs about Rs.1,50,000 and above to create one.
4. Fondly called the "glacier man", Mr. Norphel has designed over 15 artificial glaciers in and around Leh since 1987. In recognition of his pioneering effort, he was conferred the Padma Shri by President Pranab Mukherjee, in 2015.
5. There are few basic steps followed in creating the artificial glacier.
6. River or stream water at higher altitude is diverted to a shaded area of the hill, facing north, where the winter sun is blocked by a ridge or a mountain range. At the start of winter/ November, the diverted water is made to flow onto sloping hill face through distribution channels. Stone embankments are built at regular intervals which impede the flow of water,

making shallow pools and freeze, forming a cascade of ice along the slope. Ice formation continues for 3-4 months resulting in a large accumulation of ice which is referred to as an artificial glacier”.

(349 words)

Adapted from: <http://www.thehindu.com/opinion/op-ed/a-himalayan-solution/article7927749.ece>)

1. Attempt **any eight** of the following questions on the basis of the passage you have read.

1x8 = 8

- i. Who was Chewang Norphel?
- ii. What kind of land form is Ladakh?
- iii Why have Glaciers been the only source of water for Ladakh?
- iv Why has the pattern of snowfall and rainfall changed?
- v How are Glaciers significant for irrigation?
- vi How do farmers manage to grow two crops instead of one?
- vi In which year did President Pranab Mukherjee confer Padmashri to Mr. Norphel?
- ix How many months does the ice formation continue for?
- ix Find the word in the paragraph 6 which means the same as „gathering“?

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

12

1. Have you ever failed at something so miserably that the thought of attempting to do it again was the last thing you wanted to do?
2. If your answer is yes, then you are “not a robot.” Unlike robots, we human beings have feelings, emotions, and dreams. We are all meant to grow and stretch despite our circumstances and our limitations. Flourishing and trying to make our dreams come true is great when life is going our way. But what happens when it’s not? What happens when you fail despite all of your hard work? Do you stay down and accept the defeat, or do you get up again and again until you are satisfied? If you have a tendency to persevere and keep going then you have what experts call, grit.
3. Falling down or failing is one of the most agonizing, embarrassing, and scariest human experiences. But it is also one of the most educational, empowering, and essential parts of living a successful and fulfilling life. Did you know that perseverance (grit) is one of the seven qualities that have been described as the keys to personal success and betterment in society? The other six are: curiosity, gratitude, optimism, self-control, social intelligence, and zest. Thomas Edison is a model for grit for trying 1,000 plus times to invent the light bulb. If you are reading this with the lights on in your room, you know well he succeeded. When asked why he kept going despite his hundreds of failures, he merely stated that what

he had been not failures. They were hundreds of ways not to create a light bulb. This statement not only revealed his grit but also his optimism for looking at the bright side

4. Grit can be learned to help you become more successful. One of the techniques that help is mindfulness. Mindfulness is a practice that helps the individual stay in the moment by bringing awareness of his or her experience without judgment. This practice has been used to quiet the noise of their fears and doubts. Through this simple practice of mindfulness, individuals have the ability to stop the self-sabotaging downward spiral of hopelessness, despair, and frustration.
5. What did you do to overcome the negative and self-sabotaging feelings of failure? Reflect on what you did and try to use those same powerful resources to help you today. (396 words)

[Adapted from http://www.huffingtonpost.com/debbie-lyn-toomey/grit_b_12768724.html]

2.1 On the basis of your reading of the passage, answer any four of the following questions in about 30-40 words each. 2x4 = 8

- i. According to the passage, what are the attributes of a human?
- ii. What is perceived as grit?
- iii. How is ‘ailing’ an educational and empowering part of human life?
- iv. In what ways can grit be developed?
- v. How does mindfulness help?

2.2 On the basis of your reading of the passage, answer any four of the following: 1X4=4

- i. While inventing the light bulb, Thomas Edison had failed _____.
a) 1000 times b) 10000 plus times c) 1000 plus times d) 10000 times
- ii. Failure is a part of _____ life.
a) normal b) common c) human d) ordinary
- iii. In paragraph 2, _____ means continue.
a) robots b) satisfied c) preserve d) flourishing
- iv. In paragraph 3, the synonym of distressing is _____.
a) embarrassing b) scariest c) agonizing d) failing
- v. _____ helps in preventing individuals from going down the lines of despair.
a) success b) fear c) doubt d) mindfulness

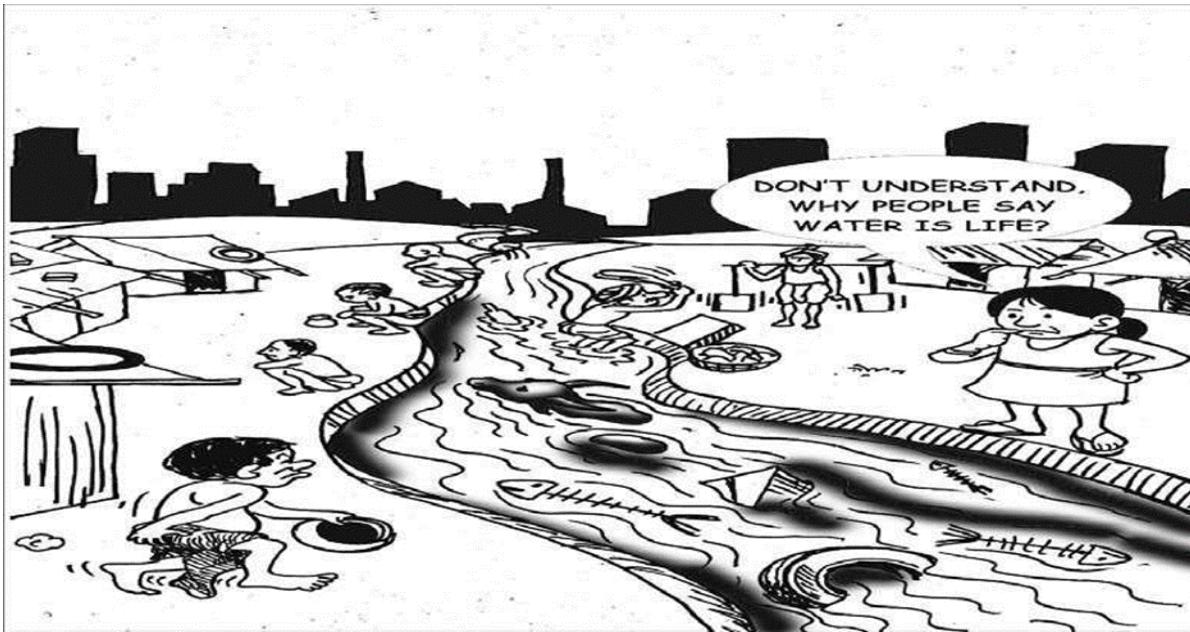
SECTION B: (WRITING AND GRAMMAR)

30

3. You are Sujal /Sujata of Pragya Public School, Nangal, Punjab who had arranged a trip for fifty students to Nanital in summer vacations for ten days with „Mount Travels and Tourism“. The arrangements done by the travel agency were far below the standard. The accommodation and food facilities were inferior in quality. Write a letter of complaint to the director of the agency to stop duping tourists with false promises as it tarnishes the image of locals. (100-120 words)

OR

India is a highly populated country. People lack in maintaining proper sanitation and hygiene as a result they suffer from various diseases. India has a serious sanitation challenge; around 60 per cent of the world's open defecation takes place in India. Poor sanitation causes health hazards including diarrhea, particularly in children under 5 years of age, malnutrition and deficiencies in physical development and cognitive ability. You are Nitish /Nikita, head boy/girl of Anand Public School, Jaipur. Write a letter to the editor of a national daily, highlighting the problem and suggesting practical ways to ensure public sanitation and the right to dignity and privacy. (100-120 words)



- 4. Develop a short story with the help of the given visual / starting line. Give a suitable title to your story. (150-200 words) 10**

A



OR

- B.** It was an amazing day, full of fun and frolic. We all stood aghast to see a strange flying object over our heads. We started guessing. (write in 150-200 words)

- 5.** Fill in any four of the blanks choosing the most appropriate option from the ones given in the box. Write the answers in your answer sheet against the correct blank numbers. **1x4=4**

1. Butterflies are abundant (a) _____ the Central African Republic.
 2. It (b) _____ home to nearly 600 identified species.
 3. Many butterflies are brilliantly coloured and small(c) _____ some are as big as saucers.
 4. Farmer Philippe (d) _____ solace in collecting butterfly wings from his fields and turning them into works of art.
 5. My favourite hobby, since my childhood, is (e)_____ butterflies.

1.a	i) in	ii) from	iii) for	iv) into
2.b	i) has	ii) is	iii) was	iv) are
3.c	i) if	ii) therefore	iii) so	iv) while
4.d	i) find	ii) to find	iii) findings	iv) finds
5.e	i) catch	ii) caught	iii) catching	iv) has been catching

- 6.** In the following passage one word has not been edited in each line. Write the incorrect word along with the correct word in the space provided. Do any four. **1x4=4**

	Incorrect	Correct
In Himalayas, the desert is turning green.	e.g. the	a
Climate change in a Indian region of	a)	
Ladakh has shrunk glaciers or has made rainfall and temperature unpredictable. Water has needed to irrigating the fields.	b) c) d)	
Farmers may requiring aid from the government.	e)	

7. Rearrange **any four** of the following word or phrases to make meaningful sentences. 4

 - enters / millions tons / the/ every year / of / ocean /plastic
 - are / waters/ sightings / junk – filled /of /common
 - population / middle-class / increasing / is / coastlines / along
 - trash/ increase/ has led / waste management/lack/of/in / to
 - close/like/ others/ helping/my/friends

SECTION C: (LITERATURE)

- 8. Read the extracts given below and answer the questions that follow. 1x4=4**

A The moon was coming up in the east, behind me, and stars were shining in the clear sky above me. There wasn't a cloud in the sky. I was happy to be alone high up above the sleeping countryside.

 - Who narrates the above lines?
 - Which type of weather conditions are being discussed in the above lines?
 - Explain the term 'the sleeping countryside'?
 - Why is the narrator happy?

OR

- B. At about the age of twenty-five, the Prince, thereof shielded from the sufferings of the world, while hunting out glanced upon a sick man, then an aged man, then a funeral procession, and finally a monk begging for alms. These sights so moved him that he at once became a beggar and went out into the world to seek enlightenment concerning the sorrows he had witnessed.
- Whose age has been referred here?
 - What was the effect of sights on the prince?
 - How did witnessing sorrow change him?
 - What does ‘glance’ imply in the given lines?

9. Answer any four of the following questions in 30-40 words each.

2x4 = 8

- Hari Singh is both a thief and a human being. Explain.
- How does the necklace change the course of the Loisel’s life?
- Explain the qualities of the post office employees?
- Why would you not agree with Lencho calling them “a bunch of crooks”?
- Bholi’s heart was overflowing with a “New hope and a new life”. What does the phrase “the new hope and the new life” mean?

10. Attempt any one out of two long answer type questions in 100-120 words.

8

- A People should always try to live within their means. Aspirations have no limits, but one should never forget the ground realities. Elaborate on the basis of chapter, “The Necklace”.

OR

- B. Simple moment proves to be very significant and saves rest of the day of poet from being wasted. Explain on the basis of the poem “Dust of Snow”.

11. Answer the following question in about 200-250 words.

10

Kitty plays a vital role in Anne’s life. Elucidate.

OR

‘In spite of the heartrending circumstances under which the ‘The Diary’ was written, it was not an inspiring rather a depressing book.’ Explore.

OR

How did Miss Anne Sullivan help Helen to communicate properly

OR

Give a pen portrait of Helen Keller.

Class X
English Language and Literature (184)
Sample Question Paper 2018-19

Time Allowed: 3 Hrs.

Max Marks: 80

General Instructions:

I. The question paper is divided into three sections

SECTION A : Reading 20 Marks

SECTION B : Writing and Grammar 30 Marks

SECTION C : Literature 30 Marks

II. All questions are compulsory.

III. You may attempt any section at a time.

IV. All questions of that particular section must be attempted in the correct order.

SECTION-A (READING)

20

1. Read the passage given below -

- 1) Tourists to Jammu and Kashmir have another attraction – a floating post office on the Dal Lake in Srinagar, the first in the country. ‘Floating Post Office, Dal Lake’ – claimed to be the only one such post office in the world – is built on an intricately carved maroon houseboat, fastened on the western edge of the Dal Lake.
- 2) This post office lets you avail of all the regular postal services available in the country while being afloat. The seal used on everything posted from Floating Post Office is unique – along with the date and address, it bears the design of a boatman rowing a shikara on the Dal Lake. The special feature of this post office is that letters posted from here carry a special design which has the picturesque scenery of Dal Lake and Srinagar city. These pictures reach wherever these letters are posted to and hence promote Kashmir as a tourist destination across the world.
- 3) This is actually a heritage post office that has existed since British times. It was called Nehru Park Post Office before 2011. But then the chief postmaster John Samuel renamed it as ‘Floating Post Office’.
- 4) The post office’s houseboat has two small rooms – one serves as the office and the other a small museum that traces the philatelic history of the state postal department. It has a shop that sells postage stamps and other products.
- 5) But for the locals, Floating Post office is more than an object of fascination. 1-2 crore is deposited per month in Floating Post Office by communities living in and around the Dal Lake. The lake has several islets that are home to more than 50,000 people.

6) The greatest fear is the recurrence of 2014 like floods in which the houseboat had gone for a toss uncontrollably pushed by the flood. Rescue teams had to anchor it using special mechanism in a nearby highland. Then it was brought back on the Dal after the water receded. The biggest boon is that at no time of the year do you need a fan in this post-office!

- 1.1** Attempt any eight of the following questions on the basis of the passage you have read: **1x8=8**
- i. What is the location of the Floating Post Office in Srinagar?
 - ii. What is special about the seal used in the post office?
 - iii. How is the post office helpful in promoting tourism?
 - iv. Who renamed the post office as ‘Floating Post Office’?
 - v. What are the two rooms of the post office used for?
 - vi. How is the post office beneficial to the locals?
 - vii. What is the greatest fear that the post office has?
 - viii. How is the post office a big boon to the people?
 - ix. Find the word from the passage which means the same as ‘attraction’. (para 5)

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

- 1) It is an indisputable fact that the world has gone too far with the innovation of new technologies such as mobile phones, the internet and so on, due to which people are able to tour the cosmos virtually sitting at one place using their smart devices or other technological gadgets. Though mobile internet access is oftentimes hurried and short, it can still provide common internet features like alerts, weather data, emails, search engines, instant messages, and game and music downloading.
- 2) Due to the easy access of smart phones, communication has been very effective and instant. People are able to convey their message all around the globe to their loved ones without spending hefty sums of money. Adults are always fond of such gadgets and they always welcome and adopt such new technology readily. Further, young people have been able to broaden their minds and improve their skills by doing research on the Internet. For instance, they use smart phones to look up any new word they come across. As we know that most of the universities have online teaching provision and smart phones assist the students to complete their assignments on time.
- 3) The mobile phone has been a lifesaver for a lot of people in case of an emergency. Likewise, use of smart phones can be of vital importance in preventing crimes in the society by providing information to the security forces in time.
- 4) Nonetheless, for the young the use of mobile phone can be like an addiction and they can misuse it. Young people are also prone to getting involved in undesirable activities on the Internet. This might have adverse effect on their academic performance. Therefore, young people should always be monitored and made aware of its bad outcomes.

- 5) Also, a major contributor to its popularity is the availability of prepaid or pay as you go services from a phone shop or an online store. This allows subscribers to load text or airtime credits to their handsets by the use of their credit cards, debit cards or by buying a prepaid card from the network they subscribe to. This plan also doesn't commit a particular customer to a contract. If prepaid card is not that appealing to you, then you can opt to subscribe using the pay by month plan.

2.1 On the basis of your reading of the passage, answer any four of the following questions 2x4= in 30-40 words each: 8

- i) How are smart phones helpful in communication?
 - ii) What are the benefits of mobile phones for the young generation?
 - iii) How can mobile phones be considered ‘lifesavers’?
 - iv) Mention any two demerits of mobile phones.
 - v) How is a prepaid card useful to mobile phone users ?

2.2 On the basis of your reading of the passage, answer any four of the following : 1x4 = 4

- i) In para 1, synonym of ‘innovation’ is _____.
(i) production (ii) sincerity
(iii) invention (iv) prevention

ii) Mobile internet can provide access to:
(i) telegram (ii) emails (i) telegram (ii) emails
(iii) schools (iv) university (iii) schools (iv) university

iii) Grown-ups should _____ the use of new technology by the young people.
(i) reject (ii) criticize (i) reject (ii) criticize
(iii) monitor (iv) accept (iii) monitor (iv) accept

iv) Meaning of the word ‘adverse’ in para 4 is :
(i) positive (ii) negative (i) positive (ii) negative
(iii) admirable (iv) unguided (iii) admirable (iv) unguided

v) According to the passage, one can opt for _____ plan if prepaid plan does not suit.
(i) yearly (ii) weekly (i) yearly (ii) weekly
(iii) monthly (iv) daily (iii) monthly (iv) daily

Section B

(Writing Skills and Grammar)

3. You are Prabhu Kumar/Parvati of I7E, Ravi Dass Road, Kochi. Write a letter in 100-120 words to the editor of a newspaper about the nuisance caused by loudspeakers in the city during examination days drawing attention of the concerned authorities to the problem. 8

OR

You are Pratibha/Rahul of Class X. Write an article in 100-120 words on 'Ill effects on students of too much of television'. You can use the following clues :

- Increasing addiction
- A great variety of programmes
- Easy availability
- Neglect of studies
- Drop in academic performance
- Result – poor physical and mental health

4. *Write a story in 150-200 words with the help of the following outline:* 10

Tortoise and hare – good friends – tortoise – known for his slow speed – hare has fast speed
– makes fun of tortoise – challenges him – referee selected – race starts – hare overconfident – takes a nap – tortoise wins.

OR

Complete the story in 150-200 words which begins as the following :

There was a joint family of six members including grandparents. It was the 75th birthday of the grandmother and the family planned to celebrate

5. **Fill in any four of the blanks in the paragraph given below with the help of options that follow :** 1 x 4 = 4

The modern student (a) _____ the importance (b) _____ physical exercise. He spends one to two hours in open air (c) _____ he takes part in different sports. However, care should (d) _____ not to overstrain (e) _____ body.

- | | | | |
|-------------------|-----------------------|------------------|----------------|
| a) (i) understood | (ii) understand | | |
| | (iii) have understand | (iv) understands | |
| b) (i) of | (ii) by | (iii) from | (iv) with |
| c) (i) how | (ii) which | (iii) where | (iv) why |
| d) (i) be taken | (ii) took | (iii) takes | (iv) has taken |
| e) (i) a | (ii) an | (iii) the | (iv) some |

6. **The following paragraph has not been edited. There is an error in each line. Write the error as well as the correction as shown in the example. Do any four.** 1 x 4 = 4

In the prisoner's room a candle is
burning dimly. A prisoner himself
sat by the table. Only him back,
the hair by his head, and his
hands are visible from outside

Error	Correction
e.g. is	was
(a) _____	_____
(b) _____	_____
(c) _____	_____
(d) _____	_____

through any window. (e) _____

7. Rearrange the following words/phrases to form meaningful sentences. Do any four.

1 x 4
= 4

- a) work and play / things / different / parents see / as two
- b) is a / of time / they / waste / think / that playing
- c) important / games / studies / are as / as
- d) a student / to both / proper / should / attention / pay
- e) can / life / only / succeed / he / in / then

Section C (Literature : Textbooks and Long Reading Text)

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

1 x 4
= 4

"But, please, Stephen Stepanovitch, how can they be yours? Do be a reasonable man! My aunt's grandmother gave the Meadows for the temporary and free use of your grandfather's peasants. The peasants used the land for forty years and got accustomed to it as if it was their own, when it happened that

- a) Who is the speaker of the above lines?
- b) Why did his aunt's grandmother give the meadows?
- c) Why did the peasants treat the land as their own?
- d) What light do these lines throw on the speaker's character?

OR

Belinda tickled him, she ticked him unmerciful,
Ink, Blink and Mustard, they rudely called him Percival,
They all sat laughing in the little red wagon
At the realio, trulio, cowardly dragon.

- a) Who was tickled by Belinda?
- b) Why did she tickle 'him'?
- c) Who are Ink, Blink and Mustard?
- d) Why did they all laugh at 'him'?

9. Answer any four of the following questions in 30-40 words each:

2x4=8

- a) What excited Rajvir? Why did Pranjol not share his excitement?
- b) 'He senses first responsibility' – What responsibility is referred to here? (The Ball Poem)
- c) What was Horace Danby's hobby? How did he manage to fulfill it?
- d) Why did Matilda (Mme Loisel) leave the ball in a hurry? What does it show about her character?

e) In which queer way did Anil make a living? (The Thief's Story)

10. Answer the following question in 100-120 words:

8

In life, people who easily trust others are sometimes made to look foolish. One should not be too trusting. Describe how Oliver Lutkins made a fool of the young lawyer.

OR

What lesson on death and suffering did the Buddha teach Gotami in the chapter, 'The Sermon at Benares'?

11. Answer the following question in 200-250 words:

10

Describe the importance of diary in Anne Frank's life.

OR

What problems do Margot and Anne face with regard to the way their parents treat them?

OR

Helen Keller's determination to study and compete with the normal children helps her to enter Radcliffe College. What does this show about her personality?

OR

Describe how Miss Sullivan succeeds in helping Helen Keller achieve her aim in life.

Class X
English Language and Literature (184)
Sample Question Paper 2018-19

Time Allowed: 3 Hrs.

Max Marks: 80

General Instructions:

I. The question paper is divided into three sections

SECTION A : Reading 20 Marks

SECTION B : Writing and Grammar 30 Marks

SECTION C : Literature 30 Marks

II. All questions are compulsory.

III. You may attempt any section at a time.

IV. All questions of that particular section must be attempted in the correct order.

1. Read the passage given below -

For millions of people in India, river Ganga is the most sacred river. It is considered as mother and goddess. It is also a lifeline to millions of Indians who live along its course and depend on it for their daily needs. River Ganga is the third largest river in the world by the amount of water that flows through it. It is the longest river in India. The river water of Ganga is used for irrigation, transportation and fishing. The Gangetic plain formed by river Ganga is one of the most fertile lands on earth. This is why almost 10% of the world population lives here and earns its livelihood. The Ganga, in India is the most worshipped body of water. The irony here is that inspite of being the most worshipped river, it is also the dirtiest one. It carries some metals thrown out by tanneries, waste produced by industries and urban waste from different cities. All this has made river Ganga the fifth most polluted river in the world. Another major reason that adds to the Ganga river pollution is the coal based power plants on its banks which burn tons of coal every year and produce tons of fly ash. This ash mixed with domestic waste water is released in the river. This bad situation calls for an urgent need to make efforts to reduce pollution and revive river Ganga. To achieve these objectives, Government of India has started a programme named "Namami Gange Programme". The main pillars of this programme are sewage treatment, river surface cleaning, afforestation, river front development and public awareness. The importance of the success of 'Namami Gange Programme' can be seen through the following lines :

"If Ganga dies, India dies. If Ganga thrives, India thrives. No Ganga, No India."

- 1.1 On the basis of your understanding of the above passage, answer **any eight** of the questions that follow : **1x8 = 8**
- For whom is river Ganga a lifeline ?
 - For what purposes is the Ganga river water used ?
 - Why does almost ten percent of the world population live in the Gangetic Plain ?

- d) What are the pollutants that make river Ganga very dirty ?
- e) How do the coal based power plants pollute river Ganga ?
- f) Which two purposes will be served by the programme named “Namami Gange” ?
- g) Write any two main pillars of the “Namami Gange Programme”.
- h) Most people in India consider the Ganga as _____.
- i) What is the irony of the Ganga being a most worshipped river ?

2 Read the passage given below :

12

Great people are born to produce an influence on society. One such personality, who was so humble and lived his complete life with determination and purpose to achieve certain aims was Ishwar Chandra Vidyasagar. He was a great social reformer, writer, educator and worked endlessly to transform the society. He strongly protested against polygamy and child marriage. He favoured widow remarriage and women’s education in India. The Widow Remarriage Act was passed in 1856 making the marriage of widows legal because of his efforts to solve these problems.

Ishwar Chandra Vidyasagar refined the way Bengali language was written and taught. His book ‘Borno Porichoy’ (Introduction to the Alphabet) is still used as the introductory text to teach Bengali alphabet. Thus, he brought about a revolution in the Bengali Education System. Vidyasagar is credited with the role of completely changing the old method of teaching which prevailed in Sanskrit College. As a professor in Sanskrit College, he brought modern outlook into the method of teaching. He included English and Bengali as mediums of learning, besides Sanskrit. He, also, introduced courses in European History, Philosophy and Science alongside Vedic scriptures. He encouraged students to study these subjects and make the best of both the worlds.

Ishwar Chandra Vidyasagar was a strong advocate of women education. He rightly viewed education as the primary way for women to achieve emancipation from the society’s oppression they had to face at that time. He exercised his power to open schools for girls and even outlined suitable curriculum to educate them. He went from door to door, requesting heads of families to allow their daughters to be enrolled in schools.

Ishwar Chandra was a man who defined his own path of action. He never listened to what others said about his work and made decisions based on his own judgement. He was famous for all these qualities. He was also known for his great courage. Vidyasagar had a very soft heart that sympathised with those in trouble. He was easily moved to tears when he saw someone in pain and was always the first one to offer his help to colleagues and friends in distress. After his death, Rabindranath Tagore said, “One wonders how God, in the process of producing forty million Bengalis, produced a man !”

2.1 Answer briefly the following questions : (any four)

2x4 =

8

- a) What kind of life did Ishwar Chandra lead ?

- b) What changes did Vidyasagar bring about in the method of teaching at Sanskrit college ?
 c) What was Vidyasagar's contribution as a professor in the Sanskrit college ?
 d) How did Ishwar Chandra Vidyasagar promote women education ?
 e) How can we say that Vidyasagar was a softhearted man ?

2.2 Choose meanings of the words given below with the help of options that follow : (any four)

1x4 = 4

- | | | |
|-----------------|-------------------------|-------------------|
| f) Influence | (i) income | (ii) inside |
| | (iii) impression | (iv) attraction |
| g) Transform | (i) improve | (ii) encourage |
| | (iii) change | (iv) insist |
| h) Advocate | (i) caretaker | (ii) promoter |
| | (iii) neighbour | (iv) aggressor |
| i) Emancipation | (i) oppression | (ii) control |
| | (iii) freedom | (iv) contribution |
| j) Distress | (i) unhappiness or pain | (ii) safety |
| | (iii) calmness | (iv) joy |

Section – B

(Writing Skills with Grammar)

30

3. You are Shubham/Surabhi, a resident of 'R' Block, Shivaji Nagar, Mumbai. For the past few days you have been noticing that garbage is not being removed from your area. People cannot bear the stinking smell and unhygienic condition caused by this garbage. Write a letter in 100-120 words to the editor of a newspaper to draw the attention of the concerned authorities to take necessary action.

OR

8

You are Apoorv /Apoorva, a student of class X. You feel that in the current age, human beings have to use a lot of computers, therefore it is essential for every student to learn how to use computers. Write an article in 100-120 words for the school magazine on the topic, "Importance of Computers for Students".

4.

Write a story in 200-250 words beginning with the following lines :

'Yesterday morning, I was getting ready for my school. As soon as I picked up my school bag, someone knocked on the door. I opened the door and saw _____ .

OR

10

Write a story in 200-250 words based on the following outline :

A jackal falls into a dyer's tub ____ gets coloured yellow ____ an idea ____ announces himself king of forest ____ animals respect ____ jackal insults them ____ worried animals ____ hold a meeting ____ starts howling ____ identified ____ cannot resist ____ truth comes out ____ animals kill him.

5. Complete the paragraph given below by filling in the blanks with the help of options that follow : (any four) 1x4
=4

Yesterday, a rich woman from West Bengal (a) _____ to Delhi to buy jewellery. She was sitting outside (b) _____ jewellery shop. Suddenly two young boys came there (c) _____ snatched the chain that she was (d) _____. She called the police (e) _____ the snatchers had run away.

- | | | | | |
|----|----------|--------------|------------|--------------|
| a) | (i) come | (ii) comes | (iii) came | (iv) coming |
| b) | (i) a | (ii) an | (iii) the | (iv) some |
| c) | (i) and | (ii) or | (iii) but | (iv) how |
| d) | (i) wear | (ii) wears | (iii) wore | (iv) wearing |
| e) | (i) so | (ii) because | (iii) but | (iv) only |

6. The following paragraph has not been edited. There is one error in each line. Write the error and its correction. (any four). 1x4
=4

	Error	Correction
People of diverse cultures lives	(a)	
together in India. There is many	(b)	
people who exhibit unity on diversity.	(c)	
They celebrated different festivals	(d)	
together. I love being an citizen of India.	(e)	

7. Rearrange the words/phrases given below to form meaningful sentences : (any four) 1x4
=4

- a) standing / at the / one day / I / beach / was
- b) number / come / of people / a large / had / there
- c) hawkers / there / eatables / so many / were / selling
- d) wave / suddenly / came / huge / a
- e) road / all the / rushed / towards / the / people

Section - C (Literature)

30

8. Read the paragraph given below and answer the questions that follow : 1x4 = 4

He waited a moment in surprise, wondering why she did not come nearer, and then, maddened by hunger, he dived at the fish. With a loud scream he fell outwards and downwards into space.

- a) Who is 'He' ?

- b) Whom was he waiting for ?
 c) Why did he dive at the fish ?
 d) What happened afterwards ?

OR

He who seeks peace should draw out the arrow of lamentation, and complaint and grief.
 He who has drawn out the arrow and has become composed will obtain peace of mind;
 he who has overcome all sorrow will become free from sorrow and be blessed.

- a) Who is the speaker ?
 b) How can one get peace ?
 c) What should one do to be blessed ?
 d) What does ‘lamentation’ mean ?

9. **Answer any four of the following questions in 30-40 words each :** **2x4=8**

- a) For what unusual reason is Bholi sent to school ?
 b) How did Mrs. Pumphrey and her servants behave when Tricki was being sent to the surgery ?
 c) In the poem ‘Dust of Snow’, how does the poet’s mood get changed ?
 d) Why does the poet want to ‘turn and live’ with animals ?
 e) How did the children respond to Wanda’s drawings ?

10. **Answer the following question in 100-120 word :** **8**

In the lesson ‘A Letter to God’, what moral values does the postmaster display in his behaviour?

OR

Among neighbours we should have cordial relations and not lose our temper. How do Natalya and Lomov lose their temper on trivial issues ?

11. **Answer the following question in 200-250 words :** **10**

Describe the difficulties faced by Anne Frank and others in the annexe.

OR

Write a character sketch of Mrs. van Daan.

OR

“Highlight the role of Miss Sullivan in Helen Keller’s life.

OR

Write a character sketch of Mr. Gilman.

PISA READING PASSAGES

PASSAGE 1 - RUNNERS

Feel good in your runners

For 14 years the Sports Medicine Centre of Lyon (France) has been studying the injuries of young sports players and sports professionals. The study has established that the best course is prevention ... and good shoes.



Knocks, falls, wear and tear...

Eighteen per cent of sports players aged 8 to 12 already have heel injuries. The cartilage of a footballer's ankle does not respond well to shocks, and 25% of professionals have discovered for themselves that it is an especially weak point. The cartilage of the delicate knee joint can also be irreparably damaged and if care is not taken right from childhood (10–12 years of age), this can cause premature osteoarthritis. The hip does not escape damage either and, particularly when tired, players run the risk of fractures as a result of falls or collisions.

According to the study, footballers who have been playing for more than ten years have bony

outgrowths either on the tibia or on the heel. This is what is known as "footballer's foot", a deformity caused by shoes with soles and ankle parts that are too flexible.

Protect, support, stabilise, absorb

If a shoe is too rigid, it restricts movement. If it is too flexible, it increases the risk of injuries and sprains. A good sports shoe should meet four criteria:

Firstly, it must **provide exterior protection**: resisting knocks from the ball or another player, coping with unevenness in the ground, and keeping the foot warm and dry even when it is freezing cold and raining.

It must **support the foot**, and in particular the ankle joint, to avoid sprains, swelling and other

problems, which may even affect the knee.

It must also provide players with good **stability** so that they do not slip on a wet ground or skid on a surface that is too dry.

Finally, it must **absorb shocks**, especially those suffered by volleyball and basketball players who are constantly jumping.

Dry feet

To avoid minor but painful conditions such as blisters or even splits or athlete's foot (fungal infections), the shoe must allow evaporation of perspiration and must prevent outside dampness from getting in. The ideal material for this is leather, which can be waterproofed to prevent the shoe from getting soaked the first time it rains.

Source: Revue ID (16) 1-15 June 1997.

Use the article to answer the questions below.

- Q1. What does the author intend to show in this text?
- That the quality of many sports shoes has greatly improved.
 - That it is best not to play football if you are under 12 years of age.
 - That young people are suffering more and more injuries due to their poor physical condition.
 - That it is very important for young sports players to wear good sports shoes.

Q2. According to the article, why should sports shoes not be too rigid?

.....

Q3. One part of the article says, “A good sports shoe should meet four criteria.” What are these criteria?

.....
.....
.....
.....
.....

Q4 Look at this sentence from near the end of the article. It is presented here in two parts:
“To avoid minor but painful conditions such as blisters or even splits or athlete’s foot (fungal infections) ...” (first part)
“...the shoe must allow evaporation of perspiration and must prevent outside dampness from getting in.” (second part)

What is the relationship between the first and second parts of the sentence? The second part

- a) contradicts the first part.
- b) repeats the first part.
- c) illustrates the problem described in the first part.
- d) gives the solution to the problem described in the first part

PASSAGE 2 - MORELAND

The Moreland Library System gives new library members a bookmark showing its Hours of Opening. Refer to the bookmark to answer the questions which follow.



HOURS OF OPENING					
	<i>Effective from February 1 1998</i>				
	Brunswick Library	Campbell Turnbull Library	Coburg Library	Fawkner Library	Glenroy Library
Sunday	1pm-5pm	Closed	2pm-5pm	Closed	2pm-5pm
Monday	11am-8pm	11am-5.30pm	1pm-8pm	11am-5.30pm	10am-5.30pm
Tuesday	11am-8pm	11am-8pm	11am-8pm	11am-8pm	10am-8pm
Wednesday	11am-8pm	11am-5pm	10am-8pm	11am-5pm	10am-8pm
Thursday	11am-8pm	11am-5.30pm	10am-8pm	11am-5.30pm	10am-8pm
Friday	11am-5pm	11am-5pm	10am-8pm	11am-5pm	10am-5.30pm
Saturday	10am-1pm	10am-1pm	9am-1pm	10am-1pm	9am-1pm

Q1. What time does the Fawkner Library close on Wednesday?

.....

Q2. Which library is still open at 6 p.m. on Friday evening?

- a) Brunswick Library
- b) Campbell Turnbull Library
- c) Coburg Library
- d) Fawkner Library
- e) Glenroy Library

PASSAGE 3 – A JUST JUDGE

An Algerian king named Bauakas wanted to find out whether or not it was true, as he had been told, that in one of his cities lived a just judge who could instantly discern the truth, and from whom no rogue was ever able to conceal himself. Bauakas exchanged clothes with a merchant and went on horseback to the city where the judge lived.

At the entrance to the city a cripple approached the king and begged alms of him. Bauakas gave him money and was about to continue on his way, but the cripple clung to his clothing.

“What do you wish?” asked the king. “Haven’t I given you money?”

“You gave me alms,” said the cripple, “now grant me one favour. Let me ride with you as far as the city square, otherwise the horses and camels may trample me.”

Bauakas sat the cripple behind him on the horse and took him as far as the city square. There he halted his horse, but the cripple refused to dismount.

“We have arrived at the square, why don’t you get off?” asked Bauakas.

“Why should I?” the beggar replied. “This horse belongs to me. If you are unwilling to return it, we shall have to go to court.”

Hearing their quarrel, people gathered around them shouting: “Go to the judge! He will decide between you!”

Bauakas and the cripple went to the judge. There were others in court, and the judge called upon each one in turn. Before he came to Bauakas and the cripple he heard a scholar and a peasant. They had come to court over a woman: the peasant said she was his wife, and the scholar said she was his. The judge heard them both, remained silent for a moment, and then said: “Leave the woman here with me and come back tomorrow.”

When they had gone, a butcher and an oil merchant came before the judge. The butcher was covered with blood, and the oil merchant with oil. In his hand the butcher held some money, and the oil merchant held onto the butcher’s hand.

“I was buying oil from this man,” the butcher said, “and when I took out my purse to pay him, he seized me by the hand and tried to take all my money away from me. That is why we have come to you—I holding onto my purse, and he holding onto my hand. But the money is mine, and he is a thief.”

Then the oil merchant spoke. “That is not true,” he said. “The butcher came to me to buy oil, and after I had poured him a full jug, he asked me to change a gold piece for him. When I took out my money and placed it on a bench, he seized it and tried to run off. I caught him by the hand, as you see, and brought him here to you.”

The judge remained silent for a moment, then said: “Leave the money here with me and come back tomorrow.”

When his turn came, Bauakas told what had happened. The judge listened to him, and then asked the beggar to speak.

“All that he said is untrue,” said the beggar. “He was sitting on the ground, and as I rode through the city, he asked me to let him ride with me. I sat him on my horse and took him where he wanted to go. But when we got there, he refused to get off and said that the horse was his, which is not true.”

The judge thought for a moment, then said, “Leave the horse here with me, and come back tomorrow.” The following day many people gathered in court to hear the judge’s decisions. First came the scholar and the peasant. “Take your wife,” the judge said to the scholar, “and the peasant shall be given fifty strokes of the lash.” The scholar took his wife, and the peasant was given his punishment. Then the judge called the butcher. “The money is yours,” he said to him. And pointing to the oil merchant he said: “Give him fifty strokes of the lash.”

He next called Bauakas and the cripple. “Would you be able to recognise your horse among twenty others?” he asked Bauakas. “I would,” he replied. “And you?” he asked the cripple. “I would,” said the cripple. “Come with me,” the judge said to Bauakas. They went to the stable. Bauakas instantly pointed out his horse among the twenty others. Then the judge called the cripple to the stable and told him to point out the horse. The cripple recognised the horse and pointed to it. The judge then returned to his seat. “Take the horse, it is yours,” he said to Bauakas. “Give the beggar fifty strokes of the lash.”

When the judge left the court and went home, Bauakas followed him. “What do you want?” asked the judge. “Are you not satisfied with my decision?” “I am satisfied,” said Bauakas. “But I should like to learn how you knew that the woman was the wife of the scholar, that the money belonged to the butcher, and that the horse was mine and not the beggar’s.” “This is how I knew about the woman: in the morning I sent for her and said: ‘Please fill my inkwell.’

She took the inkwell, washed it quickly and deftly, and filled it with ink; therefore, it was work she was accustomed to. If she had been the wife of the peasant, she would not have known how to do it. This showed me that the scholar was telling the truth. “And this is how I knew about the money: I put it into a cup full of water, and in the morning, I looked to see if any oil had risen to the surface. If the money had belonged to the oil merchant, it would have been soiled by his oily hands.

There was no oil on the water; therefore, the butcher was telling the truth. “It was more difficult to find out about the horse. The cripple recognised it among twenty others, even as you did. However, I did not take you both to the stable to see which of you knew the horse, but to see which of you the horse knew. When you approached it, it turned its head and stretched its neck toward you; but when the cripple touched it, it laid back its ears and lifted one hoof. Therefore, I knew that you were the horse’s real master.” Then Bauakas said to the judge: “I am not a merchant, but King Bauakas, I came here in order to see if what is said of you is true. I see now that you are a wise judge. Ask whatever you wish of me, and you shall have it as reward.” “I need no reward,” replied the judge. “I am content that my king has praised me.”

Source: Leo Tolstoy, “A Just Judge” in Fable and Fairytales, translated by Ann Dunningham.

- Q1 Near the beginning of the story we are told that Bauakas exchanged clothes with a merchant. Why didn’t Bauakas want to be recognised?

- a) He wanted to see if he would still be obeyed when he was an “ordinary” person.
- b) He planned to appear in a case before the judge, disguised as a merchant.
- c) He enjoyed disguising himself so he could move about freely and play tricks on his subjects.
- d) He wanted to see the judge at work in his usual way, uninfluenced by the presence of the king.

Q2 How did the judge know that the woman was the wife of the scholar?

- a) By observing her appearance and seeing that she did not look like a peasant’s wife.
- b) By the way the scholar and the peasant told their stories in court.
- c) By the way she reacted to the peasant and the scholar in court.
- d) By testing her skill in work that she needed to perform for her husband.

Q3 Do you think it was fair of the judge to give the SAME punishment for all the crimes?
Explain your answer, referring to similarities or differences between the three cases in the story.

.....
.....
.....

Q4 What is this story mainly about?

- a) Major crimes.
- b) Wise justice.
- c) A good ruler.
- d) A clever trick.

Q5 For this question you need to compare law and justice in your country with the law and justice shown in the story.

In the story crimes are punished under the law. What is another way in which law and justice in your country are SIMILAR to the kind of law and justice shown in this story?

.....
.....

In the story the judge gives fifty strokes of the lash for all the crimes. Apart from the kind of punishment, what is one way in which law and justice in your country are DIFFERENT to the kind of law and justice shown in this story?

.....
.....

Q6 Which one of the following best describes this story?

- a) A folk tale.
- b) A travel story.
- c) An historical account.
- d) A tragedy.
- e) A comedy.

PASSAGE 4 - IN POOR TASTE

from Arnold Jago

Did you know that in 1996 we spent almost the same amount on chocolate as our Government spent on overseas aid to help the poor?

Could there be something wrong with our priorities?

What are you going to do about it?

Yes, you.

*Arnold Jago,
Mildura*

Source: The Age newspaper, Melbourne, Australia ,1st April, 1997.

The letter above appeared in an Australian newspaper in 1997. Refer to the letter to answer the questions below.

- Q1. Arnold Jago's aim in the letter is to provoke

 - a) Guilt
 - b) Amusement.
 - c) Fear
 - d) Satisfaction.

Q2. What kind of response or action do you think Arnold Jago would like his letter to prompt?

PASSAGE 5 – PLAN INTERNATIONAL

PLAN International Program Results Financial Year 1996										
Region of Eastern and Southern Africa									RESA	
	EGYPT	ETHIOPIA	KENYA	MALAWI	SUDAN	TANZANIA	UGANDA	ZAMBIA	ZIMBABWE	TOTALS
Growing up Healthy										
Health posts built with 4 rooms or less	1	0	6	0	7	1	2	0	9	26
Health workers trained for 1 day	1 053	0	719	0	425	1 003	20	80	1 085	4 385
Children given nutrition supplements > 1 week	10 195	0	2 240	2 400	0	0	0	0	251 402	266 237
Children given financial help with health/dental treatment	984	0	396	0	305	0	581	0	17	2 283
Learning										
Teachers trained for 1 week	0	0	367	0	970	115	565	0	303	2 320
School exercise books bought/donated	667	0	0	41 200	0	69 106	0	150	0	111 123
School textbooks bought/donated	0	0	45 650	9 600	1 182	8 769	7 285	150	58 387	131 023
Uniforms bought/made/donated	8 897	0	5 761	0	2 000	6 040	0	0	434	23 132
Children helped with school fees/a scholarship	12 321	0	1 598	0	154	0	0	0	2 014	16 087
School desks built/bought/donated	3 200	0	3 689	250	1 564	1 725	1 794	0	4 109	16 331
Permanent classrooms built	44	0	50	8	93	31	45	0	82	353
Classrooms repaired	0	0	34	0	0	14	0	0	33	81
Adults receiving training in literacy this financial year	1 160	0	3 000	568	3 617	0	0	0	350	8 695
Habitat										
Latrines or toilets dug/built	50	0	2 403	0	57	162	23	96	4 311	7 102
Houses connected to a new sewage system	143	0	0	0	0	0	0	0	0	143
Wells dug/improved (or springs capped)	0	0	15	0	7	13	0	0	159	194
New positive boreholes drilled	0	0	8	93	14	0	27	0	220	362
Gravity feed drinking water systems built	0	0	28	0	1	0	0	0	0	29
Drinking water systems repaired/improved	0	0	392	0	2	0	0	0	31	425
Houses improved with PLAN project	265	0	520	0	0	0	1	0	2	788
New houses built for beneficiaries	225	0	596	0	0	2	6	0	313	1 142
Community halls built or improved	2	0	2	0	3	0	3	0	2	12
Community leaders trained for 1 day or more	2 214	95	3 522	232	200	3 575	814	20	2 693	13 365
Kilometres of roadway improved	1.2	0	26	0	0	0	0	0	53.4	80.6
Bridges built	0	0	4	2	11	0	0	0	1	18
Families benefited directly from erosion control	0	0	1 092	0	1 500	0	0	0	18 405	20 997
Houses newly served by electrification project	448	0	2	0	0	0	0	0	44	494

Source: Adapted from PLAN International Program Output Chart financial year 1996, appendix to Quarterly Report to the International Board first quarter 1997

The table is part of a report published by PLAN International, an international aid organization. It gives some information about PLAN's work in one of its regions of operation (Eastern and Southern Africa). Refer to the table to answer the questions that follows:

- Q1 What does the table indicate about the level of PLAN International's activity in Ethiopia in 1996, compared with other countries in the region?

- a) The level of activity was comparatively high in Ethiopia.
- b) The level of activity was comparatively low in Ethiopia.
- c) It was about the same as in other countries in the region.
- d) It was comparatively high in the Habitat category, and low in the other categories.

Q2 In 1996 Ethiopia was one of the poorest countries in the world.

Taking this fact and the information in the table into account, what do you think might explain the level of PLAN International's activities in Ethiopia compared with its activities in other countries?

.....
.....
.....
.....

MY REVISION SCHEDULE AND CHECK LIST

WRITING TOPIC- _____

LEARNING OBJECTIVE	ACHIEVED 	WORKING TOWARDS 	NEEDS REINFORCEMENT 
I can write using appropriate style and format.			
I can demonstrate command of the conventions of standard grammar and its usage while writing.			
I can present coherent output using suitable intro, progression of ideas and conclusion.			
I can present final product in appropriate style, without grammatical and syntactical errors.			

Teacher's Feedback:

Student's Feedback:

Next Step in Learning:

WRITING TOPIC- _____

LEARNING OBJECTIVE	ACHIEVED 	WORKING TOWARDS 	NEEDS REINFORCEMENT 
I can write using appropriate style and format.			
I can demonstrate command of the conventions of standard grammar and its usage while writing.			
I can present coherent output using suitable intro, progression of ideas and conclusion.			
I can present final product in appropriate style, without grammatical and syntactical errors			

Teacher's Feedback:

Student's Feedback:

Next Step in Learning:

TOPIC- Reported Speech

LEARNING OBJECTIVE	ACHIEVED 	WORKING TOWARDS 	NEEDS REINFORCEMENT 
I can apply the concept and rules of Reported Speech through examples.			
I can differentiate between direct and indirect speech.			
I can ensure subject-verb, pronoun-antecedent agreement.			
I can transform sentences correctly from direct to Indirect speech in different situations.			

Teacher's Feedback:

Student's Feedback:

Next Step in Learning:

TOPIC- Reported Speech

LEARNING OBJECTIVE	ACHIEVED 	WORKING TOWARDS 	NEEDS REINFORCEMENT 
I can apply the concept and rules of Reported Speech through examples.			
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Teacher's Feedback:

Student's Feedback:

Next Step in Learning:

TOPIC- Integrated Grammar

LEARNING OBJECTIVE	ACHIEVED 	WORKING TOWARDS 	NEEDS REINFORCEMENT 
I can clarify obscure passages through editing, gap filling and sentence reordering			
I can write sentences and paragraphs which use targeted grammar structures.			
I can sequence words to achieve a smooth unbroken flow of narration.			
I can apply my knowledge of prepositions, tenses, conjunctions and subject-verb agreement effectively			

Teacher's Feedback:

Student's Feedback:

Next Step in Learning:

TOPIC- Integrated Grammar

LEARNING OBJECTIVE	ACHIEVED 	WORKING TOWARDS 	NEEDS REINFORCEMENT 
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Teacher's Feedback:

Student's Feedback:

Next Step in Learning:

LESSON- A Letter to God

LEARNING OBJECTIVE	ACHIEVED 	WORKING TOWARDS 	NEEDS REINFORCEMENT 
I can identify the genre to which the story belongs and understand the techniques used by the author.			
I can comprehend the theme and provide details of the personality of the character.			
I can develop sensitivity towards my duties & responsibilities and optimistic attitude towards life amidst many struggles.			
I can appreciate the language, content and style of the prose			

Teacher's Feedback:

Student's Feedback:

Next Step in Learning:

LESSON – Glimpses of India

LEARNING OBJECTIVE	ACHIEVED 	WORKING TOWARDS 	NEEDS REINFORCEMENT 
I can understand and identify the main points of the text.			
I can identify the new words used in this lesson.			
I can summarize the lesson very well.			
I can relate the new words and their meanings I learnt in this chapter to real life.			

Teacher's feedback:

Student's feedback:

Next step in Learning:

LESSON- Amanda

LEARNING OBJECTIVE	ACHIEVED 	WORKING TOWARDS 	NEEDS REINFORCEMENT 
I can understand the intention of the poet in writing the poem.			
I can identify the figures of speech used in the poem.			
I can describe the theme of the poem.			
I can relate my learning to real life.			

Teacher's feedback:

Student's feedback:

Next step in Learning:

LESSON- FOR ANNE GREGORY

LEARNING OBJECTIVE	ACHIEVED 	WORKING TOWARDS 	NEEDS REINFORCEMENT 
I can understand the underlying meaning of the poem.			
I can identify the rhyme scheme.			
I can identify and pick out the various poetic devices in the poem.			
I can relate to the theme of the poem.			

Teacher's Feedback:

Student's Feedback:

Next Step in Learning:

LESSON- BHOLI

LEARNING OBJECTIVE	ACHIEVED 	WORKING TOWARDS 	NEEDS REINFORCEMENT 
I can identify the theme of the story.			
I can refer to ideas and knowledge beyond the text in order to participate effectively in discussions.			
I can empathize with need of love, encouragement and education for the disabled to fight against their odds.			
I can relate my learning to real life as I have enhanced my vocabulary.			

Teacher's Feedback:

Student's Feedback:

Next Step in Learning:

LESSON- DUST OF SNOW

LEARNING OBJECTIVE	ACHIEVED 	WORKING TOWARDS 	NEEDS REINFORCEMENT 
I can understand the poetic devices like metaphor, synecdoche and irony used in the poem			
I can examine the theme and meaning of the poem			
I can demonstrate that simple act of kindness done can inspire others with enthusiasm and may bring huge change in their lives.			
I can learn that the little thing can bring big change in life.			

Teacher's Feedback:

Student's Feedback:

Next Step in Learning:

LESSON- FIRE AND ICE

LEARNING OBJECTIVE	ACHIEVED 	WORKING TOWARDS 	NEEDS REINFORCEMENT 
I can appreciate poetry and read with proper stress and intonation			
I can describe poetic forms with the figures of speech, rhyme and rhythm			
I can interpret and describe the tone, theme and message conveyed in the poem.			
I can realize that the imbalance of emotions can lead to destruction if not restrained.			

Teacher's Feedback:

Student's Feedback:

Next Step in Learning:

LESSON- THE TALE OF CUSTARD THE DRAGON

LEARNING OBJECTIVE	ACHIEVED 	WORKING TOWARDS 	NEEDS REINFORCEMENT 
I can demonstrate reading and reviewing strategies for comprehension and appreciation.			
I can understand the various techniques and poetic devices used by the author and its purpose.			
I can express the theme of the poem.			
I can empathize with the theme of never judging anyone without getting to know them well.			

Teacher's Feedback:

Student's Feedback:

Next Step in Learning:

LESSON- FOG

LEARNING OBJECTIVE	ACHIEVED 	WORKING TOWARDS 	NEEDS REINFORCEMENT 
I can appreciate poetry and read with proper stress and intonation			
I can describe poetic forms with the figures of speech, rhyme and rhythm			
I understand the effects nature has on the poet through the language and form of the poem.			
I can relate nature's uncaring attitude toward mankind.			

Teacher's Feedback:

Student's Feedback:

Next Step in Learning:

LESSON- TREES

LEARNING OBJECTIVE	ACHIEVED 	WORKING TOWARDS 	NEEDS REINFORCEMENT 
I can appreciate the poem and read it with proper stress and intonation.			
I can describe poetic forms with the figures of speech, rhyme and rhythm.			
I can interpret the title as it indicates the subject and theme			
I can comprehend the significant message of conservation of trees and nature in the poem.			

Teacher's Feedback:

Student's Feedback:

Next Step in Learning:

LESSON- HUNDRED DRESSES I & II

LEARNING OBJECTIVE	ACHIEVED 	WORKING TOWARDS 	NEEDS REINFORCEMENT 
I can develop healthy feelings towards their fellow - friends regardless of their socio-eco status.			
I can understand how to identify qualities or talent of an individual.			
I can develop respect towards their classmates			
I can get familiar with the content and message of the story The Hundred Dresses.			

Teacher's Feedback:

Student's Feedback:

Next Step in Learning:

LESSON- ANIMALS

LEARNING OBJECTIVE	ACHIEVED 	WORKING TOWARDS 	NEEDS REINFORCEMENT 
I can understand and enjoy the theme and language by reading the poem “The Animals”.			
I can identify the connection to words or phrases that resonate with other things.			
I can acquire a few grammar items, stress patterns, punctuation, pronunciation, rhyme and rhythm			
I can comprehend the significant message of conservation of animals and nature in the poem.			

Teacher's Feedback:

Student's Feedback:

Next Step in Learning:

SAIL-Student Assessment In Learning

Components	Parameters		
Understanding	Work reflects understanding and application	Work reflects clarity of concept	Student encouraged to work on concepts
Presentation	Work is very methodical and organized	Work is fairly methodical and experienced	Encouraged to be methodical and organized
Punctuality	Given task was completed on time	Most of the task complete within the given time frame	Given task needs to be completed on time.
Teacher's Remarks			

SAIL-Student Assessment In Learning

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Teacher's Remarks			

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NOTES