

# **SUPPORT STUDY MATERIAL**

**XI English Core**

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# **EXAMINATION SPECIFICATIONS**

## **ENGLISH (CORE)**

### **CODE NO: 301**

#### **Background**

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

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

#### **Objectives**

The general objectives at this stage are;

- ☐ to listen to and comprehend live as well as recorded oral presentations on a variety of topics.
- ☐ to develop greater confidence and proficiency in the use of language skills necessary for social and academic purposes.
- ☐ to participate in group discussions/interviews, making short oral presentations on given topics.
- ☐ to perceive the overall meaning and organisation of the text (i.e., the relationships of the different "chunks" in the text to each other).
- ☐ to identify the central/main point and supporting details, etc. to build communicative competence in various registers of English.
- ☐ to promote advanced language skills with an aim to develop the skills of reasoning, drawing inferences, etc. through meaningful activities.
- ☐ to translate texts from mother tongues (s) into English and vice versa.
- ☐ to develop ability and knowledge required in order to engage in independent reflection and enquiry.
- ☐ To develop the capacity to appreciate literary use of English and also use English creatively and imaginatively.

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

- ❑ read and comprehend extended texts (prescribed and non-prescribed) in the following genres: fiction, science fiction, drama, poetry, biography, autobiography, travel and sports literature, etc.
- ❑ text-based writing (i.e., writing in response to questions or tasks based on prescribed or unseen texts), understand and respond to lectures, speeches, etc.
- ❑ write expository/argumentative essays of 250-500 words, explaining or developing a topic, arguing a case, etc.
- ❑ write formal/informal letters and applications for different purposes.
- ❑ write items related to the workplace (minutes, memoranda, notices, summaries reports; filling up of forms, preparing CVs, e-mail messages, etc.).
- ❑ taking/making notes from reference materials, recorded talks etc.

### **Language Item**

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

- ❑ the uses of different tense forms for different kinds of narration (e.g. media commentaries, reports, programmes, etc.).
- ❑ the use of passive forms in scientific and innovative writings
- ❑ converting one kind of sentence/clause into a different kind of structure as well as other items to exemplify stylistic variations in different discourses
- ❑ modal auxiliaries - uses based on semantic considerations.

### **Methods and Techniques**

The techniques used for teaching should promote habits of self-learning and reduce dependence on the teacher. In general, we recommend a multi-skill, learner-centred, activity based approach, of which there can be many variations. The core classroom activity is likely to be that of silent reading of prescribed/selected texts for comprehension, which can lead to other forms of language learning activities such as role play, dramatization, group discussion, writing, etc. although many such activities could be carried out without the preliminary use of textual material. It is important that students be trained to read independently and intelligently, interacting actively with texts, with the use of reference materials (dictionaries, thesauruses, etc.) where necessary. Some pre-reading activity will generally be required, and the course books should

suggest suitable activities, leaving teachers free to devise other activities when desired. So also, the reading of texts should be followed by post reading activities. It is important to remember that every text can generate different readings. Students should be encouraged to interpret texts in different ways.

Group and pair activities can be resorted to when desired, but many useful language activities can be carried out individually.

In general, teachers should encourage students to interact actively with texts and with each other. Oral activity (group discussion, etc.) should be encouraged.

## EXAMINATION SPECIFICATIONS

### CLASS : XI (ENGLISH (CORE))

One Paper 3 Hours

100 Marks

Section	Areas of Learning	Marks - Specified	Total Marks
A	Reading Unseen Passages (Two)	8+7 = 15	45
B	Writing	5+8+7 = 20	
C	Grammar	10	
D	Textual Questions I. Text Book II. Supplementary Reader	4+10+6 = 20	20
E	Long Reading Text - Novel	7+8 = 15	15
F	Conversational Skills I. Listening II. Speaking	5+5 = 10	10
G	Reading Project	10	10
	TOTAL		100

## SECTION – A

### Reading Comprehension - 15 Marks

#### Reading Unseen Passages for Comprehension and Note Making

This section will have two unseen passages followed by a variety of questions. The total length of the two passages shall be around 1100 (600+500).

**Question 1 :** Long Reading Passage of 600 words 08 Marks

Question 1 shall have two sets of questions

- 6 Questions carrying 1 mark each, out of which two shall be MCQs–  
6x1 = 6 Marks
- Vocabulary Testing – 2 Questions carrying one mark each.  
2x1 = 2 Marks

**Question 2:** Reading Passage of 500 Words for Summary and Note Making

07 Marks

a) Note making - 5 Marks

b) Summary - 2 Marks

## **SECTION - B**

### **Writing Skills - 20 Marks**

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**Question 3:** One out of two short writing/composition tasks based on notice/poster/ advertisement. (50 Words) 05 Marks

**Question 4:** One out of two compositions in the form of article, speech, report writing or a narrative (150 - 200 Words) 08 Marks

**Question 5:** Writing one out of two letters based on verbal input. It would cover all types of letters. 07 Marks

**Letter types may include:**

- (a) business or official letters (for making enquiries, registering complaints, asking for and giving information, placing orders and sending replies):
- (b) letters to the editor (giving suggestions on an issue)
- (c) application for a job
- (d) letter to the school or colleges authorities, regarding admissions, school issues, requirements /suitability of courses etc. 07 Marks

## **SECTION - C**

### **Grammar - 10 Marks**

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Different grammatical structures in meaningful contexts will be tested. Item types will include gap filling, sentence re-ordering, dialogue completion and sentence transformation. The grammar syllabus will include determiners, tenses, clauses, modals and Voice. These grammar areas will be tested using the following test types.

**Question 6:** Error Correction

04 Marks

**Question 7:** Editing Task

04 Marks

**Question 8:** Re - Ordering of Sentences

02 Marks

## SECTION - D

### Textual Question - 20 Marks

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Questions on the prescribed textbooks will test comprehension at different levels: literal, inferential and evaluative based on the following prescribed textbooks:

1. **Hornbill:** Text Book published by NCERT, New Delhi 12 Marks
2. **Snapshots :** Supplementary Reader published by NCERT, New Delhi  
08 Marks

*The following have been deleted:*

Name of the Text Book	Name of the lessons deleted
Hornbill	1. Landscape of the Soul
	2. The Adventure
	3. Silk Road
	4. The Laburnum Top (Poetry)
Snapshots	5. The Ghat of the only World

**Question 9:** One out of two extracts based on poetry from the text to test reference to context, comprehension and appreciation. 01x04 = 04 Marks

**Question 10:** Five out of six short answer questions (up to 40 words) on the lessons from poetry, prose and plays from both Hornbill and Snapshots with 3+3 pattern.

(3 questions each from each book) 05X02 = 10 Marks

**Question 11:** One out of two long answer questions based on the prescribed Text Books both Hornbill and Snapshots with 1+1 pattern. (150 Words)

01X06 = 06 Marks

## SECTION E

### Long Reading Text - Novel -15 Marks

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With a view to inculcate the habit of reading among the students, CBSE has introduced compulsory reading of a **Long Reading Text - Novel** in the English Core Course and will be evaluated in both Formative and Summative Assessments.

The long reading text prescribed for class XI is:

***The Canterville Ghost by Oscar Wilde*** (unabridged version 1906 Edition)

or

***Up From Slavery by Booker T. Washington*** 2000 Edition (Schools can opt for anyone of the above texts).

There will be two long answer questions on the theme, plot, character and Incidents from the prescribed Novel.

**Question 12:** Long Answer Question (Approximately 150 Words) 08 Marks

**Question 13:** Long Answer Question (Approximately 130 Words) 07 Marks

## SECTION - F

### Conversational Skills -10 Marks

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Formal testing of Conversational skills both listening and speaking will be conducted in Classes IX and XI by CBSE in collaboration with an external agency,

**Conversation Skills** 10 marks

#### (Listening + Speaking)

Conversation Skills will be tested both as part of Formative & Summative Assessment. Out of the 10 marks allotted for Conversation, 05 marks may be used for testing listening and 05 marks for testing speaking. The Conversation Skills Assessment Scale may be used for evaluation.

#### Listening

The examiner will read aloud either a passage on a relevant theme or a short story. The passage may be factual or discursive. The length of the passage should be around 350 words. The examinees are expected to complete the listening comprehension tasks given in a separate sheet while listening to the teacher. The tasks set may be gap-filling, multiple choice, true or false or short answer questions. There may be ten different questions for half a mark each.

#### Speaking

Speaking shall be tested either through narration using a sequence of pictures or through description of a picture of people or places. It may also require speaking on a given topic involving a personal experience. Description of a picture (can be pictures of people or places)

#### NOTE:

- The duration of the speaking test should not be less than 5 minutes for each candidate.



- At the start of the examination the examiner will give the candidate some time to prepare for the task.
- Once the candidate has started speaking, the examiner should intervene as little as possible.
- Topics chosen should be within the personal experience of the examinee such as: relating a funny anecdote, retelling the theme of a book read or a movie seen recently.

### **Conversation Skills Assessment Scale**

#### **Listening**

##### **The learner:**

1. Has general ability to understand word and phrases in a familiar context but cannot follow connected speech. .
2. Has ability to follow short connected utterances in a familiar context;
3. Has ability to understand explicitly stated information in both familiar and unfamiliar contexts;
4. Understands a range of longer spoken texts with reasonable accuracy, and is able to draw inferences;
5. Shows ability to interpret complex discourse in terms of points of view; adapts listening strategies to suit purposes.

#### **Speaking**

##### *The learner:*

1. shows ability to use only isolated words and phrases but cannot operate on connected speech level;
2. in familiar situations, uses only short connected utterances with limited accuracy;
3. shows ability to use more complex utterances with some fluency in longer discourse; still makes some errors which impede communication;
4. organises and presents thoughts in a reasonably logical and fluent manner in unfamiliar situations; makes errors which do not interfere with communication;
5. can spontaneously adapt style appropriate to purpose and audience; makes only negligible errors.

## **SECTION - G**

### **Reading Project -10 Marks**

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

Creating learners for the 21st century involves making them independent learners who can 'learn, unlearn and relearn' and if our children are in the habit of reading they will learn to reinvent themselves and deal with the many challenges that lie ahead of them. Reading is not merely decoding information or pronouncing words correctly, it is an interactive dialogue between the author and the reader in which the reader and author share their experiences and knowledge with each other which helps them to understand the text and impart meaning to the text other than what the author himself may have implied. Good readers are critical readers with an ability to arrive at a deeper understanding of not only the world presented in the book but also of the real world around them. They not only recall what they read but comprehend it too. Their critical reading and understanding of the text helps them create new understanding, solve problems, infer and make connections to other texts and experiences. Reading does not mean reading for leisure only but also for information, analysis and synthesis of knowledge. The child may be encouraged to read on topics as diverse as science and technology, politics and history. This will improve his/her critical thinking skills and also help in improving his/her concentration.

**Reading any text should be done with the purpose of:-**

1. reading silently at varying speeds depending on the purpose of reading:
2. adopting different strategies for different types of texts, both literary and non-literary:
3. recognising the organisation of a text:
4. identifying the main points of a text;
5. understanding relations between different parts of a text through lexical and grammatical cohesion devices.
6. anticipating and predicting what will come next.
7. deducing the meaning of unfamiliar lexical items in a given context:
8. consulting a dictionary to obtain information on the meaning and use of lexical items:

9. analysing, interpreting, inferring (and evaluating) the ideas in the text:
10. selecting and extracting from text information required for a specific purpose.
11. retrieving and synthesising information from a range of reference material using study skills such as skimming and scanning:
12. interpreting texts by relating them to other material on the same theme (and to their own experience and knowledge): and
13. reading extensively on their own for pleasure.

A good reader is most often an independent learner and consequently an independent thinker capable of taking his/her own decisions in life rationally. Such a learner will most assuredly also be capable of critical thinking.

Reading a book should lead to creative and individual response to the author's ideas presented in the book in the form of:-

- short review
  - dramatisation of the story
  - commentary on the characters
  - critical evaluation of the plot, story line and characters
  - comparing and contrasting the characters within the story and with other characters in stories by the same author or by the other authors
  - extrapolating about the story's ending or life of characters after the story ends
  - defending characters' actions in the story.
  - making an audio story out of the novel/text to be read out to younger children.
  - Interacting with the author
  - Holding a literature fest where various characters interact with each other
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  - Symposiums and seminars for introducing a book, an author, or a theme
  - Finding similar text in other languages, native or otherwise and looking at differences and similarities.
  - Creating graphic novels out of novels/short stories read
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  - Creating their own stories
1. A Reading Project of 10 marks has been introduced in class XI.
  2. Schools may use books of their own choice.
  3. Schools can vary the level but at least one book per term is to be read by every child.

*Teachers may opt for:-*

- One book;
- Books by one author; or
- Books of one genre; to be read by the whole class.

The Project should lead to independent learning/ reading skills and hence the chosen book/selection should not be taught in class, but may be introduced through activities and be left for the students to read at their own pace. Teachers may, however, choose to assess a child's progress or success in reading the book by asking for verbal or written progress reports, looking at the diary entries of students, engaging in a discussion about the book, giving a short quiz or a worksheet about the book/ short story. The mode of intermittent assessment may be decided by the teacher as she/he sees fit.

These may be used for Formative Assessment (F1, F2, F3 and F4) only. Various modes of assessment such as conducting Reviews, Discussions, Open Houses, Exchanges, Interact with the Author, writing script for plays can be considered.

## **CONVERSATION SKILL**

**(Listening + Speaking)**

10 marks

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These may be used for Formative Assessment (F1, F2, F3 and F4) only. Various modes of assessment such as conducting Reviews, Discussions, Open Houses, Exchanges, Interact with the Author, writing script for plays can be considered.

**How to Improve Listening and Speaking Skills :**

The listening comprehension and speaking skill sessions need not be kept only for the final term. Enough practice, specifically for these skills can start right from the first term.

- \* Five minutes activity may be started and the teacher may give a set of five instructions to the students in pairs and ask them to tell their partners these instructions in that order and later in the reverse order.
- \* When the class is exhausted, as an energizing activity/game, the teacher may give them simple instructions related to the work of daily routine.
- \* The students may be asked to read the news bulletin in the class.
- \* Every year in the beginning of the session, the teacher can set some points for self introduction and frame them in an interesting activity instead of saying "Tell us about yourself".
- \* Later, topics like personal choices why I like this book/T.V. serial/favourite player etc may follow. Sometimes this activity is conducted best in pairs and



each one is asked to speak what his / her partner has said. It will build up their confidence level.

- \* Group discussion/debate gives ample opportunity for students to speak freely, at the same time it should be monitored that participation is maximum and no student is left behind.
- \* The teacher can tell the students to choose a topic they like in pairs or individually work on the project. Sufficient time is given to collect and organise the matter. Then they can present the project. The best ones can be shown to the whole school.
- \* Role plays are always a favourite with students. Under the guidance of the teacher, students write dialogues for a story lesson from their text books and enact the story. The students can also be given situations something like a college interview, debate, election manifesto of head boy / girl etc.
- \* Teacher can have a few clippings, pictures and sketches from newspaper or magazines. These can be used to make students speak out and go for narration or description. Some interesting pictures would generate enthusiasm among students and their creative skill as well as expression ability would be tapped. The teacher must / be cautious that no student remains untouched from the activities suggested. Just try to make your class activity oriented and keep it alive.

### **SUGGESTED READINGS**

The following title and some other can be used by students to enhance their reading skill and simultaneously teachers can ask their students to prepare various types of projects like Book review, Extended Ending, Adding character, giving twist to plot, etc.

1. A Tale of two Cities : Charles Dickens
2. Around the world in Eighty Days : Jules Verne
3. Kim : Rudyard Kipling
4. Dr. Jekyll and Mr. Hyde : RL Stevenson
5. Emma : Jane Austen
6. Indian Tales : Rudyard Kipling
7. Great Expectations : Charles Dickens
8. Jane Eyre : Charlotte Bronte
9. Short Stories by Ruskin Bond : Ruskin Bond
10. Delhi is not far : Ruskin Bond

11. Huckleberry Finn : Mark Twain
12. Kidnapped : RL Stevenson
13. Oliver Twist : Charles Dickens
14. King Solomon's Mines : Sir Henry Rider Haggard
15. Stories from India Under the Banyan : NBT
16. Five Point Someone, What not to do at IIT : Chetan Bhagat
17. Pride and Prejudice : Jane Austen
18. Swami and Friends : RK Narayan
19. The Man-eater of Malgudi : RK Narayan
20. Round the moon : Jules Verne
21. The Count of Monte Christo : Alexander
22. Wuthering Heights : Emily Bronte.
23. Twenty Thousand Leagues under the Sea : Jules Verne
24. The Moonstone : Wilkie Collins.
25. The Mill on the Floss : George Eliot
26. The Three Musketeers : Alexandre Dumas
27. Treasure Island : RL Stevenson
28. The Invisible Man : HG Wells.
29. The Prisoner of Zenda : Anthony Hope
30. The Swiss Family Robinson : Johann David Wyss
31. Little Women : Louisa M. Alcott
32. Animal Farm : George Orwell
33. Gulliver's Travels : Jonathan Swift
34. Moby Dick : Herman Melville
35. Robinson Crusoe ; Daniel Defoe
36. The Time Machine : HG Wells
37. Beastly Tales : Vikram Seth
38. David Copperfield : Charles Dickens
39. Heidi : Johana Spyri

40. The Wizard of (O<sub>2</sub>) : Frank L. Baum
41. Black Beauty : Anna Sewell
42. The Hound of the Baskervilles : Arthun Conan Doyle
43. The Water Babies : Charles Kingstey
44. Tales From Shakespeare - Books 1 and 2.
45. Diary of Anne Frank - Anne Frank
46. Three Men in the Boat - Jerome K. Jerome
47. Wings of Fire - A.P.J. Abdul Kalam

## **SECTION - A**

### **(Reading) - 15 Marks**

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#### Passage-1

A.1 Read the passage given below and answer the questions that follow it

(1x8 = 8 Marks)

In 3000 years of our history people from all over the world have come and invaded us, captured our lands, conquered our minds. From Alexander onwards, The Greeks, the Turks, the Moguls, the Portuguese, the British, the French, the Dutch, all of them came and looted us, took over what was ours. Yet we have not done this to any other nation. We have not conquered anyone. We have not grabbed their land, their culture, their history and tried to enforce our way of life on them. Why? Because we respect the freedom of others.

That is why my first vision is that of FREEDOM. I believe that India got its first vision of this in 1857, when we started the war of independence. It is this freedom that we must protect and nurture and build on. If we are not free, no one will respect us.

My second vision for India is DEVELOPMENT. For fifty years we have been a developing nation. It is time we see ourselves as a developed nation.

I have a THIRD vision. India must stand up to the world. Because I believe that unless India stands up to the world, no one will respect us. Only strength respects strength. We must be strong not only as a military power but also as an economic power. Both must go hand-in-hand.

My good fortune was to have worked with three great minds. Dr. Vikram Sarabhai of the Dept. of space, Professor Satish Dhawan, who succeeded him and Dr. Brahm Prakash, father of nuclear material. I was lucky to have worked with all three of them closely and consider this the great opportunity of my life.

Here I am reminded an instance – One day an orthopedic surgeon from Nizam Institute of Medical Sciences visited my laboratory. He lifted the material and found it so light that he took me to his hospital and showed me his patients. There were these little girls and boys with heavy metallic calipers weighing over three kg. each, dragging their feet around. He said to me: Please remove the pain of my patients. In three weeks, we made these Floor reaction Orthosis 300 gram calipers and took them to the orthopaedic centre. The children didn't believe their eyes. From dragging around a three kg. load on their legs, they could now move around! Their parents had tears in their eyes. That was a bliss to me.

**I have a question :**

Why is the media here so negative? Why are we in India so embarrassed to recognize our own strengths, our achievements? We are such a great nation. We have so many amazing success stories but we refuse to acknowledge them. Why?

**Another question :**

Why are we, as a nation so obsessed with foreign things? We want foreign TV's we want foreign shirts. We want foreign technology. Why this obsession with everything imported? Don't we realise that self-respect comes with self-reliance?

I was in Hyderabad giving this lecture, when a 14-year old girl asked me for my autograph. I asked her what her goal in life is: She replied: 'I want to live in a developed India.' For her, you, I will have to build this developed India.

You must proclaim. As an aside from yours truly: India is not an under-developed nation, it is a highly developed nation in an advanced state of decay! (A.P.J. Abdul Kalam).

1.A Pick out the correct option :

- a) India has been plundered by :
  - i) the Greeks and the Portuguese
  - ii) the French and the Dutch
  - iii) the British
  - iv) all of the above.
- b) How long did it take to make Orthosis 300 gm callipers?
  - i) One week
  - ii) two weeks
  - iii) three weeks
  - iv) four weeks

B. Answer the following questions in reference to the above passage.

- a) What does Kalam want us to protect and nurture?
- b) Why must India stand up to the world?
- c) The great scientists who inspired A.P.J. Abdul Kalam are (i) \_\_\_\_\_ (ii) \_\_\_\_\_ and (iii) \_\_\_\_\_
- d) Why do we need to give up our obsession with foreign things?
- e) Find the synonym of 'Nurse'.
- f) Find the antonym of 'withhold'. (1x8 = 8 Marks)

## **Passage : 2**

### **A.1 Read the passage given below and answer the question that follow it.**

Much of India's law-making process has been outside the scrutiny of ordinary people. They are not framed by legislators or even senior bureaucrats but are often drafts prepared by babus. Sometimes, powerful business interests influence these laws (like the Special Economic Zone Act) and then they are passed in Parliament with little or no discussion. Sometimes, a popular public demand enters the discourse of a political party and takes the shape of policy and legislation. However, the desire of citizens to participate in the framing of law and policy has intensified over the years, and their voice needs to be included in democratic decision - making.

With growing interest in governance, citizens may suggest policy and legislation and such deliberations will only strengthen constitutional processes. Actual consultation on draft legislation and policy require detailed discussion of the principles, framework and formulation of specifics. These consultations will provoke multiple views and it is important for the institutional framework to assimilate and consider them.

Any group placing its views in the public domain cannot claim total representation. There will be criticism and those need to be resolved. However, assemblies of people can only support the need for legislation. Surveys and votes by raising hands are important to register support for the general idea but cannot be the basis for detailed drafting of a law and its constituent parts.

The principles and framework of any legislation must be debated and the erroneous conclusion that any difference of opinion is tantamount to mala fide intent needs to be questioned. It is in any case only of peripheral importance, as the issues themselves need to be addressed. This applies to laws made both by the formal and informal structures.

Many democracies in the world already have started placing policy and draft laws in the public domain before they are sent to the government, cabinet and then Parliament. The deliberative consultative process is for everyone but focuses more on people who are most affected by the legislation. The policy and the sharing of frameworks are followed by a draft of the bill itself. All this is done within a timeframe. The nascent process of participation of citizens in shaping legislation in the last two decades will find systemic space and democratic credibility.

Today, lokpal has become a phrase, a concept and almost a passion. But that apart, the unpacking of the concept and the understanding of the Bill, and its legal and administrative mechanisms are restricted to a few civil

society and government groups. It is time for the interested groups to build a constituency of concerned people who will steer democracy in consonance with constitutional rights. What we need is a well argued critique of the way we want change.

People must have the space to mobilise and protest - it is a constitutional right. But different processes need different platforms. The argument against corruption will stand or fall, not on the volume of our protest alone, but on the rigour of our proposals.

What we need is a transparent pre-legislative process within the democratic framework. It is important that the pre-legislative process is evolved and shaped in a synergetic manner. If it is properly institutionalised, it will not impinge on executive or legislative privilege. There should be a response to citizens' desire to participate in framing legislation by creating platforms for institutionalised participation to deepen democratic processes.

A. Pickout the correct option.

(a) The author strongly supports the stand that any legislation must be subjected to wide :-

- i) publicity
- ii) superman's supervision
- iii) public debate
- iv) scathing criticism

(b) India's law making process is generally not within the purview of :-

- i) judiciary's review
- ii) public scrutiny
- iii) politician's power
- iv) parliament's power

B. Answer the following question

- (a) Describe the term 'Civil Society'.
- (b) What are the two ways to register support for drafting a law?
- (c) How does public participation affect government?
- (d) How can we fight corruption in an organised manner?
- (e) Look for words similar in meaning to :-
  - i) law making
  - ii) limited

(1x8 = 8 Marks)

**Passage : 3**

**A.1 Read the passage given below and answer the question that follow :** (1x8 = 8)

- A.1 Soon after 1999 fire in Shahjahanabad, orders came for the chemical traders to move out to Holambi Kalan, near Narela Industrial Area on the city's northwestern periphery. In 2006, even the paper merchants of Chawri Bazaar got an ultimatum to relocate to Ghazipur due to fire safety concerns. But so far, not a single chemical or paper trader has moved out of the tiderbox that is Old Delhi.

Why? Traders say the conditions at the new sites are not conducive for business. For instance, paper merchants say, the Integrated Freight complex (IFC), Ghazipur, where they are supposed to move has poor infrastructure and inadequate security. So, five years after Delhi Development Authority allotted plots to 621 traders, they continue to operate out of Chawri Bazaar and only 250-odd have started construction in Ghazipur.

Chemical traders, too, are resisting relocation to Holambi Kalan for similar reasons. "The place is a jungle. There are no roads, streetlights, water pipelines, sewerage and security. Most of us don't even know which piece of land belongs to us. Land has been transferred only on paper," said Shyam Sunder Gupta, general secretary, Chemical Market Association. So far, plots have been allotted to 639 of the 883 chemical traders found eligible in the 1999 survey.

For traders who feel secure amidst old associates and the tightly packed warrens of these old markets, a move to the spacious new sites seems fraught with risk. "Traders keep lakhs of rupees with them. At least nobody can rob us of our hard earned money here," said Pradeep, a, chemical merchant. "There are no arrangements for security (at the new sites). In our warehouses, we have goods worth lakhs of rupees. How can we leave them there," said Prem Prakash, who paid Rs 161akh for a 98sqm plot in Ghazipur.

Batting for the traders, area MP and human resource development minister, Kapil Sibal, said it is unfair to ask traders to move to the outskirts without providing them facilities. "The matter "has been pending for a long time. I have asked - the Union urban development minister to expedite the process so that the area (Walled City) can be decongested and redeveloped. We can't ask people to move to an area where basic amenities are missing," said Sibal.

Notwithstanding orders of the government and the high court to move wholesale trades out of the old city, the number of establishments has only



increased over the years. According to a conservative estimate, paper merchants have increased by 15-20 %, and chemical merchants by 20-30% since the relocation orders were issued.

“The number of paper traders has increased considerably since 2006. DDA is yet to provide plots to nearly 300-odd traders. What will happen to the new traders?” said Mahesh Shah, president of Paper Merchants’ Association. Chemical traders, too, have similar concerns. “They have allotted plots based on a survey done in 1999-2000. The market has grown a lot in the last 11 years,” said Gupta.

As per Master Plan of Delhi-2021, Municipal Corporation of Delhi is responsible for stopping expansion of wholesale markets and commercial activity in Shahjahanabad, but MCD officials themselves admit there is rampant commercialization in the area.

2.A Pick out the correct option.

- (a) After Shahjahanabad’s 1999 fire disaster the chemical traders where ordered to
  - i) close down their units
  - ii) compensate the victims and their families
  - iii) shift to Holambi Kalan near Narela
  - iv) upgrade their fire fighting systems.
- (b) The local MP also believes that it would be difficult for traders to move to new sites unless :–
  - i) customers are made available to them.
  - ii) facilities are provided at these sites.
  - iii) govt. pays the traders enough compensation.
  - iv) traders get accustomed to new locations.

B. Answer the following questions :–

- (a) Why are paper merchants not finding the new sites conducive for business?
- (b) What are the allegations made by chemical traders?
- (c) How can the area of walled city be improved according to the needs of traders?
- (d) According to the 2021 master plan, MCD is responsible for \_\_\_\_.
- (g) find synonyms of :–
  - i) boundary
  - ii) insufficient

(1x8 = 8 Marks)

**Passage : 4**

- A.1 Read the passage given below and write the options that you consider the most appropriate. 1×6=6

Hundreds of thousands of our qualified youngsters take off from different international airports every year for higher studies or highly lucrative jobs in the US, the UK, Germany, France and Australia. And most of these Indians prefer to settle down abroad, attracted by the facilities and the higher quality of life provided by these countries. We have been crying hoarse about the brain drain from India over the last five decades or more, without going in for a wellset blueprint to check the counter-productive phenomenon. Some of the public schools in our metros and our IITs (Indian Institutes of Technology) and IIMs (Indian Institutes of Management) are providing world-class education. One might wonder that having spent a lot on infrastructure, training and other facilities and the best teaching staff, can the Government and the people of India look away as the talent, assiduously nurtured in India, is utilised by other countries for their development and excellence in different fields.

During the decades-long debate on the brain drain, it was said that our youngsters leave India just because excellence is neither recognised nor rewarded- in India. This could have been partly true at the beginning of this debate. But today, things have changed beyond recognition and talented people can reach the highest position possible if only they are prepared to work hard.

Youngsters from India - Whatever be the field they are working in - are today suitably recognised and rewarded.

Take the field of sports where many of the celebrities are household names - Sania Mirza, Narain Karthikeyan, Sachin Tendulkar, Anju Bobby George, P.T. Usha and several others. Innovation and managerial skill get recognition when Indians can vie with others in excellence from any part of the world.

If there is one individual who has catapulted India to the number one position in milk production in the world, it's none other than Dr. Verghese Kurien, the father of the White Revolution.. A top engineer who completed the Konkan Railway in record time, Mr. E. Sreedharan has built up the world class Delhi Metro. Mr. Amitabh Bachchan is no longer a megastar of the Indian screen only. His presentation of Kaun Banega Crorepati and other ventures have made him a living legend of global proportions. Take the story of the Ambani brothers, the Tatas, the Mittals and others who are having their footprints in different continents. We have had so many Indians who rose to the summit as Miss Universe and Miss World, but none has earned so much acclaim globally, in Bollywood, Hollywood :or the Cannes

Film Festival, as Ms. Aishwarya Rai. In the wake of globalisation, India has produced a galaxy of eminent entrepreneurs in IT; biotechnology, civil aviation, steel production and the like. Just mention a field and we are already in the vanguard or moving ahead at a frenetic pace. A time may come when India would be capable of reversing the so-called brain drain to India's supreme advantage.

And happily enough, this is already happening now. A report released by a high-tech lobbying group in the Silicon Valley in 2005 revealed that the highly-skilled Indian-born talent that once flocked to the US was returning home, "turning America's brain drain into India's brain gain." Titled "Losing the Competitive Edge : The Challenge for Science and Technology in the US", the report said that countries like India and China, through the restructuring of their economies, were dramatically increasing the skill sets of their work force, thereby posing a challenge "to the US leadership in the technology domain. "Public-private partnerships (in India)' have invested in technical universities and communications infrastructure to create cutting edge technology parks in places like Bangalore in Karnataka. This will make India more competitive, and alluring to investors and multinational companies." The report further said : "They are dramatically increasing the skill sets of their workforce, investing in research and development, and adopting advanced technologies, all to create wealth and spur economic growth."

(Source : *Competition Success Review*)

A. Pick out the correct option :-

- (a) Our qualified and talented youngsters go abroad for-
  - i) holidaying
  - ii) higher study and better jobs
  - iii) propagating India's greatness
  - iv) helping Indian students in Australia.
- (b) A report from Silicon Valley states that skilled and talented Indians are
  - i) coming back
  - ii) not interested in home coming
  - iii) demanding more wages
  - iv) turning to politics in India

B. Answer the following questions :-

(c) What is the constitution of Dr. Verghese Kurien?

(d) Talent can reach top if \_\_\_\_\_

(e) What does the counter productive phenomenon refer to?

(f) How is India becoming more competitive and alluring to investors and MNCs?

(g) Look for words similar in meaning to

i) a period of ten years.

ii) zenith

(1x8 = 8 Marks)

**Passage : 5**

A.1 Read the passage given below and write the questions that follows. 1×8=8

The Universe or the Cosmos, as perceived today, consists of millions of galaxies. A galaxy is a huge congregation of stars which are held together by the forces of gravity. Most of the galaxies appear to be scattered in the space in a random manner, but there are many others which remain clustered into groups. Our own galaxy, called the Milky Way or Akash Ganga, which appears as a river of bright light flowing through the sky, belongs to a cluster of some 24 galaxies called the 'local group'. The Milky Way is made up of over a hundred billion sparkling stars, which, though quite distant from one another, seem from the Earth as having been placed close together. The two other nearest galaxies are the Large Magellanic Cloud and the Small Magellanic Cloud, named after the famous Portuguese navigator, Ferdinand Magellan (1480-1521), who discovered them.

The Universe is infinite, both in time and space. Its age was formerly believed to be between, 10-15 billion years. However, in 1999, a NASA's Hubble Space Telescope Project team determined the age of cosmos to be 12 billion years (plus or minus 10 percent). In June 2001, NASA launched the MAP (Microwave Anisotropy Probe) to study the cosmic, microwave background radiation in greater detail according to which the exact age of the universe is 13.7 billion years after the theoretical Big Bang. The human perception of the Universe has, however, been different at different times over the long span of history of civilisation. The innate human inquisitiveness and tireless pursuit of knowledge have brought about revolutionary changes about our ideas of the Universe. The Moon and the stars are no longer looked upon as heavenly bodies or the abodes of gods. Solar and lunar eclipses are no more dreaded as foretellers of natural calamities. Man's conquest of the Moon has now blown off many a myth of the religious testaments.

It was around 6th century BC that men started enquiring into the mysteries of the Universe in an endeavour to rationally analyse the earthly and the heavenly phenomena. They posed to themselves several questions : What is the Universe ? Why do things change ? Why do things move ? What is life ? and so on. These questions were of far-reaching significance to the development of modern science.

Ancient Greek astronomers and mathematicians came up with the view that the Earth was a perfect motionless sphere, surrounded by eight other crystalline spheres-the Sun, the Moon, and the five known planets, viz, Mercury, Venus, Mars, Saturn and Jupiter, which revolved around the Earth on seven inner spheres. The stars were permanently fixed to the outer sphere that marked the edge of the Universe.

Ptolemy a second century Greco Egyptian astronomer, synthesised the various data gathered by the early Greek astronomers and in his book, *Almagest*, presented his system of astronomy based on a Geocentric (Earth-centred) Universe. He maintained that the Earth was the centre of the Universe, and the Sun and other heavenly bodies revolved around the Earth. This view of the Universe remained firmly entrenched in the minds of the people right up to the middle of the 16th century. Most men in the Middle Ages strongly adhered to the Ptolemaic system as they felt that they did, indeed, live in a physically limited, rigidly structured Universe centred around a motionless Earth. The Greeks had also estimated the visible Universe to be about 125 million miles in diameter.

The generally accepted view of Geocentric Universe received its first real jolt with the publication of the monumental work by Copernicus (1473-1543) *De Revolutionibus Orbium Coelestium* (On the Revolution of Celestial Bodies). The main points- of the Copernican system are: (i) the Sun and the stars are motionless; (ii) the Sun lies at the centre of the Universe and the stars at its circumference; (iii) the Earth rotates on its axis taking 24 hours to complete one rotation; and (iv) the Earth and the planets revolve around the Sun; whereas the Moon revolves around the Earth.

This system of Universe, as propounded by Copernicus, was more consistent than that of Ptolemy. But its major flaw was that while it changed the centre of the Universe from the Earth to the Sun, it did not enlarge the limits of the Universe, as the Universe still remained equated with the Solar System.

Later Italian astronomer Galileo Galilei (1564-1642), too, with his newlyinvented telescope demonstrated the validity of the Copernican system through his studies of the phases of the Venus and the moons of Jupiter that the Earth did revolve around the Sun. He discovered many new stars and proved that sensory appearances could be deceptive and that it is, our own. limitations of perception and reason that place boundaries around the Universe. To be punished for telling the truth was not uncommon in the 16th century, and those who dared to do so, had to face the wrath of the Church. Indeed, Galileo had to pay the penalty for telling the truth.

English scientist Isaac Newton (1642-1727) demonstrated that forces of gravitation linked all material bodies in an immense Universe and showed that these bodies moves in accordance with strict mathematical laws. God was still the creator, but he exercised a through mastery over mathematics and engineering.

A. Pick out the correct option :-

(a) Stars in a congregation are held in cluster by :-

- i) Akash Ganga
- ii) gravitational forces
- iii) galaxies
- iv) cosmos

(b) Questioning nature of man has led to the –

- i) development of universe
- ii) expansion of the Milkyway
- iii) development of modern world
- iv) development of modern science.

B. Answer the following questions :-

- (a) What does 'local group' refer to?
- (b) What are the views of Greek astronomers and mathematicians about the Earth?
- (c) Name the book whose publication led to change in ideas about the universe.
- (d) Galileo's telescope endorsed the system of universe as \_\_\_\_\_.
- (e) Find the word similar in meaning to 'shining'/'twinkling'.
- (f) Find the word opposite in meaning to 'loosely'. (1x8 = 8 Marks)

**Passage : 7**

Worm is a software program that is designed to copy itself from one computer to another, without human interaction. Unlike a computer virus, a worm can copy itself automatically. For example, a mass-mailing e-mail worm is a worm that sends copies of itself via e-mail. A network worm makes copies of itself throughout a network, an Internet worm sends copies of itself via vulnerable computers on the Internet, and so on.

Worms can replicate in great volume. For example, a worm can send out copies of itself to every contact in your e-mail address book, and then it can send itself to all of the contacts your contact's e-mail address books. Some worms spread very quickly. They clog networks and can cause long waits for you (and everyone else) to view Web pages on the Internet.

Examples of some of the computer worms are the Sasser worm, the Blaster worm, and the Conficker worm.

Trojan are the malicious code which when triggered cause loss, or even theft, of data. Trojans are associated with remote access programs that perform illicit operations such as password-stealing or which allow compromised machines to be used for targeted denial of service attacks. When a Trojan horse is activated, it may access certain files, folders or even an entire system. It often creates what is known as a “trapdoor” or “backdoor”, which can then be used to thief a victim’s sensitive information and forward it to another location.

A. Pick out the correct option :—

(a) Unusual error messages are an indicator of :—

- i) worm infection
- ii) virus infection
- iii) Trojan infection
- iv) spam

(b) A mass mailing e-mail worm sends :—

- i) multiple copies to one user
- ii) multiple copies to multiple users
- iii) copies of itself
- iv) single copies to multiple users

B. Answer the following questions :—

- (a) How can viruses be disguised?
- (b) What problems do benign viruses create?
- (c) What do boot-record infectors infect?
- (d) What are Trojans associated with?
- (e) Pick out the word in the passage similar in meaning to - kind/friend.
- (f) Pick out the word in the passage opposite in meaning to illegitimate.



Meditation is not an activity or a hobby. It is the attitude one has to life. If you think you are "doing" meditation by sitting alone and closing your eyes. think again. Meditation is not something you do.

If you live with clarity meditation will awaken. Meditation is an attitude. You are always with yourself, meaning that you are expressing your true self. When you are close to something which can bring you close to yourself is meditation. If you are "doing" meditation you will go farther away from yourself.

When you sit to meditate don't do anything, just be there, quiet with yourself. Be present, feel the environment, the atmosphere, just enjoy your own company. To awaken your meditative nature, there are certain kriyas and one powerful kriya is that you observe your breath. If you cannot observe your breath then count your breaths. Make it your permanent habit from today that you will never spend a day without counting hundred breaths. As you see some changes inside. Don't make any effort to breathe, let it be natural. Just count it. Count naturally. Slowly you will start feeling that your life is becoming a meditation. What does that mean? That means your life will be full of power, creativity and strength.

The environment is full of vibrations. When vibrations touch your system, your system transforms them into thoughts. Thought is power. I have the power to think and to create thoughts. We never use that power. In our whole life we never think. What we call thinking is not thinking. It is just repeating or parroting. If we knew how to think and what to think, we could create paradise. The power to think is the power of creation. Whatever we are now, we created that life with our thoughts, with our imaginations, with our dreams. Whatever you imagine, that becomes. Whatever you think, that becomes. If I know consciously how to use my thoughts, how to use my thinking power, then we make our lives as we want them to be.

If you pause a little you will realise we have freedom to think but we are not free to think. We are living in frames; society, system, culture, religion, philosophy- we are not free. Since we are not free, we need to first think. And wisdom comes with consciousness. First discover higher consciousness by cultivating a meditative attitude.

A. Pick out the correct option

- (a) According to the outer, a thought is
- (i) Power
  - (ii) Energy
  - (iii) Aura

- (iv) Vibe
- (b) Meditation is -
  - (i) An activity
  - (ii) An attitude
  - (iii) A hobby
  - (iv) A habit

B. Answer the Following Question :-

- (a) What should we do while meditating?
- (b) Why are we unable to think?
- (c) What happens when we meditate?
- (d) How can paradise be created?
- (e) Pick out the word similar in meaning to 'strength'.
- (f) Pick out the word opposite in meaning to 'temporary'

1x8 = 8 Marks9.

**9. Read the passage given below the answer the question that follow 1x8= 8 Marks**

Last week was spent glued to TV, watching India getting thrashed by a rejuvenated England at Lord's. Like most Indians, I too was dispirited by India's inability to live up to its reputation as the number one team. But at least there was the immense satisfaction of watching the match live and even listening to BBC's good-humoured Test Match Special on Internet radio.

It was such a change from my schooldays when you had to tune in to a crackling short wave broadcast for intermittent radio commentary. Alternatively, we could go to the cinema, some three weeks after the match, to see a two-minute capsule in the Indian News Review that preceded the feature film.

It is not that there was no technology available to make life a little more rewarding. Yet, in 1971, when B S Chandrasekhar mesmerized the opposition and gave India its first Test victory at the Oval, there was no TV, except in Delhi.

Those were the bad old days of the short age economy when everything, from cinema tickets to two-wheelers, had a black market premium. Telephones were a particular source of exasperation. By the 1970s, the telephone system in cities had collapsed. You may have possessed one of those heavy, black Bakelite instruments but there was no guarantee of a dial tone when you picked up the receiver. The ubiquitous 'cable fault' would render a telephone useless for months on end.

What was particularly frustrating was that there was precious little you could do about whimsical public services. In the early 1980s, when opposition MPs complained about dysfunctional telephones, the then communications minister C M Stephen retorted that phones were a luxury and not a right. If people were dissatisfied, he pronounced haughtily, they could return their phones!

Inefficiency was, in fact, elevated into an ideal. When capital-intensive public sector units began running into the red, the regime's economists deemed that their performance shouldn't be judged by a narrow capitalist yardstick. The public sector, they pronounced, had to exercise 'social' choices. India, wrote Jagdish Bhagwati (one of the few genuine 'dissidents' of that era), "suffered the tyranny of anticipated consequences from the wrong premises."

Being an Indian in those days was truly demeaning if you had the misfortune of travelling overseas. Government regulations decreed that a private citizen travelling overseas had the right to buy all of \$8. Subsequently, the ceiling was raised to \$500 every three years. This meant that Indians had to evolve innovatively illegal methods of buying a few extra dollars or scrounging off fortunate NRI relatives. No wonder, escaping from India became a middle class obsession, as did petty hawala.

India was an object of mockery. We were mocked for leading a "ship to mouth" existence while preaching morality to the rest of the world. We were pitied, not least by rich Pakistanis who would compare their spanking new Impala cars to our creaking Ambassadors that were hi perennial short supply.

Enforced socialist austerity bred dishonesty and subterfuge. India's creative genius became preoccupied with ways to bypass a system that in all seriousness demanded that the better-off pay 97% of their income in taxes, and where the remuneration of company directors had to be approved by babus sitting in a ministry in Delhi.

(a) Enforced socialist hard measures gave rise to :-

- (i) honesty
- (ii) dishonesty
- (iii) Carelessness
- (iv) Indifference

(b) The narrator felt dispirited as his team :-

- (i) was the number 1 team of the world.
- (ii) could not perform upto people's expectations
- (iii) could not play even 100 overs.
- (iv) performed like professionals.

- (c) Why does author call his school day as 'bad old days'?
- (d) Why was the ceiling raised every year?
- (e) What made Indians an object of mockery?
- (f) State Jagdish Bhagwati's Opinion
- (g) Find the word meaning close to 'believed'/'considered'.
- (h) Find the word meaning opposite to 'legitimate'/'lawful'

**A. 2 Read the passage given below the answer the question that follow**

IN INDIAN homes, the floor of the house is always the best maintained element, cleaned twice a day and wiped down to a sparkling state. In front of the threshold of the home the floor often is decorated with Rangoli and other ritual diagrams. This is true in rural as well as in many urban homes in metropolitan cities. When building a new home people spend as much money per sq. foot for a beautiful floor as they would spend on the entire structure. Yet, this pride and obsession for a clean floor suddenly vanish as we step out into the street: the floor of the city.

In Delhi where 80% of the people are pedestrians in some stage of their commuting, least attention is paid to pedestrian paths. Delhi's sidewalks are too narrow, very poorly maintained and full of potholes, poles, junction boxes and dangerous electrical installations, not to speak of the garbage dumps that stink and stare at the pedestrian. Ashram Chowk is a good case in point where thousands of pedestrians change direction from the Mathura Road radial to the Ring Road. A flyover facilitates the automobiles while the pedestrian is orphaned by the investment-hungry authorities. One corner of the Ashram Chowk has a ridiculous imitation wood sculpture with an apology of a fountain and across the same Chowk, you have the open mouthed, massive garbage dump right on the pedestrian path, in full exhibition for the benefit of the public. These symbols of poor taste and abject apathy are then connected by narrow dangerous and often waterlogged footpaths for the hapless pedestrians to negotiate. In the night, street lighting in the central median light up the carriageway for cars and leave the pedestrian areas in darkness.

Delhi's citizens leave home and want to get to their destination as fast they can. No one wants to linger on the road, no leisure walks, no one looks a stranger in the eye. It is on the pedestrian path that the citizen encounters head-on the poor public management and the excuse called 'multiplicity of authorities'. One agency makes the road, another dig sit up to lay cables, third one comes after months to clear up the mess and the cycle of unaccountability goes on. Meanwhile crones are spent in repairing the carriageway for vehicles and in construction of flyovers without a care for the pedestrians below. Solution offered is to make an expensive underpass or an ugly foot overbridge, ostensibly

for facilitating the pedestrian, while in reality they only facilitate the cars to move faster at the expense of the pedestrians. Take Kashmiri Gate, ITO, Ashram Chowk, AIIMS or Dhaula Kuan. At all these important pedestrian cross-over points the story is the same: They have pulled the sidewalk from under the pedestrians feet.

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

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

A. On the basis of your reading of the above passage, make notes on it using headings and sub-headings. Also use recognizable abbreviations, wherever necessary (Minimum 4) Supply a suitable title.

B. Write a summary of the above passage.

## **2. Read the following passage carefully and answer the questions that follow**

Here are some questions to ponder. Do you know why a certain film star received an arsenal of weapons from a gangster terrorist? Do you know why witnesses who turn hostile do not get prosecuted for either perjury or wasting police time, or both? Do you know why it takes a decade or longer to try a criminal case in India? Have you ever thought through any solutions to these problems? If you haven’t it might be because of the Type of education you received !

Most of us reluctantly accept the way things are because we have been educated to be accepting. We are not educated to be openly critical. We are not educated to argue, protest or confront. The Brits made no bones about it - in their schools we were educated to accept given values and ways of doing things. We were trained to be loyal servants to the status quo.

Most of us oldies were subjected to the traditional approach to learning that focused on mastery of content, with little emphasis on the development of analytical skills and the nurturing of inquiring attitudes. We were the receivers of information, and the teacher was the dispenser. The passivity encouraged by teachers was typified by one of my principals who implored all the girls to be like ‘limpid water in a crystal vase’.

These days I am kept very busy by schools that are running teacher-training courses to introduce the ‘inquiry approach’ to learning. Unlike traditional learning, this approach is focused on using and learning content as a means to develop information-processing and problem-solving skills. This system is more student-centered, with the teacher as a facilitator of learning. There is more emphasis on “how we come to know” and less

on “what we know”. Students are more involved in the construction of knowledge through active analysis and investigation. They are encouraged to ask questions, and give opinions and share what they know. They are encouraged to criticise and argue, and confront the conventional wisdom.

At the moment this new approach is restricted to a few schools. However this year the ability to critically analyse has been introduced as part of the CBSE school syllabus. It is a small start but it is a move towards introducing thinking skills into all of our schools. It is the start of a big change.

Our government and bureaucracy are full of old, well-educated people of a traditionalist background, who also see, read and hear the news reports about hostile witnesses, gangsters and film stars, and murders by politician’s sons. Like us they find them outrageous, but they don’t know how to change things. Critical analysis, change management and innovation were not part of their schooling, and in adult life they have not become freely critical, outspoken analysts capable of applying the fruits of their analysis to increasingly complex problems.

We often come across the shortcomings of our government, judiciary and media. With very little effort these shortcomings will become a thing of the past. But they will be a long time coming. Not because our ‘leaders’ and societal managers are unfeeling, immoral, self-seekers. but because they were educated and excelled in consulting a textbook, and regurgitating someone else’s opinion and knowledge. As the newly educated might say: we can expect the same for a long time to come.

A. On the basis of your readings of the above passage, make notes on it using headings and sub-headings. Also use recognizable abbreviations, where ever necessary. (Min. 4). Supply a suitable title.

B. Write a summary of the above passage.

**3. Read the following passage carefully and answer the questions that follow :**

I saw heaps of plastic (cups and foam plates) being burnt at the Trade Fair. Chemicals and toxins were released in the air — you could smell the foul odour from a kilometre. The fire smouldered on for hours, releasing poisonous fumes slowly in the air.

Then I stopped in my tracks when I saw hot, boiling tea being poured into a plastic bag to be carried to a nearby construction site. They pour the tea into plastic cups and then casually threw away all the plastic! How convenient.

From a highway dhaba to a high tech conference like the prestigious IFFI, tea and coffee are usually served in plastic cups. Gone are the china cups, glasses, and, of course. the clay kullad. Plastic is in.

Unknown to all, it can be very costly - not only to our environment but also our health.

Another culprit is that Dal Makhani in a plastic bag or thermocol foam tub delivered at your doorstep from the local takeaway. Often we reheat it in the plastic container in the microwave. Again, very convenient.

But these cheap plastic containers are made for one time use only. Not for re-heating food in them. Light weight poor quality plastics are especially vulnerable to chemicals leeching out when exposed to heat. Food high in fat should never be reheated in plastic as the fat absorbs the chemicals

In the USA, foam food containers and plastic containers for food takeaways are being substituted by paper containers. Research coming from Japan warns us that when heat and plastic combine, chemicals or toxins can be leached into the food. Dioxin is one such toxin that one has to be wary of. It is known to cause damage to the immune system, cause Diabetes and even Cancer. This Dioxin can never be flushed out of our system. It accumulates in our bodies. It gets stored in the fatty tissues and can play havoc.

So what is the safe alternative? Wax coated paper cups are safer although paper too contains chemicals and of course safest is the good old fashioned chai in a glass tumbler, the plebian steel or the clay kullad. Food should be heated in steel or glass. It is best to use microwave safe crockery which is free of plastic or lead (contained in many pottery items).

Of course, plastic is a wonderful invention. It is practical and indispensable today. Hospitals and modern medicine rely on plastic syringes, intravenous sets, pipes, tubes, catheters. In surgery, shunts placed in arteries and hip and knee joints are replaced by hardened plastic parts.

Plastic has to be used intelligently and disposed off even more intelligently. Whether it is disposing off, hospital waste or garden garbage, we are callous and un-thinking. People find it hard to dispose this very bulky waste. Every garbage dump, gutter, drain, is choked with plastic. Even if every part of the country has a proper waste disposal system, the quantity of plastic waste will be unmanageable. Disposal has become a huge issue. We have to have safe recycling units.

One possible safe way to dispose off plastic bags is to shred it and mix (melt, not burn) it with tar and layer the roads that are being constantly built. Kilometers of roads criss-crossing the country can absorb the plastic waste.

Schools too can show the way. Not only should they inform and educate the school children but have good practices. Children can be encouraged to collect plastic bags which can be stuffed into gymnastic mattresses. Thousands of plastic bags will be used in this exercise. I am sure people can come up with many such ideas once they make up their minds.



A. On the basis of your reading of the above passage, make notes on it using headings and subheading. Also use recognisable abbreviations, wherever necessary (Min.4) Supply a suitable title.

B. Write a summary of the above passage.

**4. Read the following passage carefully and answer the questions that follow**

ARE YOUR children toxic? I don't mean 'toxic' as in the pain-in-the neck teenager state that occurs between the ages of 12 and 16 and makes you wish you could flush them down the toilet because they grunt instead of talk, and loll about sighing endlessly for hours on end. I mean, are your children having the kind of childhood that is damaging them in a way that will debilitate them for the rest of their lives?

If they are not having a toxic childhood it is probably because you are not letting them lead the kind of lifestyle that many, if not most, of their friends are leading; a lifestyle that is causing great concern among teachers from many countries around the world. All around the world, teachers are examining and discussing how the cultural and lifestyle changes of the past 25 years are affecting the lives of children. They know that many of the changes that benefit adults are far from healthy for our children. "A toxic cocktail of the side effects of cultural change is now damaging the social, emotional and cognitive development of a growing number of children with knock-on effects on their behaviour," is how educationist and author Sue Palmer explains it. 110 teachers, psychologists, children's authors and leading childcare experts called on the government of Britain to act to prevent childhood being killed off altogether. According to them, processed food, computer games and over-competitive education are poisoning today's children, and increasingly children are being forced "to act and dress like mini adults", Research backs what these childcare experts are saying. Changes in diet, childcare patterns, parenting, family structures, play, bed times, family interaction, education, marketing, peer pressure, technology, electronics, and the way we communicate with our children are creating a 'toxic mix' that is damaging them. Children are becoming increasingly unhealthy and depressed, and are experiencing growing levels of behavioural and developmental problems. Not only this, the experts also point out that children lack first-hand experience of the world and regular interaction with their parents.

Of course, we do not need experts or research to tell us that academic pressure, marketing, absent careerist parents and the rest of the modern toxic mix is damaging our children. We can see it here in the increase in childhood obesity and childhood diabetes; in the rise in the number of children with attention deficit problems and in the increase in numbers of hyperactive children. We know it from the stress and strain related to exams and study, and in the increase in study/exam-related suicides. So before you answer the question "are your children toxic?" take a good long look at them and their lifestyle. And remember, parents don't usually poison their children on



purpose. Adults too are susceptible to “market forces” and peer pressure. It is almost natural when all around you other people’s kids are eating junk and living toxic lives to look at your own child and think: mine must too.... But it doesn’t have to be that way. Luckily, for all of us there are plenty of changes we can make to detoxify our children’s childhood. All it needs is a little thought and some common sense. In the process we can help detoxify ourselves.

A. On the basis of your reading of the above passage, make notes on it using headings and subheading. Also use recognisable abbreviations, wherever necessary (Minimum 4). Supply a suitable title.

B. Write a summary of the above passage

**5. Read the following carefully and answer the question that follow :**

It has been a long time since the days when some of us imagined that major Indian languages could be like Chinese and become languages of high technology, bringing rich and poor together in a race to the top. It hasn’t happened, and now it won’t. It’s going to be English. And that means that every child in India should have the chance to learn English, and be able to compete with the ones who can take it for granted.

The only thing that remains to be settled is strategy: how to ensure that children do learn English. It’s a much-abused truism that any child can learn any language’. It is true that children are genetically empowered to discern language structure from the welter of sound all around them, and by five can speak their first language, and maybe chunks of other languages around them too. But children in Indian schools do not pick up Japanese. Why? Because they are not exposed to it.

If you ever sat and tried to help children from Hindi medium schools with their English lessons this is exactly the scenario you would find. The comprehension passages they have to read are written in abstruse adult language, so much so that it is hard to imagine even their teachers catching all the word play there. So children who are probably very bright get used to living with incomprehension. They somehow learn English eventually, in spite of their lessons at school.

How do children in the top English medium schools learn English? Well, more than half of them come in already knowing English, and together with the teacher they provide the rich environment that constitutes exposure for the others. Many of the other children can understand English, but not speak it. These children remain in listening mode, and then one fine day they start speaking English in full sentences. With children who do not understand English at all, the teacher at first communicated one-to one in the local Indian language, so that the child is never actually lost. But all the while the child hears simple instructions in English to the class : ‘Line up, take out your books, put away your books, come here’. And the child simply sees the others and follows. And the meaning of these words sinks in subconsciously.

It takes more than a bad textbook or a child to make use of the genetic aptitude for learning a second language. Suppose you cannot achieve this rich English-learning environment in all the schools, what then? Can we appeal to this natural ability for language learning? We can, but here is where you need to use a lot of strategy. There is a big misconception that you save time by rushing at the start, especially in language learning. Here is where we would do well to take a look at poor Indian migrants and see how they manage to pick up I languages so easily as they move to a new place. The first thing the child needs is time. Time to just listen, and not be rushed to speak or write. Not be rushed into making mistakes which ; might become endemic. The child needs to steep ; in an environment where the teacher is speaking English, where each child is being spoken to, with no pressure to respond in English. We have to respect the child's wish to avoid making mistakes, even if it means silence. The other thing the child needs is for learning to go on, on a parallel track, in a language the child knows. The child needs to be clear about a lot of things, and it is just possible that these things won't be learnt at all if the child has to learn English in order to understand. We also need to understand what sort of reading material achild new to English would need. We need writer who know how to put information across simply and clearly, and who care whether their young readers enjoy the pieces they read in their textbooks. At the moment what we have is adult-level text which needs deciphering. We need to evolve separate curricula for children new to English, so that they go slow at first and develop a feel for English. Later on, we can think about whether it is necessary for them to face the same English papers in Boards as children from English-medium schools.

A. On the basis of your reading of the above passage, make notes on it using headings and subheadings. Also use recognisable abbreviations, wherever necessary (Minimum 4). Supply a suitable title.

B. Write a summary of the above passage.

## **SECTION B**

### **Writing Skills**

**- 20 Marks**

#### **Q3. : Advertisement**

Point to Remember : Advertisement are of two types -

(i) Classified : Categorised in separate columns, occupy less space, more economical. Written in short phrases and words, Language-simple, concise and compact, give title and contact address.

(ii) Non Classified or Display : Commercial purpose more space, visually attractive, with catchy slogans, Varying font size or shape, (language - colourful), lucid and appealing overall arrangement.

(b) Classified Advertisements are covered under different headings :

- Situation vacant/situation wanted
- Sale and Purchase of Property/vehicles/Household Goods etc.
- Missing persons/ Pet animals.
- Lost and found
- Travels and Tours/Packers and Movers.
- Educational Institution/Language Course/Hobby classes.
- Matrimonials/Alliance.
- Change in Name

#### **1. Situation Vacant/Wanted**

Points to Remember :

- Keep Heading - Situation Vacant/Wanted
- Begin with 'Wanted' or 'Required'

- Mention name of the employee with address.
- Mention the no. of posts lying vacant.
- Mention required age limit and qualification (educational and professional)
- Pay scale and perks of the post concerned
- Mode of applying and whom to apply
- Time limit for submission of application
- Contact address and Ph. No.

1, You are the principal of Roman Public School. Delhi You need part time teacher to teach dance to the students of your school. Draft an advertisement in not more than 50 words to be published in the Hindustan Times, New Delhi under the classified columns.

2. You are the Manager, Super Software Solution Ltd. Draft an advertisement for your company for the post of Chief Programmer (Solutions) giving details as per your requirement.

3. You are the General Manager of a leading Newspaper. You need an editor for your newspaper. You need an editor for your newspaper. Draft an advertisement in not more than 50 words to be published in the times of India, New Delhi under the classified columns.

4. You are the Principal of a reputed Public School. Draft an advertisement for your school for the post of Maths teacher mentioning all details as per your requirement.

5. Meena Rani of K-7, Sundar Vihar has very good knowledge of classical dances of India. She wants to take classes for the same. Draft a suitable advertisement for Publication in Hobby Classes section of the newspaper in about 50 words.

## **2. Sale and Purchase**

### **(a) Property**

- Begin with for Sale/Purchase or Available/Wanted
- Type of house (Flat, independent floor/house/office etc.)
- Size floor. no of rooms. etc.

- Surrounding centrally located, facing park, nearby market, school, hospital, bank bus stand etc.
- Use adjectives like airy, well ventilated, fully furnished, brand new, newly constructed.
- Company or Bank Lease Preferred.
- Expected price : fixed/negotiable
- Contact address and Ph. No.

1. You propose to sell your flat as you are going abroad. Draft an advertisement for the same to be published in the Times of India under classified columns.

### **The Times of India**

#### **For Sale**

DDA Flat MIG, First Floor, two bedroom with attached Baths. Drawing and Dining with two balconies.

Well furnished, airy, East and park facing.

Dilshad Garden, nearby market, school, hospital, bank, Metro, and bus stand.

Price 65,00000/- but negotiable.

Contact Details : Om Properties, H Block, Dilshad Garden, 9810 -----(M)

2. You own a freehold flat in North Delhi and want to sell it. Draft an advertisement for a local daily giving all necessary details.

#### **(b) VEHICLE FOR SALE**

- Model No. Year of Manufacturing
- Colour, accessories (New seat cover, mats, music system, A/C etc.)
- Single hand driven, good condition, new tyres, non-accidental, scratchless, mileage, authorised CNG kit/diesel version.
- Insurance, Road Tax, and Pollution Certificate
- Expected price Rs.2,00000/- (fixed/negotiable)
- Contact address and telephone no.

1. You want to sell you Alto K-10 as you are transferred abroad Draft an advertisement for the classified column of a local daily giving particulars of model mileage etc.

For Sale

Begin- Available Alto K-10 Lx2010 moder colour etc. - Metallic blue, leather seat covers, new tyres, A/c and stereo fitted other attraction- Single hand driven, scratchless, sparingly used, beautiful interior, Insurance, Road Tax and PUC.

Selling Price- Price ₹ 1,50,000 (but negotiable) Contact Detail - Kanu@gmail.com

2. You plan to sell your motor-bike- Draft a suitable advertisement is not more than so words under the classified columns of a local daily, giving all necessary details.

(c) Household/Office Goods

- Item, brand and year of manufacturing
- General condition - excellent working condition, looks brand new etc.
- Specify material in case of furniture.
- Price offered/expected
- Contact address and Ph. No.

1. Your family is moving out of Delhi as your father has been transferred to Bengaluru - You intend to sell off some household items. Draft an advertisement for the same.

For Sale- Household Goods.

Beginning : Available

Items-details : IFB fully automatic machine (2000) Samsung 510 l frost free refrigerator (2008) and LG LED 40" TV(2010) - all in excellent working condition.

Other Items : Brand new furniture of Teak-Wood sofa set (3+1+1 seater) four seater dining table (round) and double bed with box.

Selling price - Reasonable/negotiable

Contact details : Arnav 14/7 D-2 Pitam Pura, Delhi

2. You want to sell off some office furniture such as computer tables, a filing

cabinet, vchairs, cupboards etc as you are moving into your new office. Draft an advertisement for a local daily.

## 6. LOST AND FOUND

1. Begin with 'Lost' and 'Found'
  2. Brief physical description ----- Name of the object/article, Brand, Colour, Size, Condition.
  3. When/Where lost or found.
  4. Reward if any
  5. Contact address and Ph. No.
  6. For 'Lost' give all details whereas for 'Found' the details need not be given completely.
1. You have lost your bag in Metro between Pratap Nagar and Kohat Enclave while going for an Interview. It contains a file having important certificates. Draft an advertisement for a local daily under column 'Lost and Found' in not more than 50 words.

### **Lost and Found**

Lost a blue Samsonite bage 16"x20". Containing Certificates and important papers. Lost in Metro between Pratap Nagar and Kohat Enclave on 24 May, 2012 between 11.10 and 11.25 am. If found, kindly return to Ms. Rani Gulati call at 8432..... finder will be suitably rewarded.

~~2. You found a wallet in the school playground Draft a notice for school notice board in not more than 50 words.~~

### **Lost and Found**

Found a ladies wallet in the school playground yesterdsay in the recess. The owner can take it from the school office after providing details about the wallet contact Mr. Bali after school time

~~3. You have lost a library book in the school draft a suitable notice for the school notice board. Invent all necessary details.~~

4. You found a mobile handset at the DTC bus stop. Draft a suitable notice for

publishing in the Lost and Found column of a local daily. Give all the necessary details.

### **TO LET**

1. Begin with Wanted or 'Available
2. Type of accommodation - Size, floor, No. of rooms etc.
3. Location and surroundings
4. Rent expected, Bank and company Leases preferred
5. Contact address, email address or telephone No.

1. You want to let out a portion of your newly constructed independent house. Write an advertisement to be published in the 'To Let' classified columns of The Times of India in not more than 50 words.

### **TO LET**

Available on rent a new constructed house in C Block Shalimar Bagh, Delhi. Three bedrooms with attached bathrooms, second floor (lift available), well ventilated and spacious walking distance from Metro Station and market expected rent Rs.20,000/- p. m. Contact : Lavanya at 4179.....

~~Q. You intend to let out your HIG Flat located in East Delhi. Write an advertisement for the same to be published in the 'To Let' classified columns of 'The Hindustan Times' is not more than 50 words.~~

### **ACCOMMODATION WANTED**

1. Accommodation required : No. of rooms, size, floor
2. Location and surrounding : area, colony, facilities.
3. Contact Add. (Ph. No.)

1. You want to hire a flat in a good locality in West Delhi. Draft an advertisement under the classified column " Accomodation Wanted" giving your requirements and capacity to pay.

### **ACOMODATION WANTED**

Required a flat in a posh locality in West Delhi having two bed rooms with attached baths, drawing and dining, modular kitchen, well ventilated fully furnished, 24



hrs. electricity and water supply, parking, East facing, preferably park facing, nearby Bank and shopping complex, Rent Offered Rs.18,000 p. m.

Contact - Meenakshi Aiyar 7423.....

2. You want purchase a floor in a residential society of Rohini, Draft a suitable advertisement is not more than 50 words.

### **Missing Person/Pet Animals**

- Begin with 'Missing'

- Physical description

(a) Person

..... Name, age, sex, height, complexion, built ..... clothes and other identifying features.

(b) Pet animal ..... name, breed, colour of fur or skin.

- Since when and from where missing.

- Reward/message if any

- Contact address and Ph. No.

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

### **MISSING**

Suresh Kumar, 14 years, 5'3'. Wheatish complexion, average built, wearing white T-shirt and blue jeans, specs, injury mark over the right eye brow. Missing since 4.8.2011 from Central Market Lajpat Nagar, Informer will be duly rewarded. Inform Lajpat Nagar Police Station or Call at : 901032 ..... (M)

2. Your grand mother aged 80 years, mentally upset has been missing for three days. Draft an advertisement for "Missing" Columns mentioning all details. (Word Limit : 50).

3. Your Cat named Tessa is missing since 15 May, 2012. Draft an advertisement under the "Missing" Column of a local daily newspaper providing all details in about 50 words.

### **MISSING PET**

Lovely Cat Tessa, Black, golden fur, 2 years old, with a brown ribbon around its neck.

Missing : Since 15 May, 2012 from the Central Park, Punjabi Bagh, Delhi.

Contact : K. K. Singh if found, finder/informer to be rewarded.

Call at 8100...

4. You are Pankaj of East Patel Nagar. Your pet dog named Brando is missing Since 18 May 2012. Draft an advertisement for the 'Pet Missing' column of a daily newspaper in about 50 words.

### NOTICE (5 MARKS)

Format : The word 'Notice', date, Heading, Writer's name with designation name of the Issuing agency (school). (1)

Content : What : Event/Activity/Heading.

When : Date and Time

Where : Venue

Who : Participants/organisers, Chief Guest if any

How : Process and contact (to whom) 2

Expression : Overall organisation, accuracy and fluency 2

### NOTICE (Power Cut)

***Date Aug 7, 2011***

This is to inform all the residents of the society that there will be a power cut for four hours on 8th Aug, 2011 from 1 p. m. to 5 p. m. The reason is the installation of electronic meters. Inconvenience is regretted. (President, R. W. A., Mayur Vihar Phase I, Delhi)

### NOTICE (Water Shortage)

***Date Aug 8, 2011***

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

President  
Resident Welfare Society  
Vasant Kunj, A Block

### **SCHOOL ACTIVITIES OR EVENTS**

1. You are Ranjan/Rachna the Head boy/ girl of the school, G. G. S. S. S. No. 1 Rohini. Write a notice about the debate competition in the school on the topic "Utility of Mega Events" for common man.

#### **G. G. S. S. S. No. 1 Dilshad Garden**

##### **Notice**

##### **Debate Competition**

**Feb 17, 2011**

All the students are hereby informed that English Debate Competition of Zonal Level will be held in our school as per the details given below :

Date : 21 Feb, 2011

Time : 8.30 a. m.

Venue : School auditorium

Topic : Utility of Mega Events for Common Man.

Time Limit : 3-4 min. One each in favour and against. Interested students may give their names in pair to the undersigned latest by 19th Feb. for further details/ enquiry, contact the undersigned.

Rachna  
(Head) Girl)

1. You are the In-Charge of Cultural Club of your school. Draft a notice for your school. Draft a notice for your school Notice Board inviting students to participate in Dance Competition Sign as Mohan/Mahima.

2. As the Head Girl/Head Boy of your school, write a Notice for your school notice Board asking the studentd to participate in Science exhibition. Invent necessary details. You are Kalpana of 'The Indian School'
3. You are Aarti Gupta, the In-charge of cultural club of your school. Write a notice about painting competition to he held at Pragati Maidan.
4. You are Harsh Mohan, the sports secretary of your school. Write a notice for your school, Notice Board about the Annual Sports Day to be held in your school.
5. Write a notice for your school notice Board about a declamation contest to be held in your school on the topic 'Pollute and Perish.'

### **Poster Designing**

Purpose : to create social awareness, to advertise current general problems.

Layout :

- Eye catching and visually attractive.
- A catchy slogan
- Simple drawings/sketching
- Letter of different size and shape
- Proportionate spacing

### **Content :**

- Highlight the main topic
- Include all the important details like time, venue and date, in case of an event.
- Name of the issuing authority, organisers etc.

### **Expression :**

- Appropriate and accurate language
- Creativity
- Overall organisation

### **Common Topics for Posters**

1. Clean city campaign/Green Delhi, Clean Delhi

2. World Environment Day/Save Environment
3. Book Fair/Exhibition/Career Mela etc.
4. Save water/Water harvesting
5. Prevention against Malaria/Dengue
6. Sarva Shiksha Abhiyaan/Each one Teach one etc.
7. Prevention against Terrorists attacks/ Be an Alert citizen.
8. Say 'No' to crackers/Polybags/Plastics.
9. Road Safely/Car-pooling/Air pollution etc.
10. Save girl child
11. Child Labour
12. Harmful effects of smoking/Drugs/Drinking.
13. Save Power/Save Energy
14. Donate Blood
15. Help Old People
16. Save Earth - Save Humanity

**Indian Council for Cultural Relations Presents**

**Painting Competition**

on

Cultural Festivals

on

Wednesday , 14 November, 2012

at

Azad Bhawan Auditorium, I. P. Estate

from 10.00 A. M. to 7.00 P. M.

exhibition will remain open from 14-18 Nov., 2012 Entry Free

1. You are Prem/Priyas of Kamal Public School your school is going to organise Annual Function at Shah Auditorium. Draft a Poster to invite the parents of the students and the Principals of the other neighbouring school.
2. National Book Trust is going to organise Book Fair in memory of Mahatma Gandhi on 2 Oct. Design a poster on the Book Fair highlighting the importance of books.
3. Eco club of your school is celebrating Van Mahotsava. Draft a Poster highlighting the importance usefulness of plants. You are Asit/Seema of Rajat High School, Delhi.
4. You are Mamta/Mahip, the head girl/boy of ABC Public School, Delhi Design a poster to highlight the importance of 'Water Conservation'.
5. Draft a poster on 'Earth Day'. You are Rajan/Rajni of 'Vriksh Mitra Club'.

#### **QUESTIONS NO. 4**

1. You are the social worker from NCPCR Delhi. You happen to visit and interact with the families of rag-pickers in slum area. Write your experience in 100 -150 words highlighting their problems, living conditions, daily routine, their future etc.
2. You are Shubham / Surabhi student of class XI. You visited Shimla during the educational tour organised by Directorate of Education, Delhi. The toy train you boarded from Kalka delighted you the most. Write an account of your Journey in 150 words.
3. Give a brief discussion of your visit to the Parliament House where the session was going on, in 150 words, giving details of the venue, security, behaviour of the members of parliament, Role of ministers and opposition leader etc.
4. Akshit / Akshita wants to celebrate his/her birthday in a hotel on a grand scale. His/ her birthday in a hotel on a grand scale. His / Her mother gives instructions for organising the function. Use the input  
write the instruction in 150 words.
5. Youngster have fallen a prey to video-games on computer as well as in Malls. They waste a lot of time in playing these games which are full of violent actions. They neglect their study and bunk the classes. Write your views in 100-150 words. You are Vaibhav / Vaishali.
6. Last week you were encountered with a frightening experience when you were watching the english movie on your T.V. Write your experience in 150 words.
7. You are Sunita. You and your friends have same harrowing tales of the sufferings of girls at the hands of greedy dowry seekers. Capture your experiences on “Evils of Dowry System” in about 150-200 words.

#### **ARTICLE**

1. Himani/Hemant a student of class XI, Vishal Bharti School, Paschim Vihar, Delhi feel depressed at the pollution caused by vehicular traffic noise, flowing of industrial effluents into Yamuna River, frequent and unending traffic jams, crackers, polythene bags etc. She/he decides to write an article as ‘Pollution Control Drive’ for publication in ‘The Indian Express’.

(150-200 words)

2. Youths form the very back bone of a nation as they are a great store house of energy and strength. Using this input write an article in (150-200) words on “The Role of Youth in National Development” to be published in “The Indian Express” you are Puneet/Purnima of Vandana International School Delhi.
3. The fast food counters are mushrooming in every town and city. Though fast food is fast to cook and fast to eat, it is also fast to Kill. You are Mohan/Meenu. Write an article in (150-200) words on ‘Fast Food - A Great Health Hazard’ to be published in your school magazine.
4. You are Swati / Sarthak of Rukhmani Devi Public School, Delhi and commute to

your school every day by the newly started Metro Rail. You notice its benefits of travelling, controlling air pollution and traffic jams. Write an article for a local news paper on the same. Your article should be within (150-200) words using following input under the title “Metro Rail - A Boon for Traffic.

5. Internet is a window to global information. It has brought the distant parts of the world closer and made it a global village. Write an article on the “Craze for Internet among the modern Youth” and revolutionary change in the life of a common man, by using input from the following picture word (150-200)

6. From the time we get up till we go to bed we use gadgets to make our life more comfortable and leisurely.

You are Sangeeta/Sandeep of Roop Nagar, Delhi : Write an article in (150-200) words.

7. Raj/Rajni is perturbed after reading a report about the miserable condition child labourers in India in the newspaper. She wants to express her strong feelings against the exploitation of children through an article to be published in his/her school magazine. (Word Limit : 150-200)

8. You feel pained to notice that modern youth, the yuva generation now - is aping western culture in dress, manners and life style blindly write an article against the aping of western culture by the younger generation in about (150-200) words.

#### **REPORT (Question No. 5)**

1. You are a press reporter. Recently the railways cancelled a few trains due to floods. Passengers were stranded at the New Delhi Railway station. Write a report in about (150-200) words. Highlight the problems faced by the passengers by using the following inputs.

1. More than thousand passengers on the platform
2. Total Chaos
3. No authentic information available
4. Inadequate food, tea and baby milk
5. Road travel very expensive
6. No electricity.
7. Unhygienic condition.

2. You are Veena / Angad of SKV, Rohini, Recently you had the honour of having participated as a leader of your school team in the Republic Day parade in Delhi, in which your school won the first prize. Write a report in not more than (150-200) words about this memorable event for publication in your school magazine.

3. Your school has recently celebrated “Tree Plantation Week” organising a number of interhouse competitions highlighting the need for ecological balance for man’s happiness. As the secretary of the “Nature Club” of your school, prepare a report in 150-200 words for your school magazine.



**SPEECH (Question No. 4)**

1. Some colleges conduct entrance test for admission to under-graduates courses like English (Hons) and Journalism (Hons). Do you think that the entrance test is the right method of selecting students?

Write a speech in about (150-200) to be delivered at morning assembly of your school.

2. Inspite of Scientific and Technological advancement, man is still superstitious. He has landed on the moon and thinking of settling down there. But still he consults Pandits and Astrologers whether a particular day is auspicious to send the satellite into the space. Write a speech in about (150-200) words on some of the interesting superstitions. Your school is organising "Senior Citizens day" you have to speak in the morning assembly about.)

'Are senior citizen's in India being neglected by their Children?'

The speech should not be more than (150-200) words.

5. Corruption has eaten into the vitals of public life as it is rampant at every step. None of the public dealing offices go without corrupt practices. So many scams are reported in the news papers every day. You are Himanshu/Heena of Mont Fort School, Ashok Vihar. Prepare a speech on "The Menace of Corruption in India", in about (150-200 words) to be delivered in the morning assembly of your school.

6. You have been selected to represent your school in an all India School Debate competition. The topic for the debate is : 'In the opinion of this house Value-Based Education is the only remedy for decreasing the Crime rate amongst the educated folk'. Write a speech in not more than 200 words in favour or against the motion, giving arguments for your stand.

**LETTER (Question No. 5)**

1. You are Sadhana / Shubham, summer time is a difficult time for all the dwellers of Metro Cities because of the acute shortage of water as well as the supply of polluted water. In some areas they are getting polluted water even after process of filtration. Write a letter to the Municipal Commissioner to take effective steps for proper supply of clean water and make arrangements to store rain water that can be utilized in other work. Also give suggestions to create awareness among the people to save water.

2. Every day many innocent lives are lost because of drunken and reckless driving on city road; Growing number of pubs and night clubs are the root cause for this Suggesting ways to curb this menace, write a letter to the editor of local newspaper. You are Lalita/Lalit of Sec-11, Rohin. (Heavy fines ..... suspension of driving license ..... impounding of vehicle.)0

3. Incidents of quacks (untrained Doctors) face poilets, untrained truck & bus drivers are on the rise, risking the lives of innocent citizens. Write a letter to the editor suggesting ways like deterrant punishments heavy fines and inprisonment to curb this menace.

4. You attended a career counselling programme organised by "Career India" You had

the opportunity of listening to professionals from various fields like food, technology, fashion technology and media management. Write a letter to the Editor & a local newspaper suggesting that such programme should be arranged in Govt. Sr. Sec. Schools. You are Sakshi/Saksham, student of class XI.

5. You are Rakesh / Rakhi of Patel Nagar, Delhi. In Metropolitan cities, incidents of rape, eve-teasing and murders are on the increase. Residents are in a state of panic as the police are often slow to react to emergency calls. Write a letter to the editor of newspaper "Hindustan Time" highlighting inefficiency of the police and suggest some remedial measures that can be adopted.

6. You are Pratibha/Pramod of Mont Fort School, Ashok Vihar. You are interested in doing a short term course in computer programming during summer vacations. Write a letter to the director of the institution enquiring about the duration of such a course and the terms and conditions for admission.

7. Write a letter to the Principal/Vice Chancellor about the problem of ragging being forced by freshers, which at times even force the students to drop out. It may also adversely affect their academic standards sign the letter as Ritu/Rakesh. (word limit 150-200).

8. Abduction & rape of young working girls is on the rise in the city. Write a letter to the editor of a leading newspaper suggesting about the steps to be immediately taken by Govt. of make our city a safer place at night for working women you are Soha/Sohan of Kamla Nagar, Delhi.

9. Rising prices of essential commodities like L.P.G Gas, Milk fruits, Vegetables, Petrol & diesel are crushing the back bone of the common man. Write a letter to the editor for publication in a local Delhi as you are Sudha/Samarth of D.P.S. Mathura Road. Delhi (Word limit : 150- 200)

10. Reading habit of students is on the decline as books on current topics, news paper, English magazines, comics etc are not available in your school library. Instead they are wasting their time in less fruitful activities like watching T.V., talking on mobile and surfing the net. Write a letter to the Principal requesting him to make immediate arrangements for the availability of these books in school library.

### **SECTION : C (GRAMMAR)** 10 marks

Different grammatical structures in meaningful contexts will be tested. Item types will include gap filling, sentence reordering, dialogue completion. The grammar syllabus includes determiners, tenses, clauses, modals and voice.

Q.N.	Testing Areas	Marks
6 & 7 & 8	i) Editing task (Error correction)	04
8	Reordering of Sentences	02

### **QUESTIONS NO. 6(A)**

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

- i) Children love picnics and outings of their parents e.g. of - with though they are  
 equally happier doing things with (a) \_\_\_\_\_  
 them around the house. A parent may make (b) \_\_\_\_\_  
 his child feels special by following some simple (c) \_\_\_\_\_  
 rituals, Bed times stories, the game of cards or (d) \_\_\_\_\_  
 simply talking and laugh together before going to (e) \_\_\_\_\_  
 bed-some give children a wonderful sense (f) \_\_\_\_\_  
 of well being. They hardly ever forgot these moments (g) \_\_\_\_\_  
 and cherish them throughout these lives. (h) \_\_\_\_\_
- ii) Medha Patekar had been venturing into the forests since (a) \_\_\_\_\_  
 a long time, warnings from colleagues not with holding (b) \_\_\_\_\_  
 But she ensured that her team would abide in her (c) \_\_\_\_\_  
 regulations strictly, lest they will land themselves in (d) \_\_\_\_\_  
 hazardous situations. Many a times her forest related (e) \_\_\_\_\_  
 sense, which was superior than that of her (f) \_\_\_\_\_  
 team members, proved its worthy by preventing (g) \_\_\_\_\_  
 disasters so saving many lives. (h) \_\_\_\_\_
- iii) I will never forget one of my childhood (a) \_\_\_\_\_  
 experience, I was trying to, climb a tree (b) \_\_\_\_\_  
 When my foot slipped and I fell and faint. (c) \_\_\_\_\_  
 My friends could not see me breathing and thought I had dead (d) \_\_\_\_\_  
 They all run away and left me. Mean while I regained (e) \_\_\_\_\_  
 consciousness and found that I could not more nothing (f) \_\_\_\_\_  
 I could neither get up or cry for help. (g) \_\_\_\_\_  
 I was having a terrible headache and pain in the back. (h) \_\_\_\_\_
- iv) Advertisements can be extreme useful if they (a) \_\_\_\_\_  
 are useful. Obviously those can help you to (b) \_\_\_\_\_  
 decide what to buying. For example, if you break (c) \_\_\_\_\_  
 your pen and want to buy other, the first thing (d) \_\_\_\_\_  
 should be to look at much advertisements. (e) \_\_\_\_\_  
 This may help you to chose the best type. However (f) \_\_\_\_\_  
 advertisements can be harm if they try to exploit (g) \_\_\_\_\_  
 the public. It has been founded that young people (h) \_\_\_\_\_  
 expecially teenagars are affected the most.

- v) The fact which we sometimes forget is that we human being are also a part of nature. We might live on tall cement buildings, we might travelling in cars and aeroplanes, but we can not live with food, water and air. if we continue pollute our Water resources, soil and air, we will soon finding that all our computers and LCD will help us to survive
- (a) \_\_\_\_\_  
(b) \_\_\_\_\_  
(c) \_\_\_\_\_  
(d) \_\_\_\_\_  
(e) \_\_\_\_\_  
(f) \_\_\_\_\_  
(g) \_\_\_\_\_  
(h) \_\_\_\_\_
- vi) Automated Teller Machines (ATM) has revolutionised banking and made life easiest. Bank customers could now withdraw money of their account any time and some where in their own country or even from the world. However like any other electrical gadget, they could also malfunction.
- (a) \_\_\_\_\_  
(b) \_\_\_\_\_  
(c) \_\_\_\_\_  
(d) \_\_\_\_\_  
(e) \_\_\_\_\_  
(f) \_\_\_\_\_  
(g) \_\_\_\_\_  
(h) \_\_\_\_\_
- vii) Madhu lost her father when she is still a child. Her uncle looked at all the property that she inherit from her father since a few years her uncle worked very sincerely. Afterwards he thinks, "This property should make me rich. How long should I kept serving my niece? I must do anything.
- (a) \_\_\_\_\_  
(b) \_\_\_\_\_  
(c) \_\_\_\_\_  
(d) \_\_\_\_\_  
(e) \_\_\_\_\_  
(f) \_\_\_\_\_  
(g) \_\_\_\_\_  
(h) \_\_\_\_\_
- viii) One day an one eyed man was travelling through a bus who was feeling uneasy because he was carrying a big bag on him shoulder. Anyone sitting next to him said, "why didn't you keep your bag beneath the seat". The man smiled and said, "It was too big to be kept their."
- (a) \_\_\_\_\_  
(b) \_\_\_\_\_  
(c) \_\_\_\_\_  
(d) \_\_\_\_\_  
(e) \_\_\_\_\_  
(f) \_\_\_\_\_  
(g) \_\_\_\_\_  
(h) \_\_\_\_\_
- ix) Tools made the early man much powerful than the stronger of animals. They were very simple and ordinary. But we shall remember that these were the first tools make by human beings. For these tools the everyman
- (a) \_\_\_\_\_  
(b) \_\_\_\_\_  
(c) \_\_\_\_\_  
(d) \_\_\_\_\_  
(e) \_\_\_\_\_

took the first great step towards make  
 my life better. Since that time human  
 beings have been made better and better tools  
 x) More of the fun and excitement in your life.  
 comes from use your senses. senses open up  
 a world who is full of sights, sounds, smells  
 tastes and things to touch. The sharpen your  
 senses and the more you use it, the  
 more enjoyable each of these become for  
 you. For instance a painter would see  
 shades and shape.

- (f) \_\_\_\_\_
- (g) \_\_\_\_\_
- (h) \_\_\_\_\_
- (a) \_\_\_\_\_
- (b) \_\_\_\_\_
- (c) \_\_\_\_\_
- (d) \_\_\_\_\_
- (e) \_\_\_\_\_
- (f) \_\_\_\_\_
- (g) \_\_\_\_\_
- (h) \_\_\_\_\_

### QUESTIONS : 7

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

- i) It was from of the thrillers that  
 he read that he got an idea to  
 eliminate girl's friend's US-based  
 fiancée, was to visit India  
 September. In a bid to arrange  
 money a murder weapon, Bikram Singh  
 devised a plan of extorting money a  
 businessman making threat calls
- ii) In an accident, maksood, 19, was run by  
 a DTC bus is Mangolpur area Friday morning  
 Police said Maksood on his way to work in his  
 two wheeler the bus hit him.  
 "He rushed to Sanjay Gandhi Hospital,  
 he succumbed to injuries". said a senior  
 Police officer. A case of rash negligent  
 driving registered against the driver.
- iii) Congress leader demanded the centre take  
 a quick decision the issue of a separate  
 Telangana, and said that there no compromise  
 On the demand. "The demand justified democratically  
 Constitutionally politically, "Mr. K. Jana Reddy said.  
 Formation separate Telangana state  
 benefit congress politically and enhance  
 its credibility the Lok Sabha Election 2014.

- (a) \_\_\_\_\_
- (b) \_\_\_\_\_
- (c) \_\_\_\_\_
- (d) \_\_\_\_\_
- (e) \_\_\_\_\_
- (f) \_\_\_\_\_
- (g) \_\_\_\_\_
- (h) \_\_\_\_\_
- (a) \_\_\_\_\_
- (b) \_\_\_\_\_
- (c) \_\_\_\_\_
- (d) \_\_\_\_\_
- (e) \_\_\_\_\_
- (f) \_\_\_\_\_
- (g) \_\_\_\_\_
- (h) \_\_\_\_\_

- iv) The Gujarat High Court Monday expressed concern six witnesses retracting earlier statements that contested the state police version of death of Mumbai girl Ishrat Jahan. The six witnesses, who earlier opposed the police theory of Ishrat dying in encounter With the security forces, now changed their position saying their statements recorded under duress.
- v) When he was younger had fallen sick, everyone in the neighbourhood had come to ask his health Now, when his days drawing to a close, no one Visited him. Most of old friends were dead. His sons had grown up; One was working a local garage, the other had stayed in Pakistan he was at the time of partition. The children had bought kites from him ten years ago were now adults, struggling for living
- vi) Jimmy immediately turned go, but as he reached the door, he hesitated, and said, "May I not see the one, sir, for a moment?" He believed Mini had not changed. He thought she come running to him as she to do. He had brought in memory of former days a nuts and grapes. His money had all gone he was in prison
- vii) Investigations have been going on a long time to produce environment friendly plastic in the sense that it decays becomes a part of soil like rotting vegetables scraps do. The scientists of Imperial Industries been able to develop just a plastic called "Biopol." It manufactured by microbes. Bottles, film and fibers be made out of it.
- viii) Psychologists found that playing with toys and games serves vital functions in a child's life, including: Helping him to discover environmental developing ability to concentrate, releasing emotional tension, and communication others.
- (a) \_\_\_\_\_  
 (b) \_\_\_\_\_  
 (c) \_\_\_\_\_  
 (d) \_\_\_\_\_  
 (e) \_\_\_\_\_  
 (f) \_\_\_\_\_  
 (g) \_\_\_\_\_  
 (h) \_\_\_\_\_
- (a) \_\_\_\_\_  
 (b) \_\_\_\_\_  
 (c) \_\_\_\_\_  
 (d) \_\_\_\_\_  
 (e) \_\_\_\_\_  
 (f) \_\_\_\_\_  
 (g) \_\_\_\_\_  
 (h) \_\_\_\_\_
- (a) \_\_\_\_\_  
 (b) \_\_\_\_\_  
 (c) \_\_\_\_\_  
 (d) \_\_\_\_\_  
 (e) \_\_\_\_\_  
 (f) \_\_\_\_\_  
 (g) \_\_\_\_\_  
 (h) \_\_\_\_\_
- (a) \_\_\_\_\_  
 (b) \_\_\_\_\_  
 (c) \_\_\_\_\_  
 (d) \_\_\_\_\_  
 (e) \_\_\_\_\_  
 (f) \_\_\_\_\_  
 (g) \_\_\_\_\_  
 (h) \_\_\_\_\_
- (a) \_\_\_\_\_  
 (b) \_\_\_\_\_  
 (c) \_\_\_\_\_  
 (d) \_\_\_\_\_  
 (e) \_\_\_\_\_

- The fact is that toys are essential to the  
 mental physical development  
 of child. (f) \_\_\_\_\_  
 (g) \_\_\_\_\_  
 (h) \_\_\_\_\_
- ix) The main sources of pollution the urban  
 liquid sewage the industrial liquid waste. Then  
 There is surface run off from cultivated fields often  
 contains pesticides and inseticides. People dump  
 thousands of dead bodies and animals the  
 river day. If the liquid sewage  
 treated before throwing it in to the river  
 We produce some electricity to run the pumping  
 set and to lighten up some near by places. (a) \_\_\_\_\_  
 (b) \_\_\_\_\_  
 (c) \_\_\_\_\_  
 (d) \_\_\_\_\_  
 (e) \_\_\_\_\_  
 (f) \_\_\_\_\_  
 (g) \_\_\_\_\_  
 (h) \_\_\_\_\_
- x) During the last decades there has been  
 considerable advancement in field of agriculture,  
 dairy farming, breeding fish etc. All  
 developments have given more food  
 and nutritious food to the people  
 All this improved the nutrition of the  
 People is in no way less important  
 the wonder drugs, the gift of medical science (a) \_\_\_\_\_  
 (b) \_\_\_\_\_  
 (c) \_\_\_\_\_  
 (d) \_\_\_\_\_  
 (e) \_\_\_\_\_  
 (f) \_\_\_\_\_  
 (g) \_\_\_\_\_  
 (h) \_\_\_\_\_

### QUESTION NO. : 8

Look at the words and phrases below. Rearrange them to form  
 meaningful sentences. Write the correct sentences in your answer sheet  
 against the correct blank numbers.

e.g. : Children / vacations / can't / for fun / meant / are / compromise  
 / and

- Vacations are meant for fun and children can't compromise.

i) comes from / the / most of / flavour / its / of / aroma / food.

ii) grew up / of the / amidst / Siddharth / pleasure / the / at / royal court /  
 Kapil-vastu.

iii) measured / intensity / in / decibel / Noise / is / units.

iv) and / eased up / tourist / study / visas / has / America / for Indians.

v) high levels / contains / and sugar / of / junk food / fat / salt.

vi) On adequate / and / depends / preparation / indomitable / success /  
 determination.

vii) Amendment Bill 2006 / passed / the juvenile / on / Justice / August 8,  
 2006 / The Parliament.

viii) West Bengal - Bhutan / The technical / are / at / network / the / currently  
 / an / railway / advanced stage / studies / for.

- ix) As soon as / arrested / the / were / terror / suspects / plot / all the / and / was thwarted.
- x) unaffected / the 2004 / was / Jawa Island / by / tsunami
- xi) because of / Delhi / earthquakes / its locations / prone to / is.
- xii) debate / is not / or a / test / group / formal / discussion / discussion / a
- xiii) to save / the working / the counsellors / couples / should / regularly / their marriage / consult.
- xiv) major / cotton / the textile / shortage of / a / industry / is / good quality / facing.
- xv) to / all / should be / schools / these students / transferred / English medium / other.
- xvi) to generate / sincere / in the / the Govt. / rural areas / make / efforts / should / employment.
- xvii) should be / all the / in bad / residents / of / condition / The / buildings / notices / served.
- xviii) to meet / regularly / India / requirements / its / the sugar / imports.
- xix) between / countries / taking place / water wars / developing / are / many.
- xx) its approval / The Union / sixth / gave / for the / of / pay commission / cabinet / setting up / the.
- xxi) New Delhi / India / fair / inaugurated / International / Education / the / on / 45th / July 15, 2006, / was / in .
- xxii) widely / in / English / India / one / language / of the / spoken / is / most.
- xxiii) growing / of the / India / economies / rapidly / is / of / one / world / the
- xxiv) to oversee / better / the state / steps / setting up / the / take / infrastructure / should / active / of
- xxv) slaves / have / machines / modern gadgets / made / us / to.
- (90)

## **SECOND : D (Textual Questions)**

Marks : 20

### **1. The Portrait of a Lady - Khushwant Singh**

#### **Gist of the lesson -**

Khushwant Singh is one of the prominent Indian writers and columnists. He has written on various themes and issues. In this lesson he gives a detailed account of his grandmother who had a long association with him. The old, stout, short and a little bent grand mother is clad in white clothes and keeps on telling beads of her rosary. During their long stay in village, the grand mother used to wake up the narrator in the morning and accompanied him to school. She took care of all small things and continued her



regular prayers and reading of scriptures. On the way back home she fed stray dogs with stale chapatis. Shifting to city home was a turning point as it increased distances in their relationship. Now, the author was going to a city school and studying all modern day subjects. The grand mother was not able to help the author in his studies and she felt disturbed as there was no teaching of God and scriptures. The grand mother devoted her time in praying, spinning and feeding sparrows. She did not get disturbed when the author was leaving for abroad and saw him off maintaining her peace and calm. Seeing her old age, the narrator thought that that could be his last meeting with his affectionate grandmother. But, contrary to his thinking after a span of five years the grandmother was there to receive him. She celebrated her grandson's home coming in an unusual way by beating a drum and singing. She had a peaceful end and every one including sparrows got aggrieved at the demise of a bold, religious, practical, responsible and loving person.

## **2. We are not afraid to die ....**

**If we can all be together.**

**- *Gordon cook and Alen East***

It is description of a sea adventure experienced by the narrator and his family. The narrator, his wife mary, son Jonathan and daughter Suzanne were accompanied by two experienced sailors - American Lerry vigil and Swiss Herb Seigler. In July 1976 they set sail from plymouth, England in Wave Walker, a specially built boat. The first part of the journey was pleasant and everything went on smoothly up to Cape Town. Unfriendly weather and gigantic waves of Southern Indian Ocean compelled the sailors to slow their speed, drop storm jib and take other precautions. The danger was so implicit that the sailors completed liferaft drill and attached life lines and life jackets. On 2 January 1977 agiant wave hit wavewalker and caused much damage to it. The sailors got injured and the narrator was thrown overboard but he managed to get hold of wave walker's guard rails. Inspite of his multiple injuries, he took hold of the wheel. In an atmosphere of fear and panic mary took charge of the wheel whereas larry and Herb started pumping out water. The narrator managed to stretch and cover canvas across the gaps to prevent water from entering the ship. Their hand pumps stopped working and electric pumps short-circuited. They were distressed and busy in pumping, steering, repairing and radio signalling. They studied charts and calculatively decided to reach a nearby island. They all were too busy in rescue work and did not take any meal for two days. Children were injured too but they did not draw attention of their parents and just allowed them to save Wavewalker. The children said that they were not afraid to die if they could all be together. The narrator became more determined and strong seeing children's courage. Finally they reached. Ile Amsterdam, a volcanic island where they were welcomed by 28 inhabitants. Thus, the collective strength and

never failing optimism of the sailors made it possible to come out of the jaws of death. Though, Jonathan and Suzanne did not do anything to save Wavewalker but their courage, forbearance, faith and optimism gave extra strength and persistence to the narrator and his team.

### **3. Discovering Tut : The Saga Continues**

**- A.R. Williams**

A powerful dynasty ruled Egypt. Tut the last king of this dynasty died When he was just a teenager but the cause of his death was not known. That tomb was discovered in 1922 and investigation was done on 5 January, 2005. Some people opposed the investigation and thought that it would disturb pharaoh's peace. That was buried with gold arte facts and every day things like board games, bronze razor, lines garments, cases of food and wine. Howard carter faced tough time in removing Tut's mummy from the solid gold coffin. The ritual resins could not be removed with Sun heat and carter had to chisel it away to raise the kings remains. In 1968 an anatomy professor revealed that Tut's breast bone and front ribs were missing. Amenhotep IV promoted the 'Aten', the sun disk and moved his capital from Thebes to Akhenaten. He smashed the images of Amun and closed its temples. During his short reign of 9 years. Tut's restored the old God and traditional ways. After scanning and Xraying Tut's mummy, it was placed back in his tomb. Zahi Hawaas, the secretary general of Egypt's council of Antiquities was relieved to know that nothing wrong had gone with their popular child king.

### **4. The Ailing Planet : The Green Movement's Role**

**- Nani Palkhivala**

This article written by Nani Palkhivala appeared in 'The Indian Express' on 24 November 1994. It focuses On the deteriorating condition of the earth because of man's growing lust to exploit all the natural resources. The earth has been turned in to a barren land. The Green movement is the only answer to solve many problems. The entire human race is involved in the Green Movement which was started in 1972. There has been an irrevocable shift from the mechanistic view to a holistic and ecological view of the world. There is a growing world wide conciousness that the earth itself is living organism - an enormous being of which we are parts. But its vital signs reveal a patient in declining health. The efforts of the environmentalists have gone futile. The immediate need is to promote the concept of sustainble development' as mooted by the world commission on Environment and Development in 1987. The author feels that it is a matter of relief that the people have now started thinking of saving the planet by thinking of development as a means to control population, the mother of all problems.

### **5. The Browning Version**

**- Terence Rattigan**

The present extract is from The play “The Browning Version” written by Terence Rattigan which is focussed on a good but unpopular school teacher Mr. Crocker - Harris. It vividly brings about the agony of a dedicated teacher who has a strict attitude towards his students. It starts with the conversation between a school boy Taplow and another teacher Frank. Teachers like Frank encourage student like Taplow to make comments on their fellow teachers. Frank asks Taplow not to wait for Crocker-Harris and leave. But Taplow waits for him. In between Millie, the wife of Crocker Harris arrives there and sends him to chemist’s shop with a prescription. The play exhibits that the boy Taplow is much afraid of his teacher and has to stay till his arrival. In this extract the author brings out the character of Crocker Harris through Taplow in a direct contrast to Frank.

### **HORNBILL (POETRY)**

#### **1. A Photograph**

*- by Shirley Toulson*

The poet describes the photograph that captures interesting moments of her mother’s childhood when she went for a sea holiday with her two cousins. Poet draws a contrast between the sea in which the girls are standing and their transient feet to suggest shortness of human life and slow changing sea. Poet also recollects how her mother would have laughed at the photograph and felt disappointed at the loss of her childhood joys. Now poet’s mother has been dead for twelve years. In this situation she feels very sad and lonely. This loss has left her speechless. But she has learned to reconcile with this loss with great difficulty.

#### **2. The Voice of the Rain**

*By Walt Whitman*

The poet gives imaginative description of the answer given by a soft falling shower. When poet asks it “Who are You”? It says that it is the poem of the earth and it is everlasting. The poet compares the rain to a song. Just as a song rises from the heart of a poet and gives pleasure and joy to the poet similarly Rain originates from the earth and the bottomless sea, takes a vague shape of clouds and comes down to make its birthplace (earth) clean, pure and beautiful.

#### **3. Childhood**

*By - Markus Natten*

In this small and beautiful poem the poet recalls his childhood and wonders where it has gone. He narrates various stages where he lost his childhood.

The poet is in a fix as he is unable to understand about his childhood. He is trying to reason out its timings. He wondered whether it was at the age of eleven, when he started reaching logical conclusions based on his reasoning power.

The second possibility is when he reached his adulthood where people do not act what they preach.

The third possibility seemed to be when he could produce his own thoughts and practise independently.

In the final stanza the poet is trying to locate the place where his childhood has disappeared.

He realizes that the adolescence follows childhood in the same way as childhood had replaced infancy.

Thus he concludes that his childhood went to some forgotten place that was hidden in an infants face.

#### **4. Father to Son**

*by Elizabeth Jennings*

The poem describes a father's agony over a sense of estrangement from his son. They have lived in the same house for years. Yet they behave as strangers.

The father gave his son all love and care when he was a little child. He wanted him to grow up into a man of his choice. He had his own likes and dislikes. However there was hardly any communication or conversation between them which made the father not to understand why in his grief he becomes angry with his son. As both of them intensely love each other, they are always in search of some excuse to forgive themselves. Thus its a clash between two generations and their ego, though both of them have love and feeling for each other.

#### **QUESTION NO. 9**

Read the following extract and write the options that you consider the most appropriate in your answer sheet.

##### **1. A Photograph**

1. Now she's been dead nearly as many years As that girl lived. And of this circumstance There is nothing to say at all.

Its silence silences.

a) "This Circumstance" stands for the moment .....

- i) made by the poet.
- ii) entertained by the photographer
- iii) captured by the camera.
- iv) escaped from the sea waves.

b) Its silence silences means

- i) which is all pervading
- ii) which is not pervading
- iii) which bothers everyone
- iv) which is not good for human beings.

c) Circumstances means ...

i) problems

ii) the external conditions that affect an action.

iii) opportunities

iv) none of these

2. A sweet face.

My mother's that was before I was born. And the sea, which appears to have changed less, Washed their terribly transient feet.

a) The time referred to here is the time before the birth of the .....

i) poet's mother

ii) poet's father

iii) poet

iv) photographer

b) Which / who has not changed much ?

i) Sweet face of mother

ii) photograph

iii) sea

iv) beaches and hotels.

c) The last line shows a contrast between the sea and .....

i) the animals

ii) the human beings

iii) the forest

iv) the rivers

d) Trace a word from the extract which mean "Momentary".

i) Terribly

ii) Appears

iii) Transient

iv) change

## **2. The Voice of the Rain.**

1. And who art thou? said I to the soft-falling shower, Which, strange to tell, gave me an answer, as here translated. I am the poem of Earth, said the Voice of the rain, Eternal I rise impalpable out of the land and the bottomless sea,

a) Who does 'thou' referred to here?

b) What is strange about the rain?

c) Why does 'rain' call it self the 'Poem of the earth'?

d) Which Figure of Speech is used in the line 'I am the poem of Earth'?

2. And forever, by day and night, I give back life to my own origin, And make pure and beautify it;

(for song, issuing from its birth place, after fulfilment, wandering Reck'd or unreck'd,

duly with love returns)

#### **4. Childhood**

1. When did my childhood go?  
was it the time I realised that adults were not  
all they seemed to be,  
They talked of love and preached of love,  
But did not act so lovingly,  
was that the day!

- a) Name the Poet of the above lines.
- b) What did poet realise about adults?
- c) Why is the poet feeling sorry?
- d) Trace the word from the extract which means to teach moral values.

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

- b) Where did the poet in childhood go?
- c) Why does the poet call it a forgotten place?
- d) Find out the word which means the same as 'hidden'.

#### **5. Father to Son**

1. We speak like strangers, there's no sign  
of understanding in the air  
a) This child is built to my design  
b) How can the poet's behaviour be described here?  
c) Shaping from sorrow a new love explain  
d) Find out a word from the passage which means the same as 'grief'.  
Yet what he loves I cannot share.

- a) Who does he 'refer' to here?
- b) Why do 'they speak like strangers'?
- c) Why is the poet sad here?

2. I would have him  
prodigal, returning to  
His father's house, the home he knew,  
Rather than see him make and move.  
His would I would for give him too,  
Shaping from sorrow a new love.

- a) What does the father want his son to do?

#### **QUESTION NO. 10**

#### **SHORT ANSWER TYPE QUESTIONS :**

**Answer these questions in upto 40 words**

**1. THE PORTRAIT OF A LADY**

1. Why was it hard for the author to believe that his grandmother had once been young and pretty?
2. The author and his grandmother were good friends. Support your answer with suitable examples.
3. Why was the grandmother distressed with education in city school?
4. What change came over the grandmother when the author returned home from abroad?
5. How do the sparrows react at the death of the author's grandmother?
6. How do you know that the author's grandmother was a religious lady?
7. How did the grand mother pass her time in her city home?
8. Why does the narrator call his grandmother a 'winter landscape'?

**2. WE'RE NOT AFRAID TO DIE ....**

1. What preparations were made by the narrator before their round the world voyage?
2. Describe the efforts made by the captain to protect the ship from sinking?
3. How did Sue and Jonathan behave during the crisis hours?
4. What destruction was caused to the 'Wave Walker' when hit by the storm?
5. How did Larry and Herbie help during all those crucial hours?
6. Why was the narrator getting a hug from his children?

**3. DISCOVERING TUT : THE SAGA CONTINUES**

1. Who was Tut? Why was his demise a big event?
2. Who was Howard Carter? What was his discovery?
3. Why was King Tut's mummy subjected to a CT scan?
4. What were the everyday things buried along with Tut's mummy?
5. Carter had to Chisel away Tut's mummy. How did he justify it?
6. Why was Carter's investigation resented?
7. Why did Ray Johnson describe Akhenaten as "Whacky"?
8. Why did Egyptians store daily use items along with the mummies of their popular kings and queens?

**4. THE AILING PLANET : THE GREEN MOVEMENT'S ROLE**

1. What does the earth's vital sign reveal? What is our duty?
2. What does the notice in the zoo at Lusaka read? What does it signify?
3. 'Forest precede mankind; deserts follow'. Explain this statement?
4. What are the four principal biological systems of the earth. How are they useful for us?
5. Development is the best contraceptive. Eleborate?
6. What role has the Industry to play in this era of responsibility?

## **5. THE BROWNING VERSION**

1. Why did Taplow go to school on the last day?
2. Why did Crocker Harris not disclose Taplow's result?
3. What do you learn about Mr. Frank as a teacher from this lesson?
4. Why did Taplow laugh at Crocker Harris's joke?
5. Why does Tallow Cal Crocker Harris a man of principles?
6. Who is Millie? Why does she send Taplow to the chemist?
7. Why did Taplow keep on waiting, even after knowing that Crocker Harries was ten minutes late?

### **QUESTION NO. : 10**

#### **POETRY**

#### **SHORT ANSWER TYPE QUESTIONS**

##### **1. A PHOTOGRAPH (BY SHIRLEY TOULSON)**

1. What does the word 'Cardboard' denote in the poem 'A Photograph'?
2. What does the picture taken by the Uncle show?
3. What does the phrase "transient feet" suggest?
4. What are the feelings of the poetess when she sees her mother's photograph?

##### **2. THE VOICE OF THE RAIN - By Walt Whitman**

1. Why does rain call itself 'the poem of Earth'?
2. Why does the rain descend 'on the Earth'?
3. How does rain give back life to its origin?
4. Why is the rain described as eternal?

##### **3. CHILDHOOD - By Markus Natten**

1. What are the poet's feelings at the loss of his childhood?
2. What does the poet observe about the behaviour of adults?
3. What does the poet feel about his own mind in the poem "Childhood"?
4. What changes are involved in the process of growing from childhood to adulthood?

##### **4. FATHER TO SON - By Elizabeth Jennings**

1. What kind of relationship exists between father and his son?
2. How is the father's helplessness brought out in the poem?
3. Explain the phrase 'silence surrounds us'?
4. How is father trying to build a bridge between his son and himself?

#### **SHORT QUESTION FROM SNAPSHOTS**

1. What kind of relationship exists between father and his son?

### **QUESTION NO. 11**

#### **LONG ANSWER TYPE QUESTIONS :**



**Answer these question in 150 words.**

**1. The Portrait of a Lady**

1. Grandmother has been portrayed as a strong lady and an affectionate grandmother. Write a brief character sketch of the grandmother in the light of above statement?
2. How was grandmother's life in the city different from her life in the village?
3. Describe the three phases of the author's relationship with his grandmother before he went abroad for further studies?

**2. "We're Not afraid to Die ...**

1. "We're not afraid to die ...." is a story of team work, optimism and courage. Support this statement with suitable examples from the story?
2. Describe the destruction caused by the storm to the 'Wave Walker'? What measures were taken by the narrator and his crew to prevent its sinking?
3. Why do you think people undertake such adventurous expeditions inspite of the risks involved?

**3. Discovering Tut : The saga continues**

1. Who discovered Tut's mummy"? What were the funerary treasures and everyday things buried along with it?
2. How did Carter manage to separate Tut's mummy from its coffin? Why was it subjected to repeated scrutiny?
3. Why was Howard Carter's investigation not approved by the experts? What argument did he give in his defence?

**4. The Ailing Planet : The Green Movement' Role**

1. What are the four principal biological systems of the earth according to Mr. Lester Brown? How do they sustain humanity? What would happen to them if overexploited by man?
2. How has the growth of World population become the strongest factor distorting the future of humans? What does the author suggest?
3. What has made the earth sick? What remedial measures you would like to suggest to improve its health?

**5. The Browning Version**

1. Compare and contrast Mr. Crocker Harris and Mr. Frank as a teacher and as a person.
2. What opinion do you form about Taplow as a student from the play 'The Browning Version'?
3. Frank was encouraging Taplow to mimic his teacher Crocker Harris. Support your answer with suitable instances from the play?

**QUESTION : 12**

**LONG ANSWER TYPE QUESTIONS**

**Answer these questions in about 150 words.**

**1. The Summer of the Beautiful white horse.**

1. Aram and Mourad belong to Gargholian tribe. What are the hallmarks of their tribe?
2. Did the boys return the horse because they were conscience - Stricken or because they were afraid? Support your answer with suitable arguments.
3. Do you agree with Aram's remark that Mourad was considered the natural descendant of Uncle Khosrove? Explain.

**2. The Address**

1. In what respect was the narrator's second visit different from her first visit to Mrs. Dorling?
2. 'The Address' is a story of human predicament that follows war. Comment.
3. Justify the title of the story 'The Address'?

**3. Ranga's Marriage.**

1. Describe the role played by the narrator in arranging Ranga's marriage?
2. Do you think astrologers manipulate things in arranging marriages in modern times? Discuss.
3. Give the character sketch of Ranga

**4. Albert Einstein at School**

1. The school system often curbs individual talents. Discuss this statement with reference to the lesson 'Albert Einstein at School'.
2. What do you learn about Einstein's nature from his conversation with his history teacher, mathematics teacher and Yuri?
3. What was Einstein's plan to get away from the school? How did Yuri help him?
4. What changes have been incorporated in the present education system? Describe in short.

**5. Mother's Day**

1. 'Mother's Day' is a humorous and satirical depiction of the status of the mother in the family? What are the important issues it raises? How does the play resolve the issues?
2. What difference do you find in the attitude and personalities of Mrs. Pearson and Mrs. Fitzgerald?
3. What change do you observe in the behaviour of Doris, Cyril and Mr. George?
4. What problems are being faced by mothers these days? Have they become stronger and more independent than earlier?

**6. Birth**

1. Give an account of efforts made by Dr. Andrew Manson to revive the still born child?
2. There lies a great difference between textbook medicine and the world of a practising

physician? Discuss this statement with reference to the story 'Birth'?

### **8. The Tale of Melon City.**

1. Suggest few instances in the poem "The Tale of a Melon City" which highlight humour and irony.
2. How has the poet made fun of governance system by using the phrase 'Just and placid'.
3. How was the blame for the arch passed on? Who was ultimately punished?

## **SNAPSHOTS**

### **QUESTION NO. 13**

#### **SHORT ANSWER TYPE QUESTIONS**

**Answer these questions in 30-40 words.**

#### **1. The Summer of the Beautiful White Horse.**

1. When and why did Mourad come to Aram's house?
2. How does Aram justify Mourad's act of stealing the horse?
3. Where did the boys hide the horse everyday?
4. What do you learn about uncle Khosrove's temperament after reading this story?
5. Who is John Byro? Why did he not accuse the boys of stealing his White Horse?
6. What happened when Aram rode the horse alone?
7. Why was Mourad considered the natural descendant of Uncle Khosrove?

#### **2. The Address**

1. Who is Mrs. Dorling? What opinion do you form about Mrs. Dorling on the basis of the Lesson "The Address".
2. How was the narrator received by Mrs. Dorling when she visited her for the first time?
3. What arguments were given by Mrs. Dorling for taking away things from narrator's house?
4. The narrator visited Mrs. Dorling many years after the War. Why did she wait so long?
5. Describe the narrator's feelings when she found herself in the midst of her mother's belongings?
6. Why did the narrator resolve to forget 'the address'?

#### **3. Ranga's Marriage**

1. Why did people rush to Ranga's house?
2. What were Ranga's views about marriage?
3. Who is Ratna? Why does the author consider her the most suitable bride for Ranga?
4. What did the writer tutor Shastri to do?
5. How has the author made fun of English Language in the story 'Ranga's marriage'?
6. Why did Ranga name his son as 'Shyama'?

#### **4. Albert Einstein at School**

1. Why did Einstein refuse to learn dates and facts?
2. Why did Albert feel miserable. When he left school after having an argument with the history teacher?
3. Why was Einstein not happy in his lodgings?
4. What did Mathematics teacher think of Einstein?
5. Who is Elsa? What advice does she give to Einstein to pass the examination?
6. What were the reasons given by the head teacher for expelling Einstein?
7. What was Einstein's future plan for further education after leaving school at Munich?

#### **5. Mother's Day**

1. Give any two instances from the Lesson to show that Mrs. Pearson was treated like a servant by her family?
2. How does Mrs. Fitzgerald help Mrs. Pearson to get back her lost respect in her family?
3. What shocks Cyril when he comes back home?
4. Who is Charlie Spencer? How does Mrs. Pearson show her dislike for him?
5. What advice does Mrs. Fitzgerald give to Mrs. Pearson after they change back their personalities?
6. At the end of the play how does Mrs. Pearson plan to spend evening with her family?

#### **6. Birth**

1. Who was Andrew Manson? Why was Joe Morgan waiting for him?
2. What was the conflict in Andrew's mind regarding marriage?
3. How did the child appear when it was born?
4. What last effort was made by Andrew to revive the child?
5. "I have done something ; Oh, Good! I've done something real at last." Why does Andrew think so?

#### **7. The Tale of Melon City**

1. Where and why did the King order the construction of an arch?
2. What happened when the king went down the thoroughfare?
3. Who was the wisest man? What was his verdict?
4. Why did the King order to hang someone immediately?
5. What was the criteria for choosing a person to be hanged? Who was found fit finally?
6. What do you learn about the ministers from their behaviour?
7. How was a melon crowned to be the new King of the country?

**CLASS XI**  
**SECTION E**  
**Long Reading Text- Novel - 15 Marks**  
**THE CANTERVILLE GHOST**  
**- Oscar Wilde**

**Characters**

1. Mr. Hiram B-Otis : the American Minister he is new owner of the Chase.
2. Mrs. Lucretia Otis a healthy middle aged woman.
3. Washington Otis : Mr. and Mrs. Otis's eldest son.
4. Miss Virginia E Otis : a little girl fo fifteen.
5. The Twins Mr. and Mrs. Otis's youngest sons, called The Stars and Stripes
6. Lord Canterville : the former owner of conterville chase
7. Mrs. Umney : the house keeper of Lord Conterville.
8. Duke of Cheshire : a young friend of family.
9. The Ghost Sir Simon de Canterrville's guilty spirit

**Summary**

Mr. Hiram B. Otis. an American Minister wished to purchase conterville chase though his friends warned his against buying the haunted house soon after moving into the conterville chase, Mrs. Otis noticed a blood-stain on the floor near the fire place. However, the Otis reiterated that they were not afraid of the ghosts. The next morning the blood stain was found again. The family decided to go out for a drive to distract their minds. They avoided any mention of super natural in their conversation. Even when the ghost appeared before the Otis, he was taken a back at the unexpected reactions of members of the Olis family. The ghost got furious and decided to take revenge. The Otis decided to take revenge. The Otis family was amused on noticing that the blood stain kept changing colour. Only person

who did not joke was little Virginia who felt depressed to see that after the second encounter with the family, the Ghost was exasperated and fled to this room, injured and in pain. All efforts of the ghost to scare the family were wasted.

The ghost decided to retire and take a break. The Otis twins still played their tricks on him. This was when he decided to teach a lesson to the twins, giving them the fright of their lives. The ghost became dejected and gave up all hope of frightening the Otis family. The ghost had become dejected and gave up all hope of frightening the Otis family. The ghost had become an invalid and made no appearance. However, he was excited to discover his distant connection with Duke of Cheshire. In order to show his relation he planned to appear before Virginia's lover but his fear of the twins forbade him to do so. On meeting the ghost Virginia broke the news to him about the twins going back. The ghost confided in Virginia about his wife being careless in repair work and horrible at cooking. The ghost pleaded before Virginia to weep and pray for him so that the angel of death would show mercy on him. Virginia agreed to help and pray for the ghost.

Virginia's consequent disappearance became a cause of concern and worry for the Otis family. Duke of Cheshire accompanied Mr. Otis in his search for Virginia. Mr. Otis was touched by the Duke's concern for his daughter. At midnight, Virginia appeared mysteriously and to everyone's surprise said that she had been with the said ghost. She told them that ghost was dead. Four days later, a funeral procession was held. Virginia's eyes were full of tears. She was told to keep the box of jewels gifted to her by the ghost. Following her marriage with the Duke of Cheshire and their honeymoon, Virginia visited the grave and strewed lovely roses on it. She told her husband that Sir Simon made her see "what life is and what death signifies and why love is stronger than both."

**Q. 12 : Answer the following in about 150 words (08 Marks)**

**Chapter 1 :**

- Q. Do you consider this as a ghost-story or is it about the courage and steadfast beliefs of people like the Otis family?

**Chapter 2 :**

- Q. Narrate two incidents in which the Canterville Ghost was successful in frightening the victims.

**Chapter 3 :**

Q : The blood stain in the Conterville Chase kept on changing colours. How did this change the belief of the Otis Family?

**Chapter 4:**

Q : Narrate the elaborate preparation made by the ghost in his bid to tame the twins.

**Chapter 5 :**

Q : Trace the shift of focus to theme of solvation and of mans inherant desire to rest in the garden of Death.

**Chapter 6 :**

Q : Virginia's disappearance brings her to forefront. Explain

**Chapter 7 :**

Q : Why do you think Sir Simon's funeral was a stately traditional one? Give reasons.

**Q. 13 : Answer the following in about 130 words (07 Marks)**

**Chapter 1 :**

Q. Persistent blood stains fail to move the Otis family. Do you think they are foolish, highly modern or enviable? Justify giving reasons.

**Chapter 2 :**

Q. Why do you think the family members try avoid talking of the ghost?

**Chapter 3 :**

Q : The ghost desired to befriend another ghost. Give reasons?

**Chapter 4:**

Q : The twins left no stone unturned to trouble the ghost. What light does this statement throw on their character?

**Chapter 5 :**

Q : Virginia was the only member of the Otis family who noticed the forlorn and depreped ghost. What do we know about her character from this observation?

**Chapter 6 :**

Q : Interpret the action of the ghost when he gifted Virginia a box of his family jewels.

**Chapter 7 :**

Q : There is a noticeable difference in the attitudes of Mr. Otis and Lord Canterville regarding the jewels the ghost to Virginia. Justify the statement throwing light on the characters of both of them.

**Chapter 8 :**

Q : Why do you think Sir Simon's funeral was a stately traditional one? Give reasons.

**Chapter 9 :**

Q : Why do you think Sir Simon's funeral was a stately traditional one? Give reasons.



## **UP Flom Slavery**

**By Booker T. Washington**

Booker T. Washington was born on a plantation in Franklin County, Virginia in 1858 or 1859 in a poor slave family. When the blacks got freedom after civil war, all rejoiced Booker showed keen interest in getting education and with the efforts of his mother, he could join a day school. From there, he went to Hampton Normal School in Virginia and worked there as a Janitor. With the support and ideals of his teachers he learnt dignity of labour. He was placed on the honour roll of commencement speakers. Soon he started a reading room and library and started coaching students for joining the Hampton school. Booker was assigned a job of opening a night school for poor children who worked for ten hours and went to night school for two hours. The Students proved to be very enthusiastic that Booker called them 'The Plucky Class'.

Booker was recommended by General Armstrong to take charge of a normal school for coloured people in the little town of Tuskegee. He managed to find a deserted shanty near the Methodist church to begin the school. He was worried to find that the coloured people were poor and lived in unhygienic conditions but were not ready to change. Mr. George W. Campbell and Mr. Lewis Adam co-operated with and agreed to Booker's educational plan and understood his problems. Miss Olive Davidson a teacher at Mississippi joined his school and impressed Booker with her dedication and educational ideas. With the loan from General Marshall, he was able to acquire a big house at old plantation. He shifted the school there. Miss Davidson organised festivals and supplies to earn money for paying the loan. In order to raise money and teach agriculture to his students he increased cultivation and school got his own horses, oxen, dogs and calves. Booker wished to teach dignity of labour. The students not only constructed 42 buildings but also passed the skill to next generation. They learnt the art of making bricks and sold them. After great hard work, Tuskegee was able to provide well cooked food, tables with neat table cloths, meals on time. This progress of the school attracted eminent people like General J. F. B. Marshall, Miss Mary F. Mackie and General Armstrong of Hampton Institute. The number of students increased manifold from the time school started facility of boarding. He communicated with the students, directly, frankly and encouraged them to write to him directly on matters concerning life at school.

Booker collected a lot of money through a tour with a band of singers to construct a larger building to accommodate more students. Later, he opened a night school for the poor students who worked for ten hours to pay the expenses of their education.

In 1895 Booker married Miss Olivia Davidson, who died in 1889 leaving two sons named Booker Taliaferro and Earnest Davidson.

After his speech in North he was invited by Educational Association and at an international meeting of Christian workers at Atlanta. Booker was officially selected to deliver the opening day address for the building constructed showing the progress of the Negroes since freedom. Booker was introduced as 'The representative of Negro enterprise and Negro civilization. Booker told the whites that they must make efforts to turn the Negroes into stimulating and most useful intelligent citizens. Overnight Booker had become a sensation and a much sought out public figure. Booker sent a copy of his speech to the President of United States. Booker was asked to write a report about the coloured Ministers of South which he gave with exact facts and annoyed the Negro ministry and his Negro friends. The clergymen backed him and there was great improvement.

Booker received an invitation from Dr. Gilman to be one of the judges of award in the department education at Atlanta. His Atlanta exposition brought a great change in the relations between the whites and the blacks. He convulsed to do away with cheating in the elections and citizens should vote and take interest in the government. Booker 'marked a new epoch in the history of the world and was described as a whirlwind and received thunderous ovation and great cheering Chicago Times herald presented the picture of a Negro choosing slavery over extinction. At Robert Gould Shaw Movement in Boston, he concluded his address by saying that it was for the white Americans to decide that whether a race that is willing to die for its country should not be given the highest opportunity to live for its own country.

In 1893, Booker married for the third time, Miss Margaret James Murray, the Lady Principal of Tuskegee school. She had a daughter Portia, Son Booker Taliaferro and Earnest Davidson Washington.

Booker had to go to a tour of Europe on the request of his friends. General Armstrong spent about two months at Tuskegee before his death and insisted that Booker should elevate not only the blacks of the south but also the poor whites. Harvard University conferred an honorary degree on him. He received the Master of Arts degree. On this occasion Booker in his speech stressed that now it is up to America to bring the strong, wealthy and learned into hopeful touch with the poorest, most ignorant and humblest. A Boston newspaper said that 'Harvard University has honoured itself by giving this degree to Booker. He was able to persuade the president McKinley, to visit Tuskegee on 16th December. He was

full of praise for this unique experiment in education system and appreciated Booker's efforts in helping the students, to lead a life of honour and dignity by being self-reliant.

Booker's students build 66 buildings. There were 110 offices, instructors and a constant population of about 1700 people. He organised Negro Conferences and 'Workers Conferences'.

#### Question No. 12

1. Answer the following question in about 150 words (8 Marks)

##### Chapter -1

1. Why is Washington not bitter and anguished despite being a slave?
2. How did the Blacks celebrate their freedom?
3. Give the character sketch of Washington's mother

##### Chapter 2

1. How did Booker's mother help him in getting over his complexes? What did she play in his life?
2. Why did Booker not wish to claim any privilege on account of his skin? What does this reflect about him?
3. Describe Booker's life at the furnace.

##### Chapter -3

1. Why was sweeping of the 'recitation room' like a 'College Examination'?
2. How did Samuel Armstrong influence Booker?

##### Chapter - 4

1. Describe Booker's second visit to Malden? How was it significant for Booker?
2. Who was General Marshall? How did he help Booker?

##### Chapter - 5

1. The Negroes had seen deprivation, poverty so they become unrecoverable in their demands. Give reasons to prove that they were deserving/undeserving for political offices.

2. Why according to Booker, should a man be educated before exercising his franchise?

#### Chapter - 6

1. Booker had become a distinguished and powerful speaker, yet he never reacted against the whites a championed the cause of the blacks publically why?

2. Describes Booker's experience of teaching red Indians at Hampton.

#### Chapter - 7

1. Why was Booker selected for Tuskegee school by Mr. Armstrong?

2. What qualities made Booker such a fascinating character?

#### Chapter - 8

1. Every set back made Booker look for a new door. What were the set backs and who were the people who helped him through?

2. Mention two most distinctive qualities of Booker that made him the role model for other.

#### Chapter - 9

1. How did the Tuskegee students celebrate Christmas and other festivals in a selfless and beautiful way?

2. How did the people around Tuskegee school contribute the erection of the new building?

#### Chapter -10

1. How did Booker improve the interaction of students with the community?

2. Why did Booker compare the students of Tuskegee school to the children of Israel?

#### Chapter -11

1. How did Booker prove that he was a friend and an advisee of the students, not their overseer?

2. Mention any two instances in which the Whites from the South went out of their way to show their appreciation for Booker.

#### Chapter-12

1. How did Booker face failure and rejection?
2. What proved to be the, greatest advantage for going door to door for collecting funds? Which character traits does this attitude point to?

#### Chapter -13

1. What important rule did Booker observe for his public speaking? How did contribute to his success as a public speaker?
2. Why did Booker feel nervous before his speeches? What were his feelings after delivering them?

#### Chapter -14

1. What personal characteristics of Booker come to the forefront during his speech for Atlanta Exposition?
2. How did President Cleveland react to Booker's sending his speech to him?

#### Chapter -15

1. Describe Booker's feelings and emotions that he experienced before and after a speech.
2. How was Tuskegee school managed during his absence?

#### Chapter - 16

1. Describe Booker's tour of Europe highlighting people he met and countries and places he visited.
2. What impressed Booker about the English people? What does it reveal about him?

#### Chapter -17

1. Why and how did Harvard University honour Booker?
2. Describe the growth of Tuskegee institute in the 20 years.

#### **Question No. 13**

Answer the following questions in about 130 words.

#### Chapter - 1

1. What was the single government that Booker wore? Why was it such a painful experience?
2. Describe Booker's early childhood, family and home, What does he do as a young boy on the plantation?

#### Chapter - 2

1. Describe any two instances that emphasize Booker's extreme thirst for education
2. Why was learning their native plantation an ordeal for Booker and his family?

#### Chapter - 3

1. Describe Booker's journey to Hampton.
2. Why did the Head teacher give him admission though she did not form a favourable impression of Booker initially?

#### Chapter - 4

1. How did his mother's death shatter Booker emotionally? What had been his dream related to her?
2. What was Booker's first lesson in 'Public Speaking'? Who gave and why did it prove significant?

#### Chapter - 5

1. How was teaching at Washington D. C. different from teaching at Hampton?
2. Why was the period of reconstruction worse than slavery?

#### Chapter-6

1. Who were the Red Indians? Why did they consider themselves superior to the blacks?
2. What does Booker's enthusiasm to help the poor students reflect about him?

#### Chapter - 7

1. Why did Tuskegee seem an ideal place to set up a school?
2. What were the new challenges regarding finance that awaited Booker? How did he handle these problems?

#### Chapter - 8

1. Why did Booker consider 'mere book education' a waste? What kind of knowledge did he wish to impart to the students?
2. How did Booker motivate the students who didn't wish to do any manual work?

#### Chapter-9

1. How were 500 dollars raised? What was the contribution of the students in this venture?
2. How did Booker made efforts to interact with the community? What were the results?

#### Chapter - 10

1. How did brick-making become an important industry?
2. Describe how Booker's meeting with Mr. Warren Logon proved to be so fruitful.

#### Chapter-11

1. Why did the students undergo all the suffering yet never complained?
2. Mention any one example in which the Whites from the South went out of their way to show their appreciation for Booker.

#### Chapter-12

1. How did the state legislature of Alabama offer help and why did they increase their contribution later?
2. How was asking for donation for Tuskegee institute different from begging?

#### Chapter-13

1. What were Booker's apprehensions before delivery his Atlanta address?
2. How did the night school prove to be an ideal testing ground of the students worth?

#### Chapter -14

1. What kind of reforms did Booker wish to bring into as far as the voting was concerned?

2. What suggestions did Booker offer in his speech to blot out sectional difference and racial animosities?

#### Chapter -15

1. Booker's speech was considered the 'beginning of moral revolution in America'. Give Reasons.

2. Give an example to prove Booker's organisational skills that were in evidence in his administration of the Tuskegee institute.

#### Chapter -16

1. Who was Booker's third wife? What tasks did she accomplish at Tuskegee institute?

2. Why was Booker impressed with the English people?

#### Chapter - 17

1. How did Booker keep himself busy in furthering the cause of Negro upliftment after the award?

2. What was Booker's distinction that he was chosen for conferring a honorary degree by Havard University?

#### General Questions

1. Give examples to prove that Booker was a fantastic teacher and educator.

2. Booker never lost the will to fight in the face of hardships and rejections and failures. Give two examples to illustrate this.

3. Success is measured by the obstacles we have to overcome to reach it and not what we have actually attained. Explain this statement with examples from the text.

4. Booker's contribution to uprooting slavery is significant. " Do you agree? Give reasons.

5. What is the overall "tone" of the autobiographical novel? Illustrate with example.

6. Discuss a few influences on Booker's personality.

7. "Booker could think of new solutions to the seemingly insurmountable problem. Give at least three examples to illustrate this.



8. Booker always stressed "dignity of labour" How did he impress it upon his students.
9. "The sweeping of the room was like my college examination" How and why? What were its impacts?
10. What was Emancipation Proclamation? Describe the Blacks reaction to the achievement of freedom.

English Core  
Code No. 301  
Class XI  
Sample Question Paper

Time : 3 hrs.

M. Marks 80

General Instructions :

This question paper is divided into five sections :

Section A	Reading Comprehension	15 Marks
Section B	Writing	20 Marks
Section C	Grammar	10 Marks
Section D	Text Books	20 Marks
Section E	Long Reading Text - Novel	15 Marks

Section A

1. Read the passage given below and answer the question that follow :- (1x8 = 8 Marks)

Life is an institution. We have a principal, God, who looks over the entire working of our life. He allots teacher, namely our parents, to guide us through this path. We learn lessons and it is up to us whether we want to pass or fail. Every morning we wake up and give a tick mark to the attendance file of our lives. The only difference in this school of life is you cannot play truant even for a day! Though from time to time one may doze off and not pay heed to the message that is being given to us.

From the start my parents taught me and my sister to be good human beings first. Life has been kind, sometimes harsh but mostly fair. We make many mistakes, some of which we admit and others, we conceal. But now that i'm 22 years old, i can review every step taken by me.

Think positive. Yes, it's that simple. Thoughts are actions. Imagine if there are a billion good thoughts, the universe will throw back a billion good actions.

Something within tells me : 'Forget the world and listen to your heart'. If we all just start listening to our inner soul maybe we won't scratching our heads while

taking the final exam. I am not at all close to being perfect but i know i want to get near it..... not by maturing the business world, not by buying perfect self according to me.... is kind, compassionate, and empathetic one who sees the good in people and shares the good within themselves.

The true test is for us to examine, and to be honest to ourselves before we give a tick mark to our answer sheets. I had a lot of questions ready, my doubt all written, point by point ..... since i could not get the answer from my teachers i made an appointment with God. Doubts about life love death, fear, sorrow. i was angry. Why cant' He guide us?

God was there by my side, every minute, every step. Even though i haven't gotten all the answers i know i will get there.... He will take me there, in my own time, the same way He has gotten me here, where i am now.

Some say one should never pity nor envy anyone else..... and i am happy to be me. The first important teaching to learn, count your blessings. We all stand to be a little more aware about what life is really trying to teach us... . and for some be aware that life is trying to teach us something.

Money is like our grades in school... it helps us move to the next steps but after that, who remembers what we scored in maths in the third standard? People forget that when we die..... money does not come along with us. It becomes like our grades, we don't remember how much we earned or how much we lost. Families fight, friendships are ruined; parent child bonds are broken. Isn't that a waste..... why would anyone choose paper over love?

Here's plea for whoever is reading this ..... let us all try and be the best pupils in this school called life. Be true .... love not only others but also yourself Love God wholeheartedly because that's all He wants, and you know what they say. "Be in his good books and you will go to the head of the class."

A) Choose the correct option :-

a) All our questions can be answered by

(i) Parent

(ii) Friends

(iii) Good

(iv) Ourselves

b) We can be good pupils by :-

- (i) Loving ourselves
- (ii) Loving others
- (iii) Both a and b
- (iv) Only a

Answer the following questions :-

- (c) How is God equal to a principal?
- (d) What is the difference between life at school and school of life?
- (e) Why are good thoughts compared to good actions?
- (f) 'Money is like our grades in school.' 'Explain'?
- (g) Pick out a word similar in meaning to :- 'Correct/right.'
- (h) Pick out a word opposite in meaning to :- 'uncover'

2. Read the following passage and answer the question that follow :- (7 marks)

1. How often do we exclaim : "That was a mistake!" That bewildered expression of regret and panic gets relayed through life. Some mistakes we forget, others we don't. The mistakes can be mundane as forgetting to turn the geyser off or to pick up your passport from the airport counter.

2. Absent mindedness, preoccupation, distraction carelessness, nervousness there are umpteen excuses to justify mistakes. However major decisions like relocations of home or of an unwarranted resignation letter can cause much trouble and upheaval and lead to regrets that leave you sad and depressed. Some mistakes are irreversible- then is there room for hope?

3. In fact, there are no mistakes, only experiences. There are no problems only challenges. Every experience teaches us something in life. Every mistake inspires retrospection and introspection. The experience is humbling and it makes us wiser. That is, if every mistake is regarded as an experience and not as a source of self-condemnation. Many times people are unable to reconcile with the change grooved in the blame culture and rooted in the past, they had to realise the life time benefits they receive from changes.

4. Nature abounds in examples of flexibility and relocation in case of birds and

beasts. Scientific research in the behaviour of birds has confirmed this. Birds, animals and even nomads, travel miles and miles in search of better food, congenial climate and safety. These relocations may cause some amount of stress, no doubt, but they are the source of survival: helping to group bonding and cooperation; and to explore the beauty of new space and better environment.

5. To the weak problems are stumbling blocks, to the brave, they are stepping stones." An untimely resignation and or termination letter is certainly traumatic and disturbing. But think of possibilities it can throw open for you. A young man felt disappointed when he failed an interview for a corporate job. At that point of time, he left dejected. Today, looking back he says, "It was a blessing in disguise. I would have never reached this far." Some mistakes bring in a very important message. "Believe and achieve! And in order to do so, faith is essential. It is the triple faith that men need today. faith in ovne self, faith in onveslef faith in the world around us, and above all faith in God!"

(A) On the basis of your reading of the above passage, make notes on it using heading and subheadings. Also use recognisable abbreviations, wherever necessary (Minimum 4). Supply a suitable title. (5 Marks)

(B) Write a summary of the above passage in your own words. (2 Marks)

### Section B

Writing (20 Marks)

3. You are Karan/Kanika, Secretary Cultural club of your school. Your school is organising a Dramatics workshop during the Winter Break for senior students of the school. Draft a notice for the school notice board informing the school notice board informing the students giving all relevant details (5 Marks)

OR

You are Principal, Patel Public School, Ashok Vihar, Delhi. Draft an advertisement for the vacant post of Maths teacher in your school to be published in the classified columns of a daily newspaper in not more than 50 words (5 Marks)

4. You are Sanju/Sanjana, a member of Health club of your school. You are disturbed at the increasing instances of students facing stress due to examinations. Write a speech to be delivered in the morning assembly of your school on "How to Beat Examination related stress". (150-200 words)

(08 Marks)

OR

You are Sachin/Shaiyya. You attended a debate on "Welcome Youth in Politics" organised by your school. Write a report on the event in about 150-200 words

(08 marks)

Q5. You are Rohan/ Rohini of 48, New Bank Enclave Delhi. Write a letter to the editor complaining about the badly maintained parks of your colony.

(07 marks)

OR

You are Shahid/ Shachi of B-3/230, Vivek Vihar, Delhi. Last month you bought a Samsung LED TV from Delhi Electronics, Patel Nagar. Now it is not working properly. Write a letter to the dealer complaining about it. (07 Marks)

Section - C

Grammar

(10 Marks)

Q6 ; The following passage could not be edited. It has a missing word in each line locate it and write your answer along with the words which come before and after the word.

The Delhi government is all to roll out (a).....  
its action plan rid the city (b) .....  
of its slums 2015. Keeping in (c) .....  
sync with plan 1300 families (d).....  
across 14 slums have been eligible (e).....  
for allotment flats in the first (f).....  
Phase the Delhi Urban Shelter Improvement Board (DUSIB) (g) .....  
The boards plans to the relocation (h) .....  
process later this month 1/2x8 = 4 marks

Q7. Underline the error in each line and write the correction in the space provided 1/2 x8= 4 Marks

In today's world that is easy to	(a) .....
grow up with inculcating reading	(b) .....
habits. There is so many television	(c) .....
programmes computer games or the	(d) .....
playstation to keep me busy	(e) .....
For, those not only serve as	(f) .....
entertainment gadgets and are	(g) .....
educational two at the same time	(h) .....

Q8 : Rearrange the following jumbled words to make meaningful sentences

(1x2= 2 marks)

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

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

#### Section D

#### Textual Questions (20 Marks)

Q9 : Read the extracts given below and answer the question that follow (anyone)

1x4 = 4 marks

(a) Some twenty - thirty years later/She'd laugh at the snapshot/ " See Betty and Dolly." Shid Say and look how they /dressed us for the beach. " The Sea holiday/ was her past, mine is her laughter both wry/with the laboured ease of loss.

(1) What was mother's reaction on seeing the photograph?

(2) How long back did the beach holiday take place?

(3) What is the poet's past?

(4) Explain laboured ease of loss.

or

(b) When did my childhood go?/Was it the day I ceased to be eleven/ was it the time I realised that Hell and Heaven/ Could not be found in Geography/ And therefore could not be.

- (i) Name the poem and the poet.
- (ii) In what context is 'eleven' mentioned in the above lines?
- (iii) What time is being talked about?
- (iv) Why don't hell and Heaven exist according to the poet?

Q10. Answer any five out of the following questions in about 40 words.

5x2 =10 marks

- (a) Explain the figure of speech used in the poem "The Voice of the Rain"
- (b) When and where was the Green Movement started?
- (c) Was Grandmother a literate woman?
- (d) Why was Joe Morgan relieved to see Andrew Manson?
- (e) How did John Byro react on seeing the white horse?
- (f) What horrified the author on her second visit to Mrs. Dorling's house?

Q11. Answer any one out of the two questions given below. (6 marks)

- (a) What are the earth's biological systems? How do they sustain humanity?
- (b) What idea does J. B. Priestly want to communicate to the audience through the play 'Mother's Day'?

Q12. : Answer the following in about 150 words (any one) (8 marks)

Narrate the elaborate preparations made by the ghost to tame the twins.

or

Describe Booker's Journey to Hampton

Q13 : Answer the following in about 120 words (any one) (7 marks)

Why do you think the family member try to avoid talking about the ghost?

or

Why was Booker impressed with the English people



English Core  
Code No. 301  
Class XI  
Sample Question Paper

Time : 3 hrs.

M. Marks 80

General Instructions :

This question paper is divided into five sections :

Section A	Reading Comprehension	15 Marks
Section B	Writing	20 Marks
Section C	Grammar	10 Marks
Section D	Text Books	20 Marks
Section E	Long Reading Text - Novel	15 Marks

All questions are compulsory marks are indicated against each question :-

Section A - Reading

(15 Marks)

1. Read the passage carefully and answer the questions that follow :-

With its interesting history and dedicated residents, Tombstone has become an important tourist destination in the U. S.

The San Pedro valley of Southern Arizona, U. S., was ruled by the Apaches and they were led by great warriors. Their animosity towards the settlers was no secret But the settlers were adventurous, defying all risks and Continued to explore the land prospecting for gold and mineral ore. One such prospecftor was Edward Lawrence Schieffelian, from Pennsylvania, a amn of indomitable spirit.

Schieffelian spent years exploring and travelled from Idaho and ultimately reached the San Pedro valley. Hiding himself from the Apaches in teh lonely desolate mountains, he starved and faced death many times over. But he continued with his quest. When he reached the San Pedro valley one of his comrades commented, " You keep fooling around out there amougst the Apaches and the only rock you will find will be you will find will be your tombstone." Turning a deaf ear to this

warning Schief felien continued his search and finally fortune smiled on him. He found an entire silver lode. He decide to name his first silver claim "Tombstone" keeping in mind what his comrade had told him. Soon the town came to be known as Tombstone keeping in mind what his comrade had told him. Soon the town came to be known as Tombstone.

By 1880, Tombstone became a flourishing town, notorious for its saloons like the Crystal Palance and Big Nose Kate's and gambling houses. The Tombstone Epitah, a daily begun by John. P Clum, continues to be in business. News of the riches of Tombstone spread far and it became a place of easy target for the unscrupulous. A gang of outlaws who operated along the Mexican borders stole cattle robbed stagecoaches and ambuseed teamsters.

The government decided to resolve the lawlessness and posted a police team of four, headed by Virgil Earp whose first job was to get Clanton, a member of the gang. The result was the notorious Earp-Clanton gunfight at OK Corral

Today, visitors to OK Corral see life-size replicas of the fighters. A photo gallery gives you an idea of how the place was in the 1880s and Apache chief Geronimo takes the visitor through the colourful pas of Tambstone.

Everyday, the gunfight at OK Corral is enacted by the Boothhill Gunslingers. The funds raised from these shows go to charity the Tombstone Cowboys perform a comedy and their slogan is "we guarantee you'll laugh or we'll shoot you". The Six Gun City wild west show takes you through the historic events of the town. The gunfights at Allen Street are also a major touriest it of the cowboys lingers on. This is a town " Too tough to Die". Shops sell cowboy paraphernalia-stetsons, long boots leather pants.

In 1882 there was a devastating fire and the estimated loss of property was more than half a million in dollars. The mines produced millions of dollars in silver and gold but had to be abandoned due to under ground water seepage in 1886. but the story ot Tombstone did not end. Through hard work and dedication the residents put it on the touriest map and today it is one of the major attractions of the U. S.

A. Write the options you consider the most appropriate in your answersheet.

- a) The Apaches treated the settlers as -
  - (i) their mothers
  - (ii) their friends

(iii) their enemies

(iv) their neighbours.

b) Basic items for cowboys sold at shops are -

(i) Gums, cows and pants

(ii) stetsons, long boots and leather pants.

(iii) stetsons, gums and long boots

(iv) Gums, leather pants and long boots.

(B) Answer the following questions briefly-

(a) Why did the settlers take the risk and explore the land?

(b) Why did Schieffelin hide himself in San Pedro valley?

(c) Why did Schieffelin call his first silver code on Tombstone?

(d) How did Tombstone Epitaph help the outlaws?

(e) How did the government try to resolve the lawlessness?

(f) Why were the mines of gold and silver abandoned?

(g) Find out a word from the passage which means the same as 'Famous for mischiefs'.

(h) Find out a word from the passage which means the opposite of 'minor'

1x8 = 8

2. Read the following passage carefully and answer the question that follow :-

Did you know that two Hollywood blockbusters. "Water World" and "Day after Tomorrow" were based on aspects of climate change (with a little dramatic exaggeration, of course)? They portrayed how reckless industrial activity causes global warming which in turn has disastrous consequences.

Climate change is very real. Houses have been destroyed by typhoons and freak storms. Thousands of Europeans died in a heat wave two years ago. Melting ice caps, dying coral reefs and permanent flooding of several coastal zones are imminent. People in the Arctic regions have seen unusual birds, and animals in their locality that are normally only found in warmer climates.

When fossil fuels like oil, coal and natural gas are burnt, the carbon dioxide generated envelops the earth and traps heat inside the planet's atmosphere just like a greenhouse traps heat inside itself. Coal-based thermal power plants are the largest source of carbon dioxide emissions. Petrol, diesel and natural gas based transport, CFC gases, coolants in air conditioners, fridges and air fresheners also contribute to the greenhouse effect.

Today, scientists warn that if average temperatures of the planet rise by 2 Celsius terrible things could happen. The ice sheet over Greenland could melt entirely. The Amazon rain forest ecosystem could get completely destroyed. Tens of millions of people could be deprived of even the most basic food, millions could have their homes flooded and many more will face water shortages. Governments of several industrialised countries have signed the Kyoto Protocol, an agreement to reduce their emissions of greenhouse gases in the coming years.

Unfortunately the U. S., the biggest emitter, responsible for nearly a quarter of the world's carbon dioxide emissions (though it has only four percent of the world's population) has refused to ratify the Kyoto Protocol!

Global fossil fuel reserves are diminishing but we need to do something soon.

Governments need to stop giving easy loans and benefits to fossil fuel industries and start funding technologies that don't cause global warming.

Safer and cleaner sources of energy like windmills, energy from windmills, energy from biomass, wave energy from seashores and of course solar energy are becoming increasingly popular.

It is up to governments to acknowledge that these are viable profitable sources of energy, and increase investments in clean energy

A. On the basis of your reading of the above passage make notes on it using heading and sub-headings also use recognizable abbreviation wherever necessary (Minimum 4) Supply a suitable Title (5 Marks)

B. Write a summary of the above passage in your own words.

(2 Marks)

### Section B

Writing - 20 Marks

3. You are Rita/Rani of Army Public School, Delhi. Design a poster for literary festival to be organised in your school by the literary club during 'Literary week', campaign

(5 Marks)

or

Your father, a resident of 15 B, Vasant Vihar is transferred to Pune. He wants to sell the electronic goods like T. V., A.C. and music player write an advertisement for the sale in the columns of the time of India.

(5 Marks)

4. You are Abhinav/ Aardhana of Rohini. You are appalled to read the survey reports of UNICEF which depicts the miserable condition of millions of children in India. You feel that educated and rich children can play a vital role in changing their attitude towards education and health. Write an article on the topic role of children in the development of society in about 150-200 words.

(8 Marks)

or

Your friend Niharika was asked to write a story to participate in 'National story writing contest.' But she could not complete the story as she fell ill. Complete her story in about 150-200 words on the basis of the beginning given here.

Kiran was wide awake. She tried to sleep but could not, as her parents were away from home and her maid had to leave early to go to the doctor. She switched on T. V. but suddenly.....

5. You are Preeti/Ajay, head of school examination committee of SKV, Mangolpuri you want to place an order for supply of some articles with Gupta stationers, Daryaganj. Place the order to the dealers regarding stationery items required for the exams.

(7 Marks)

or

You are Raveena/Ravi from Pitam Pura you read the advertisement for the post of coaches for Junior girls and Junior boys table tennis tournaments. Write a letter to the principal secretary of Rohini Sports Club applying for the job giving your complete Bio Data.

(7 Marks)

### Section C

#### Grammar -10 Marks

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

In order to release examination	a. ....
related tension create a peaceful	b. ....
atmosphere after you that sets you free	c. ....
It helps you for know yourself observe his health. It does not	d. ....
mean that he has to count	
your health. It means being aware	e. ....
of a movement of your health	f. ....
students should practice 'Pranayam' who hepls tackle	g. ....

7. In the unedited passage given below one word has been omitted in each line. Write the missing word along with the word that comes before and the word that comes after it is your answer sheet ensure that the word that forms your answer is underlined.

There nutrients in nearly any type	a. ....
of food- but nutrients need eaten	b. ....
in the right amount. Too much or doesn't	c. ....
help you stay healthy. To help	d. ....
guide everyone how much of each	e. ....
type of food a person eat scientists	f. ....
came up the idea of a food pyramid	g. ....
if you eat too much of the food groups	h. ....
the top and too little of the food groups at the bottom	i. ....
the pyramid collapse.	j. ....

8. Rearrange the following up words into meaningful sentences.

a. to/and/herself/hillside/the/with/story/grumbling/ down/hegins/rat/thumblng/the muttuig

b. Vally/are/the/their/humans/invading/peaceful/beautiful/and 1x2=2

### Section - D

#### Textual Question (20 Marks)

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

Some twenty-thirty-years later  
She'd laugh at the snapshot  
"See Betty and Dolly; she'd say, "and look how they  
dressed us for the beach" The sea holiday was her past, mine is  
her laughter. Both wry  
with the laboured ease of loss.

- a. Who would laugh seeing the snapshot?
- b. Who are Betty and Dolly?
- c. When did beach holiday take place?
- d. Why does the poet try to forget the memories of her mother?

or

Yet have I killed

The seed I spent or sown it where the land is his and none of mine?

We speak like strangers, there's no sign of understanding in the air

- a. Who does 'I' refer to here?
- b. The 'seed' here refers to .....?
- c. Why do 'we' speak like strangers?
- d. 'We speak like strangers, there is no sign' which figure of speech is used here?

10. Answer any five of the following question in upto 40 words?

- a. Which is the third important element in Daoism?
- b. Why was Tut's demise a big event?
- c. Why were Aram and Mourad crazy about the beautiful white horse?
- d. Why did the narrator finally decide to forget the address?
- e. Why was Joe Morgan waiting for the doctor?
- f. How does the rain highlight its any rise and fall? (2x5=10)

11. Answer the following question in about 150 words :-

Describe the changing relationship between the author and his grandmother.

or

Compare and contrast the character sketch of Mrs. Pearson and Mr. Fitzgerald

(6 Marks)

#### SECTION E

12. What was Booker T. Washington's objective in setting up and Turkegee Institute? Did he realise his goals?

(150 Words)

(8 Marks)

or

12. Virginia's disappearance brings her to forefront. Explain

13. Describe the role of twins in driving the ghost to a depressed state of mind in 130 words

(7 Marks)

13. The ghost desired to befriend another ghost. Give reasons.



## **SECTION - A**

### **Reading Comprehension - 15 Marks**

#### **READING**

Reading Unseen Passages for Comprehension and Note Making

This section will have two unseen passages followed by a variety of questions. The total length of the two passages shall be around 1100 (600 + 500).

Question 1: Long Reading Passage of 600 Words 08 Marks

Question 1 shall have two sets of questions

- a) 6 Questions carrying 1 mark each, out of which two shall be MCQs -  $6 \times 1 = 6$  Marks
- b) Vocabulary Testing - 2 Questions carrying one mark each.  $2 \times 1 = 2$  Marks

Question 2: Reading Passage of 500 Words for Summary and Note Making 07 Marks

- a) Note making - 5 Marks
- b) Summary - 2 Marks

Reading skill is one of the cardinal skills of language. As listening paves the way for speaking skills, reading skill enhances the confidence of the learner in his written presentation.

Comprehension means understanding or perception.

Points to remember while attempting this section.

- Develop ability to comprehend the passage as a whole
- Concentrate on the main ideas and important vocabulary
- To save time, read the questions first and then the passage.
- Answer the questions in simple language
  - Make a habit of regular reading of a newspaper, magazine (Speaking tree from The Times Of India, Down to Earth Magazine, Editorial (The Hindu) etc.)

**1. Read the following passage and answer the questions that follow:**

University of Cambridge, is an institution of higher education, the second-oldest university in the United Kingdom after the University of Oxford. It is located in the city of Cambridge, Cambridge shire. (para-1)

The University of Cambridge is a loose confederation of academic faculties and departments, and 31 colleges. There are over 15,500 full-time students taught at the university: 11,000 undergraduates and 4,500 graduates. Although the colleges and the university per se are separate bodies, all are parts of an integrated educational entity. The university examines candidates for degrees during their residency and at the conclusion of their studies; confers degrees; regulates the curricula of the colleges and the system of education; deals with disciplinary problems; and administers facilities, such as libraries, lecture rooms, and laboratories, that are beyond the scope of the colleges. The colleges provide their students with lodgings and meals, assign tutors, and offer social, cultural, and athletic activities. Every student at the University of Cambridge is a member of a college. (para-2)

The academic year is divided into three terms of approximately eight weeks each: Michaelmas (autumn), Lent (late winter), and Easter (spring). Students are required to be in residence for the duration of each term. Much of the year's work is done, however, out of term time, during the holidays. Students usually study under the supervision of members of the college's faculties, who maintain close relationships with the small groups of students in their charge and assist them in preparing for university exams. (para-3)

Bachelor of Arts degrees may be conferred, upon the satisfactory completion of exams, after nine terms, or three years of residency. The majority of students are candidates for honours degrees and take a special examination called a tripos (named after the three-legged stools on which examiners formerly sat). Successful candidates for triposes are classified as first, second, or third class according to their standing. Other degrees conferred by the university include the Master of Arts and Doctor of Philosophy degrees, as well as higher doctorates in law, medicine, music, science, and theology. (para-4)

The University of Cambridge figured prominently in the Protestant Reformation in the 16th century. The Dutch scholar Desiderius Erasmus was a professor of Greek and divinity at Cambridge from 1511 to 1514 and translated the New Testament from Greek into Latin there; the religious reformers William Tyndale, Hugh Latimer, and Thomas Cranmer were educated at Cambridge. As a result of the decrees of Henry VIII establishing the Church of England, the humanistic method of study replaced the scholastic. Canon law studies were ended, public lectures in Latin and Greek were held, and the Bible was studied in the light of contemporary learning. (para-5)

A reaction took place, however, during the reign of Elizabeth I, when Cambridge became a stronghold of Puritanism. Restrictive legislation enacted in 1570 transferred teaching authority to the heads of the colleges. In 1604, early in the reign of James I, the university was granted the right to elect two members to the English Parliament; this right was ended in 1949. During the 17th century the group of scholars known as the Cambridge Platonists emerged, and, through the influence of such faculty members as the scientists Isaac Barrow and Sir Isaac Newton, an emphasis on the study of mathematics and natural sciences developed for which Cambridge has subsequently become renowned. (para-6)

(a) Answer the following questions in a sentence or two: 1x4= 4

i. What is the duration of the three terms in every academic year?

Answer: Approximately three weeks.

ii. What are basic functions that the colleges perform in respect with the students?

Answer: . The colleges provide their students with lodgings and meals, assign tutors, and offer social, cultural, and athletic activities.

iii. Does the University provide only bachelor degrees?

Answer: No, apart from bachelor degrees, the University also provides other degrees such as Master of Arts and Doctor of Philosophy, as well as higher doctorates in law, medicine, music, science, and theology.

iv. In which period of history there was a massive shift in the fields of study for the University and what were they?

Answer: In the 16<sup>th</sup> century, due to the decrees passed by Henry VIII, there was a shift from scholastic studies to humanistic and thus public lectures in Latin and Greek and study of Bible were given importance.

**In the following two questions, find out the right answer from the choices given: 1x2=2**

v. What is not true about the students' lifestyle?

- (a) The students prepare their works especially during the three terms of eight weeks in every academic session.
- (b) The faculty members help the students in preparing for the exams.
- (c) During the holidays the students have to work hard.
- (d) The students spend more time in the colleges than at home

Answer: (a) The students prepare their works especially during the three terms of eight weeks in every academic session.

vii. What is not true about the changes that overtook the Cambridge University during the reign of Queen Elizabeth and during the 17<sup>th</sup> century?

- (a) Study of Mathematics became a stronghold for the University.
- (b) More freedom was awarded to the University in different aspects through legislation.
- (c) The University's right to elect two members to the Parliament was ended.
- (d) There were some other changes during the 17<sup>th</sup> century.
- (e) Answer: More freedom was awarded to the University in different aspects through legislation.

**(b). Find out words from the passage which mean the following: 1x2=2**

(i) alliance (Para-2)

(ii) educational (Para-5)

Answer: (i) Alliance – Confederation

(ii) educational - Scholastic

**Note to Students: CBSE has done away with 6 marks reading comprehension passages which have been substituted by a single 8 marks reading comprehension passages from this year. The passage given above, is a model 8 marks reading comprehension passage. Below, some passages of 6 marks have been given for practice as the passages retain the essence of the 8 marks passage.**

**1. Read the following passage carefully and answer the question that follow:  
(Select the correct answer for MCQ ) 6marks**

### **FOOD AND STRESS**

*We are what we eat.* The type of food we eat has both immediate and long-term effect on us, at all the three levels - the body, the mind and the spirit. Food which is *tamasik* (i.e. stale or leftover) in nature is bound to generate stress as it tends to upset the normal functioning of the human body. Fresh fruits should be avoided. Taking piping hot tea milk or steaming hot food, whenever available, must be preferred. Excessive use of condiments also disturbs one's usually calm attitude. Further, it is a mistaken belief that smoking or drinking, even in moderation, relieves stress. Simple meals with one or two food items, rather than too many lavish dishes, are advisable. Thus, vegetarian diet is preferable. Although it is customary to serve fruits with food, it is not the right thing to do. This is because different kind of digestive secretions are produced by the stomach for variant foods. Mixing up too many varieties of food items at one meal creates unavoidable problems for the digestive system. In fact, any type of fruit, preferably taken in the morning, is better.

On an average, we eat almost three to four times the quantity of food than we actually need. A lot of body's energy is used up for digesting the excess food. It is said that after a particular level of food intake, the 'food actually eats one up'.

It is always good to eat a little less than your 'full-stomach' capacity. Besides, never eat food unless you are really hungry. Having dinner at 8 or 9 pm after a heavy snack at 5 or 6 pm in the evening is asking for trouble. In fact, skipping an odd meal is always good if the stomach is upset. There are varying views on the benefits of fasting, but we will not discuss them here. However, giving a break to one's stomach, at least once a week, by having only fruit or milk, etc. may be worth trying.

While a little bit of water taken with meals is all right, drinking 30 to 60 much water with food is not advisable. Water, taken an hour or so before or after meals, is good for digestion.

One's diet must be balanced with all the required nutrients for a healthy living. Also remember, excess of everything is bad. Related to the problem of stress, excessive intake of salt is definitely out. Too much of sugar, fried food and chillies are not good either. Overindulgence and excessive craving for a particular taste / type of food generates *rajasik* (aggressive) or at worst, *tamasik* (dull) tendencies.

An even more important aspect of the relationship between food and stress lies not so much in what or how much we eat but how the food is taken. For example, food eaten in great hurry or in a state of anger or any other negative state of mind is bound to induce stress. How the food is served is also very important. Not only the presentation, cutlery, crockery, etc. play a role, the love and affection with which the food is served is also significant.

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

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

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

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

**Lt. Gen. M. M. Walia**

Q.1. How does tamasik food influence the person?

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

Q.2. what are the mistaken belief people practise at the table?

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

Q.3. Why does the writer say that 'food actually eats one up'?

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

Q.4. What generates rajasik & Tamasik tendencies ?

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

Q.5. Where does the root cause of stress generated by food lie in ?

- a. How much we eat
- b. What we eat
- c. How the food is taken
- d. Because of irregular food habit

Q.6. What does 'induce' mean?

- a. Reduce
- b. Cause, influence
- c. Aggressive
- d. To intake

ANSWER :

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

**2.Read the following passage carefully and answer the question that follow:  
(Select the correct answer for MCQ )** **6marks**

### **IMPORTANCE OF VEGETABLES**

'Vegetables' are important protective food and highly beneficial for the maintenance of health and prevention of disease. They contain valuable food ingredients which can be successfully utilized to build- up and repair the body.

Vegetables are valuable in maintaining alkaline reserve in the body. They are valued mainly for their high vitamin and mineral contents. Vitamins A, Band C are contained in vegetables in fair amounts. Faulty cooking and prolonged careless storage can, however, destroy these valuable elements.

There are different kinds of vegetables. They may be edible roots, stems, leaves, fruits and seeds. Each group contributes to diet in its own way. Fleshy roots are high in energy value and good sources of vitamin B group. Seeds are relatively high in carbohydrates and proteins. Leaves, stems and fruits are excellent sources of minerals, vitamins, water and roughage.

It is not the green vegetables only that are useful. Farinaceous vegetables consisting of starchy roots such as potatoes, sweet potatoes, the tubers and legumes are also valuable. They are excellent sources of carbohydrates and provide energy to the body.

. To derive maximum benefits of their nutrients, vegetables should be consumed fresh as far as possible. Most vegetables are best consumed in their natural raw state in the form of salads. An important consideration in making salads is that the vegetables should be fresh, crisp and



completely dry. If vegetables have to be cooked, it should be ensured that their nutritive value is preserved to the maximum extent possible. The following hints will be useful in achieving this:

- (i) The vegetables, after thorough wash, should be cut into as large pieces as possible.
- (ii) The cut pieces should be added to water which has been brought to boiling point and to which salt has been added. This is necessary to avoid loss of B-complex vitamins and vitamin C.
- (iii) Only bare minimum water necessary to cover vegetables should be used. Spinach and other tender greens need no water.
- (iv) Vegetables should not be exposed to atmospheric air. They should be covered tightly while cooking
- (v) They should be cooked for as short a time as possible. They should be cooked till they are just soft to the touch for easy mastication. .
- (vi) They should be served hot.

To prevent loss of nutrients in vegetables, it would be advisable to steam or boil vegetables in their own juices on a slow fire and the water or cooking liquid should not be drained off. If the vegetables are boiled hard and for a long time in a large quantity of water, they would lose their nutritive and medicinal values.

No vegetable should be peeled unless it is so old that the peeling is tough and unpalatable. In most root vegetables the largest amount of minerals is directly under the skin and these are lost if vegetables are peeled. Soaking of vegetables should also be avoided if taste and nutritive value are to be preserved. Finally, vegetables should not be cooked in aluminium utensils. Aluminium is a soft metal and is acted upon by both food acids and alkalis. There is scientific evidence to show that tiny particles of aluminium from foods cooked in such utensils enter the stomach and that the powerful astringent properties of aluminium injure the sensitive lining of the stomach, leading to gastric irritation, digestive and intestinal ailments.

An intake of about 280 grams of vegetables per person is considered essential for maintenance of good health. Of this, leafy vegetables should constitute 40 per cent, roots and tubers 30 per cent and the other vegetables like brinjals, ladies fingers the remaining 30 per cent.

Q.1. How are vegetables important for us?

- a. They build up and repair the body
- b. Give us energy
- c. They are tasty
- d. Highly beneficial when we fall ill

Q.2. What do farinaceous vegetables consist of -----

- a. Proteins
- b. Starchy roots
- c. Vitamins
- d. Energy

Q.3. How do cooking aluminium utensils affect the body of consumers?

- a. Cause day blindness
- b. Cause heart attack
- c. Cause kidney failure
- d. Injure the sensitive lining of the stomach.

Q.4. How does salt work to sustain the value of vegetables while boiling?

- a. By retaining B complex vitamin & Vitamin C
- b. By adding the energy level
- c. By enhancing the nutrient value
- d. By adding taste

Q.5. Find the word which mean : ‘to remove the skin from vegetable or fruit.

- a. to soak
- b. to peel
- c. scratch
- d. to expose

Q.6. How much vegetables does a person need for good health?

- a. 280 grams
- b. 40% leafy & 30% tubers & roots
- c. As much as they can eat
- d. Maximum brinjals & ladies fingers

**ANSWERS :**

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

**3. Read the following passage carefully and answer the question that follow:  
(Select the correct answer for MCQ )** **6marks**

**AT HOME IN INDIA**

There are many among us who, given the opportunity to leave India, are only too happy to go. But whenever I have had the chance to go away, I have held back. Or something has held me back.

<

What is it that has such a hold on me, but leaves others free to where they will, sometimes never to come back?

A few years ago I was offered a well-paid job on a magazine in Hong Kong. I thought about it for weeks, worried myself to distraction, and finally, with a great sigh of relief, turned it down.

My friends thought I was-crazy. They still do. Most of them would have jumped at a comparable offer, even if it had meant spending the rest of their lives far from the palm-fringed coasts or pine-clad mountains of this land. Many friends have indeed gone away, never to return, except perhaps to get married, very quickly, before they are off again! Don't they feel homesick, I wonder.

I am almost paranoid at the thought of going away and then being unable (O come back. This almost happened to me when, as a boy, I went to England, longed to return to India, and did not have the money for the passage. For two years I worked and slaved like a miser (something I have never done since) until I had enough to bring me home.

. And 'home' wasn't parents and brothers and sisters. They were no longer here. Home, for me, was India.

. So what is it that keeps me here? My birth? I take too closely after a Nordic grandparent to pass for a typical son of the soil. Hotel receptionists often ask me for my passport.

'Must I carry a passport to travel in my own country?' I ask.

'But you don't look like an Indian,' they protest.

'I'm a Red Indian,' I say.

India is where I was born and went to school and grew to manhood. India was where my father was born and went to school and worked and died. India is where my grandfather lived and died. Surely that entitles me to a place in the Indian sun. If it doesn't, I can revert to my mother's family and go back to the time of Timur the Lame. How far back does one have to go in order to establish one's Indianness?

It must be the land itself that holds me. But so many of my fellow Indians have been born (and reborn) here, and yet they think nothing of leaving the land. They will leave the mountains for the plains; the villages for the cities; their country for another country, and if other countries were a little more willing to open their doors, we would have no population problem-mass emigration would have solved it.

But it's more than the land that holds me. For India is more than a land. India is an atmosphere. Over thousands of years, the races and religions of the world have mingled here and produced that unique, indefinable phenomenon, the Indian: so terrifying in a crowd, so beautiful in himself.

And oddly enough, I'm one too. I know that I'm as Indian as the postman or the paanwala or your favorite MP.

Race did not make me an Indian. Religion did not make me an Indian. But history did. And in the long run, its history that counts.

**Ruskin Bond**

Q.1. When the narrator was offered a well-paid job in Hongkong, did he accept it?

- a. He accepted it
- b. He did not accept it
- c. He was confused

- d. He was worried

Q.2. What was 'Home' for the author?

- a. Parents and brothers and sisters
- b. Love for his native place
- c. Home for him was India
- d. Beauty of his village

Q.3. The writer says : India is an atmosphere. What does it mean?

- a. Beautiful climate of India
- b. Inclusive way of life
- c. India's strength lies in its resources
- d. India' rich history

Q.4. find out the word which mean : i) something that stops you from paying attention to (para - 2) .

- a. Worried
- b. Distraction
- c. Turn down
- d. Well-paid

Q.5. What, according to the writer, has made him an Indian?

- a. His family background of her mother
- b. His religion
- c. His broad point of view
- d. History

Q.6. What can you learn from the text?

- a. Writer is talking about his longing to go abroad
- b. Writer wants prove his patriotism
- c. Writer feels proud to be Indian
- d. Wants to state his family history

**Q.4. Read the following passage carefully and answer the question that follow:**  
(Select the correct answer for MCQ ) **6marks**

### **INDIAN CLASSICAL DANCES**

What is a classical dance? A dance which is created or choreographed and performed according to the tenets of the Natya Shastra is called a classical dance.

The two broad aspects of classical dancing are the *tandava* and the *lasya*. Power and force are typical of the *tandava*; grace and delicacy, of the *lasya*. *Tandava* is associated with Shiva, and *lasya* with Parvati. Dance which is pure movement is called *nritta*, and dance which is interpretative in nature is called *nritya*.

A dancer in the classical tradition has to have years of training before he or she can begin to perform on the stage.

What are the main schools of classical dancing?

The four main schools of classical dancing in India are:

*Bharata Natyam, Kathakali, Manipuri, Kathak*

Bharata Natyam is the oldest and most popular dance-form of India. Earlier, it was known by various names. Some called it *Bharatam*, some *Natyam* some *Desi Attam* and some *Sadir*.

The districts of Tanjore and Kanchipuram of Tamil Nadu were the focal points in the development of *Bharata Natyam*. It was danced as a solo performance by devadasis (temple dancers) on all auspicious occasions. Later, kings and rich people lent their patronage to it and it started shedding its purely sacred character.

The dancer is directed by the *natuvanar*, who is a musician and, invariably, a teacher. Another musician plays the cymbals. The music for *Bharata Natyam* is the Carnatic School of music. The mridangam (a drum), played on both sides with the hands, provides the rhythm.

The home of *Kathakali* is Kerala. *Kathakali* literally means 'story-play'. It combines music, dance, poetry, drama and mime. Its present form has evolved out of older forms such as *Ramanattam* and *Krishnanattam*.

*Kathakali* dance-dramas last from dusk to dawn. The artistes use elaborate costumes; mask-like make-up and towering head-dresses. The dancers are all males - female roles are usually played by boys. There is no stage - a few mats are spread on the ground for the audience to sit on. The only 'stage-lighting' is a brass lamp fed with coconut oil.

Two singers provide the vocal music. The *chenda*, a large drum, which is beaten on one side

with two slender curved sticks, is an integral part of the Kathakali performance. A metal gong, a pair of cymbals and another drum complete the orchestra. Besides providing the beat, they are also the means by which all the sound-effects are created.

Manipur, in the north-east is the home of *Manipuri*. It has evolved out of the folk dances of the land, which are religious in nature. *Lai Haroba* is the oldest dance-drama of Manipur and is based on folk-lore and mythology. But *Ras Leela* is the most popular one. It tells of the legendary love of Radha and Krishna. In the *Manipuri* style of dancing, the accent is on grace and softness. The women's costumes are extremely picturesque.

Besides the singers, the *khol*, the *manjira* and the flute also accompany the dancers.

Kathak has its home in north India. '*Kathak*' means 'story-teller'. In ancient times, the story-teller used gestures and movements while narrating the great epics. In course of time it became an elaborate art, rich in beautiful movements and facial expressions.

Later, under the Persian influence, the original dance form underwent many changes, gradually losing its religious and moral character. It became a court dance. Both men and women danced. With the passing of years, the *Kathak* performance was reduced to being an evening's entertainment, and the girls, who danced, were no more than pretty entertainers.

*Kathak*, however, was revived under the patronage of the rulers of Lucknow and Jaipur, and this gave rise to two styles known as the Lucknow *gharana* and the Jaipur *gharana*. *Gharana* means 'house' or 'school'.

In *Kathak*, the accent is on footwork. A dancer wears anklets with several rows of bells and skillfully regulates their sound, sometimes sounding just one bell out of the many on his feet.

The singer who accompanies the *Kathak* dancer not only sings, but reproduces the drum syllables also. The sarangi, a string instrument, provides the music at a Kathak performance.

### **Swarn Khandpur**

Q.1. What is the Natya Shastra?

- a. Scientific study of a classical dance
- b. Science of dances
- c. A book written by a sage
- d. A book deals with a drama

Q.2. choose the appropriate meaning of the under lined word. The four main school of classical dancing in India?

- a. Place where children are taught
- b. Training centers for artists
- c. Group of artists having a similar style.
- d. Schools that are purely for dance

Q.3. When did Bharata Naatyam start shedding its purely sacred character?

- a. When devadasis stopped dancing
- b. When danced as a solo performance
- c. When kings & rich patronised it
- d. When they used Carnatic music

Q.4. In which drama form the dances are all males?

- a. Bharat Natyam
- b. Manipuri
- c. Kathak
- d. Kathakali

Q.5. Which dance form has a origin in folk dance?

- a. Ras Leela
- b. Lai Haroba
- c. Manipuri
- d. Kathak

Q.6. In Kathak, the accent is -----

- a. On the basis of dancer's anklets
- b. On sound created by bells
- c. On the regulation of sound
- d. On footwork

**5. Read the following passage carefully and answer the question that follow:  
(Select the correct answer for MCQ )** **6marks**

### **INDIA'S PLACE IN THE NEW WORLD ORDER**

We have entered a new world. The fall of the Berlin wall put an end to the bipolar world and gave birth to hope for freedom and prosperity; there were States that gained their independence. Most adopted the democratic model, which corresponds to our shared political values.



Globalization further enhances these changes. It offers extra-ordinary opportunities to individuals who are in a position to seize them; easier access to information, speedier communications and unimpeded travels. But it also develops new forms of vulnerabilities; a financial crisis can run from Thailand to Russia via Latin America. Epidemics spread faster and further, be it mad cow's disease or bird flu.

Therefore, our destiny is no longer shaped within safe frontiers but on an international scale. Given the extent of these changes, we must define our world's new principles of organization.

In this endeavor for a new order, India has a major role to play. First because it is an example of dynamism and energy. Your country is one of youth; 33 per cent of the population is under the age of 15. You are aware of the tremendous asset and the immense responsibility that this represents. A young population is a guarantee of imagination, renewal, awakening and hope. But it is also a challenge in terms of education, health and training.

India has been able to make the most of globalization and has gained a pivotal role. It provides the example of an economy which has allied dynamism and equilibrium. The past year offers the two-fold satisfaction of a spectacular 7.5 per cent growth rate and inflation under control. Thanks to the size and dynamism of its domestic market, it can project itself into the future with confidence.

India is now the biggest international service provider in information technologies, and this at a time when the Western countries are experiencing a real shortage of manpower in this very field.

A scientific power, India, today, is also a key player in space research. Thanks to the excellence of the Indian Space Research Organization, it is the forefront of technologies for launchers and the construction of satellites.

This economic vitality has developed on the basis of a strong concern for social justice. In the face of inequalities that still remain and could be increasing, India has given priority, to poverty reduction, job creation and support of the agricultural sector. Your country has shown that economic growth and concern for the greater good are not incompatible.

India, however, does not only offer an economic model. It stands as an example for nations that show due respect for cultural identities.

This represents a major challenge as globalization has inherent in it two-fold risk. First of all, there is the risk of domination of certain forms of thinking, of certain

ways of life and expression. The diversity of cultures, religions, traditions and memories is an essential component of the richness of our world. If we are not careful, it could die one day.

Then there is the risk of confrontation of identities. Lack of respect for what people stand for can nurture claims of nationalists and fundamentalists. The more an identity feels threatened, the more it tends to be inward looking, rejects diversity and finally gives in to confrontation.

These are the patterns that we saw in action in the worst post cold war confrontations, from the explosion of the Balkans to the genocide in the Rwanda.

With 18 official languages and over 1652 dialects, India is at the forefront of cultural diversity. It is a proof that openness to the outside world and preservation of its own roots can go hand in hand.

The movement of exchange between cultures must not lead to silencing the polyphony of voices and views.

In the heart of its democracy, India has been able to define an identity respectful of each and everyone's specificity. It is home to one of the largest Muslim communities of the world, with over 120 million believers. The religious patchwork of India offers to each minority, whether it be the two million Christians, the 16 million Sikhs or the Buddhists, Jains and Parsis, the possibility of keeping alive their own religious beliefs in harmony with the India identity.

This original and exemplary synthesis is difficult to achieve. Your will to promote democracy is undoubtedly the strongest political message of the Indian nation. At the heart of the new world geography lies the democratic challenge.

Thanks to you we know that the size of the population, that the force of history and traditions is not an obstacle. India is a proof that the universality of Human Rights is a realistic emotion.

It shows us that State secularism can be reconciled with the vigour of identities and beliefs.

**Dominique de Villepin**

Q.1. India has a major role to play because

- a. It has a large geographical area
- b. It is rich in natural resources
- c. It is example of enthusiasm and energy to make new things happen successfully
- d. India is a secular country

Q.2. India is the biggest service provider in the field of information technologies as.....

- a. Unemployed youth are more in number in India
- b. Western countries have a shortage of manpower in this very field.
- c. People outside India are not willing to work
- d. Indian population is educated

Q.3. the speaker thanks the Indian Space Research Organization, because

- a. It is in a leading position in the field of satellites
- b. It is leading in producing rockets
- c. There is a strong group of scientists working together in this field.
- d. Indian scientists are very intelligent

Q.4 When the speaker says “your country has shown that economic growth and concern for the greater good are not incompatible”, he is

- a. Complaining
- b. Giving compliments
- c. Finding faults
- d. Discussing

Q.5. Find out the word which means: the act of killing a whole race (para - 12)

- a. Genocide
- b. Polyphony
- c. Explosion
- d. Confrontations

Q.6. Why did the speaker say that we entered a new world?

- a. We are adopting democracy
- b. Using technology
- c. Practicing computer
- d. Landing on the moon

### **Note making**

**Question 2:** Reading Passage of 500 Words for Summary and Note Making **07 Marks**

a) Note making - 5 Marks

b) Summary - 2 Marks

#### **Importance**

1. It is useful to save time, energy and the space at the working place, while attending lecture at school, in college, in a meeting, as a reporter..
2. It enhances the confidence to revise the thing whenever we want .
3. Notes help us to remember the information we have gathered.
4. Notes help in understanding the text better

### **How to make notes**

Step – 1. Read the passage carefully underline the important sentences

Step – 2. Read the passage again and note down the main point.

Two or three related ideas can be combined into one point.

Use of colons

Use of the long dash

Step – 3. Now go over the facts and number them.

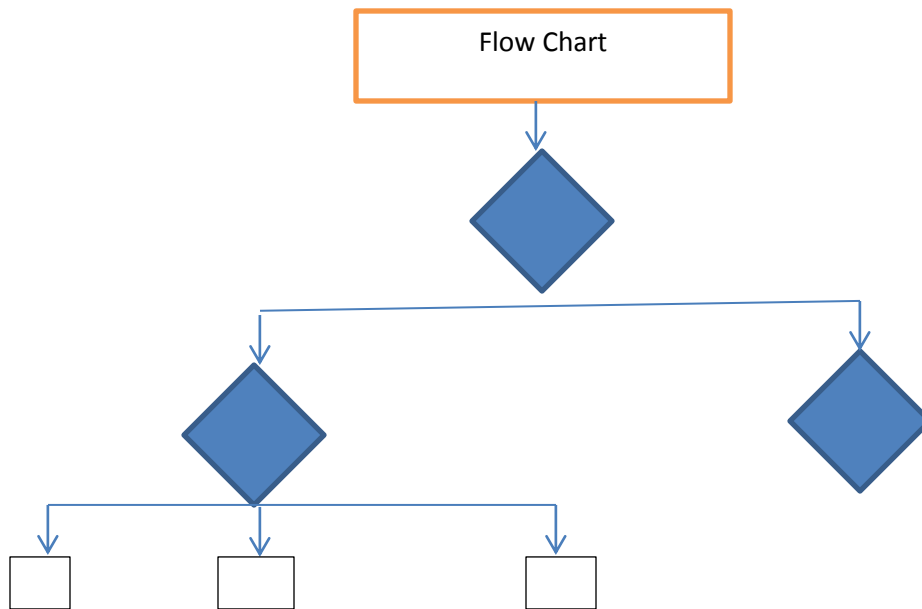
Step – 4. Use the universally recognized abbreviations and symbols.

#### **Characteristics of good notes**

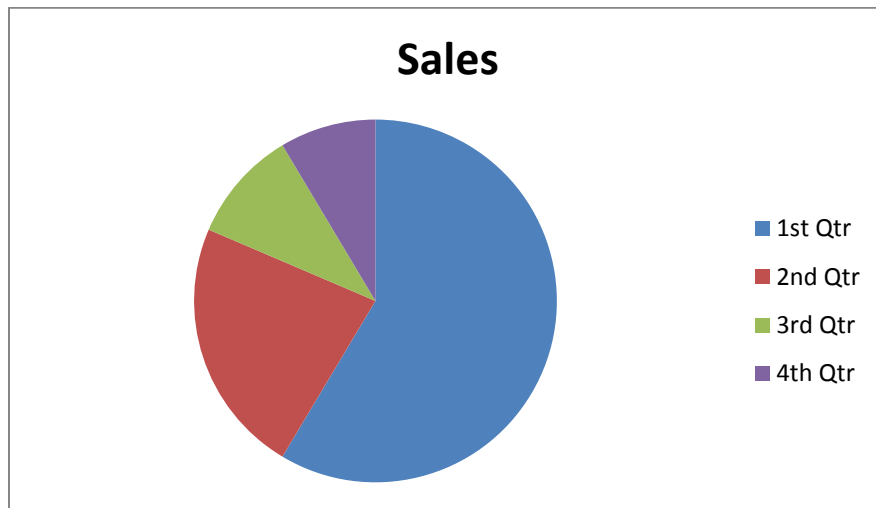
1. Notes should be short. They should identify the main point.
2. Notes should be in points and in an appropriate format.
3. Information is logically divided and sub-divided by the use of figure and letters.
4. Abbreviations and symbols are freely used. Extra examples, articles, prepositions, and conjunctions are omitted.
5. Notes must make sense when they are read again.

### **How to present the notes in an appropriate format.**

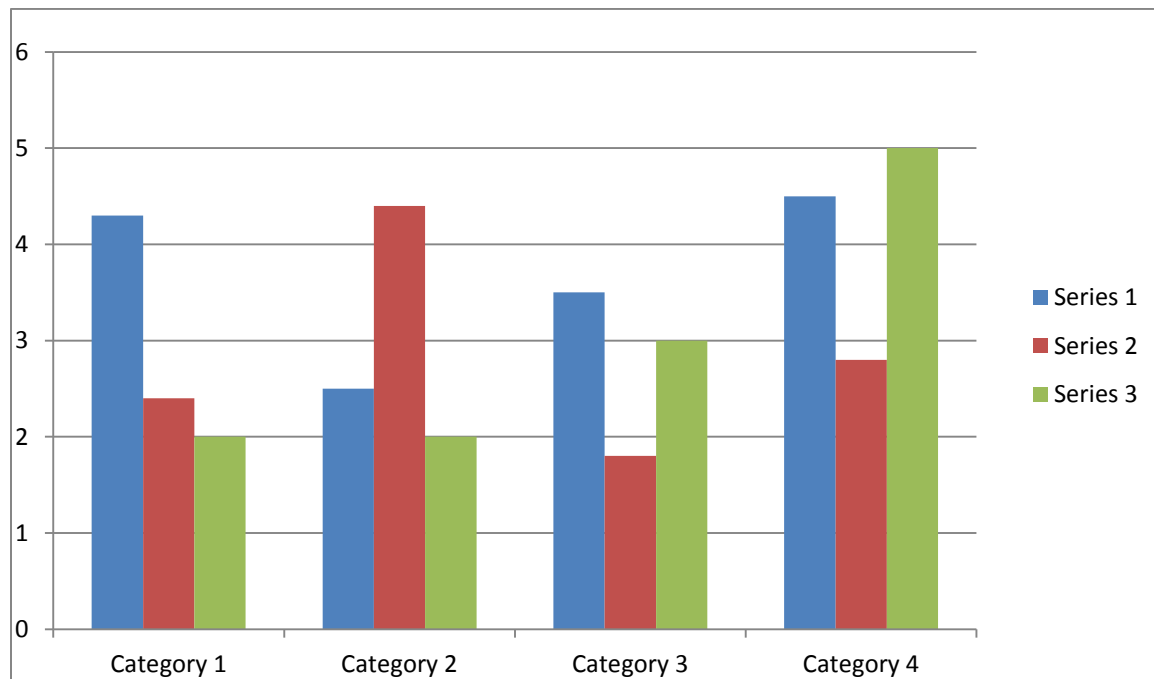
**You can use different kinds of formats depending on the theme of the passage. It could be serial or sequential such as flow chart, pie chart, bar chart.**



## 2. Pie Chart



### 3. Bar Chart



**Q.2. Read the passage given below and answer the questions that follow: ( CBSE 2012)**

Research has shown that the human mind can process words at the rate of about 500 per minute, whereas a speaker speaks at the rate of about 150 words a minute. The difference between the two at 350 is quite large.

So a speaker must every effort to retain the attention of the audience and the listener should also be careful not to let his mind wander. Good communication calls for good listening skills. A good speaker must necessarily be a good listener.

Listening starts with hearing but goes beyond. Hearing, in other words is necessary, but is not a sufficient condition for listening, Listening involves hearing with attention. Listening is a process that calls for concentration. While listening, one should also be observant. In other words, listening has to do with the ears, as well as with the eyes and the mind. Listening is to be understood as the total process that involves hearing with attention, being observant and making interpretations. Good communication is essentially an interactive process. It calls for participation and involvement. It is quite often a dialogue rather than a monologue. It is

necessary to be interested and also show or make it abundantly clear that one is interested in knowing what the other person has to say.

Good listening is an art that can be cultivated. It relates to skills that can be developed. A good listener knows the art of getting much more than what the speaker is trying to convey. He knows how to prompt, persuade but not to cut off or interrupt what the other person has to say. At times the speaker may or may not be coherent, articulate and well-organised in his thoughts and expressions. He may have it in his mind and yet he may fail to marshal the right words while communicating his thought. Nevertheless a good listener puts him at ease, helps him articulate and facilitates him to get across the message that he wants to convey. For listening to be effective, it is also necessary that barriers to listening are removed. Such barriers can be both physical and psychological. Physical barriers generally relate to hindrance to proper hearing whereas psychological barriers are more fundamental and relate to the interpretation and evaluation of the speaker and the message.

Q.1. On the basis of your reading of the above passage, make notes in points only, using abbreviations wherever necessary. Supply a suitable title.

Q.2. write a summary of the above passage in about 80 words.

Ans. **NOTE MAKING**

Distribution of Marks

**Abbreviations / Symbols** (with/without key)- any four - 1 mark

**Title** -1 Mark

**Content** (minimum 3 heading and sub-headings, with proper indentation and notes) -3 marks

**Suggested Notes**

**Title :** Good communication skills/ Good Listening/ Listening Skills/ Art of Listening / Good Communication and Listening/ any other relevant title.

1. Research

1.1 human mind processes 500 wpm

1.2 speaker speaks 150 wpm

1.3 difference between the 2

2. A good speaker/ Good commun./ listng.

2.1 must retain attention of audience

2.2 stop not to let mind wander

2.3 must be a good listener

3. Listening / Requirement Of Listening/ listening Skills

3.1 hearing with attention

3.2 being observant

- 3.3 making interpts.
- 3.4 concentration
- 3.5 participation
- 4. A Good Listener / Good Listening – An Art/ Traits of Good Listening
  - 4.1 gets much more from speaker
  - 4.2 knows how to prompt and persuade
  - 4.3 puts speaker at ease
  - 4.4 helps him articulate
  - 4.5 facilitates speaker to convey thoughts
- 5. Effective listening/ Barriers To Good Listening
  - 5.1 barriers – phy./psychological
  - 5.2 physical-hindrance to hearing
  - 5.3 psy.-interpretations & evaluation

Key to abbreviations

- 1. wpm – word per minute
- 2. commun.- communication
- 3. listng. – Listening
- 4. interpts. – interpretations
- 5. phy. - Physical
- 6. psy. - psychological

**Summary**

The summary should include all the important points given in the notes

**Content** -1 mark

**Expression** -1 mark

**Human mind processes 500 word per minutes but a speaker speaks 150 words. It reveals the co-relation between listening and speaking skills. As you listen shall you speak. Listening and speaking are the two sides of same coin. Speaker should draw the attention of listener. listening skills requires hearing with attention, being observant, making interpretations and being concentrate. Good listening is and art when we restore faith in speaker and remove physical and psychological barriers.**



## 2 . Read the passage carefully and complete the notes:

Anything printed and bound in book size can be called a book, but the quality or mind distinguishes the value of it.

What is a book? This is how Anatole France describes it: "A series of little printed signs-essentially only that. It is for the reader to supply himself the forms and colors and sentiments to which these signs correspond. It will depend on him whether the book be dull or brilliant, hot with passion or cold as ice. Or if you prefer to put it otherwise, each word in a book is a magic finger that sets a fibre of our brain vibrating like a harp string and so evokes a note from the sounding board of our soul. No matter how skilful, how inspired' the artist's hand, the sound it makes depends on the quality of the strings within ourselves."

Until recently books were the preserve of a small section-the urban upper classes. Some, even today, make it a point to call themselves *intellectuals*. It would be a pity if books were meant only for intellectuals and not for housewives, farmers, factory workers, artisans and, so on.

In India there are first-generation learners, whose parents might have been illiterate. This poses special challenges to our authors and to those who are entrusted with the task of disseminating knowledge. We need much more research in the use of language and the development of techniques by which knowledge can be transferred to these people without transmission loss.

Publishers should initiate campaigns to persuade people that a good book makes a beautiful present and that reading a good book can be the most relaxing as well as absorbing of pastimes. We should aim at books of quality no less than at quantitative expansion in production and sale. Unless one is constantly exposed to the best, one cannot develop a taste for the good.

**Title** \_\_\_\_\_

### A. Value of Bks. acc. to Anatole France

- 1) Not merely printed signs
- 2) Reader gives
  - i) Colours
  - ii) \_\_\_\_\_
  - iii) Sentiments
    - a. \_\_\_\_\_
    - b. \_\_\_\_\_
    - c. Touches solution

### B. Bks. Means for diff. sections

- 1) intellect.
- 2) housewives
- 3) \_\_\_\_\_
- 4) \_\_\_\_\_

### C. Books for 1<sup>st</sup> gen. learners

- 1) Challenge for authors
- 2) \_\_\_\_\_
- 3) \_\_\_\_\_

### D. Publisher's role

- 1) \_\_\_\_\_
- 2) \_\_\_\_\_
- 3) \_\_\_\_\_
- 4) \_\_\_\_\_

### E. Abbreviations used

Acc.	according	1st	first
Bks.	books	gen.	generation
diff.	different	lang.	language
intellect.	intellectuals		

### 3. Read the passage below carefully and complete the notes:

India has stood for freedom: Even before Independence we viewed our own struggle and difficulties on the larger canvas of global problems. If democracy is basically tolerance for others' opinions, the concept of co-existence is democracy on the international plane, for it embodies tolerance of other nations and systems. Similarly non-alignment gives depth to our independence and self-reliance for it enables us to retain our freedom of judgment and action on international issues in the light of our national interests. We avoid involvement in the conflicts and disputes of others and this helps to blunt conflict between power blocs. I should like to think that it has also helped world stability.

A country is an extended family. When income and resources are limited, one must budget to ensure that waste is avoided, resources husbanded, priorities established, education and other social needs catered to, special provision made for those who are weaker or smaller. Industry has to be balanced with agriculture; technology with culture; state ventures with private initiative; economic growth with social justice; the large with the small. Every section of society must be stimulated to creative activity.

That is our planning. In no way is it totalitarian or coercive. Industrializing, modernizing and transforming an ancient society of immense size, population and diversity is a daunting venture and inevitably, a gradual one. Otherwise there will be resentment. Transformation should not cause too much dislocation or suffering for the people nor should it jettison the basic spiritual and cultural values of our civilization.

India's planning experience sums up the successes and problems of our democratic development. The magnitude and significance of democracy's operation in India are not well understood, for it is often treated as an *adventitious* or borrowed growth. Why has democracy worked in India? Our national leadership was dedicated to it and we wanted it to work, but, also, because in our society there were elements and traditions which supported the growth of democracy.

In our democratic system, there may be differences in many spheres but we rise above them. To achieve the objective of keeping the country united, we have to transcend political and party-

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

\_\_\_\_\_ *Title*

I. What democ.y envisages

1. Tolerance for other's opinions
2. \_\_\_\_\_
3. Non alignm.t
  - a. \_\_\_\_\_
  - b. \_\_\_\_\_
  - c. \_\_\_\_\_

II. Country - an extended family

1. Society to stimulate creative activ.y by:
  - a. \_\_\_\_\_
  - b. \_\_\_\_\_
  - c. \_\_\_\_\_
  - d. \_\_\_\_\_
  - e. \_\_\_\_\_

III. Challenges in promoting democ.y:

1. Avoid being \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

IV. Factors contributing to democ.y:

1. \_\_\_\_\_
2. \_\_\_\_\_

V. How to promote democ.y:

1. \_\_\_\_\_
2. \_\_\_\_\_

**Key to Abbreviations used**

democ.y - democracy

non alignm. t – non alignment

activ.y - activity

**4. Read the passage carefully and complete the notes below using meaningful short forms.**

Swimming pools were once considered a luxury limited only to the rich. Today, thanks to plastics and plenty, they number in the millions. Few, of course are of Olympic size where a swimmer can quickly do his laps and stay in shape. Most are above-ground, round mini-pools, line for a cool-off and a' frolic. But, health experts have come to realize that exercises created specially for such swimming pools can tone the muscles, strengthen the heart and pacify the spirit of people of all ages and conditions. And these exercises aren't restricted to small pools alone. Any type of pool, including a crowded municipal one, will do.

Designer of the principal popular exercises is C. Carson Conrad, executive director of the California Bureau of Health. Physicians approve of Conrad's exercises for three reasons.

First, since water pressure, even on a nonmoving body, stimulates the heart to pump blood throughout the body, exercise in the water promotes thorough circulation still more effectively. Second, water exercise is rhythmic. And continuous, rhythmic exercises, authorities agree, are one of the best defenses against circulatory ailments which might cause atherosclerosis, often the precursor of coronary attacks and strokes.

Third, water exercise can be enjoyed with benefit by both young and old, healthy and infirm, swimmers, and in shallow water, non swimmers. Dr. Ira H. Wilson and Fred W. Kasch, a physician-and-physiologist team, assert that even persons with paraplegia, rheumatic heart, asthma, emphysema, victims of polio or strokes, or amputation can exercise in water and enjoy weightless movement. Arthritics move easily under water. Some physicians use hydrocalisthenics for their cardiac patients.

At the University of Illinois Prof. Richard H. Pohndori studied the effect of water exercise on a "typical" couple. He chose as subjects a man-and-wife team of physicians, 43 and 41 years old respectively, who had been sedentary for years. His program was simple: "Swim from one end of the pool to the other until you can swim 1000 yards a day. Swim every day for ten weeks." Before they started, the couple took 151 physical tests. At the end of ten weeks, they were tested again: their pulse rate had dropped, their rate of breathing had dropped, their blood pressure had come down to normal, the cholesterol level in their blood had dropped 20 percent. Further, more than half of the broken blood vessels disfiguring the woman's thighs had vanished, her husband had improved in all his physical-fitness tests; he reduced the size of his heart, making it more efficient. Both felt younger, more vigorous.

*Title* \_\_\_\_\_

**I. Swimming pools**

1. today, within every body's reach - innumerable
2. of diff. types - above ground mini pools to Olympic size
3. ex.s immaterial of size

**II. Conrad's principal popular ex.s – approved by physicians for  
3 reasons**

1st reason

water pressure  
stimulates heat

2nd reason

\_\_\_\_\_

prevent.n of circulatory  
ailment efficient  
circulation of blood &  
atherosclerosis

3rd reason

ex beneficial to all

- a. young & old
- b. healthy & infirm

even for Arthritics &  
cardiac patients

**III. the effect of water ex.s on a couple**

1. the prog.

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_

2. effect on the couple after 10 wks:

on both

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_
- d. \_\_\_\_\_
- e. \_\_\_\_\_

on the wife alone

- a. \_\_\_\_\_
- b. \_\_\_\_\_

on the husband only

- a. \_\_\_\_\_

**Key to abbreviations**

diff.: - different

ex.s: - exercises

prevent.n: - prevention

prog.: - programme

& ; - and

Wks.: - Weeks

## **SECTION B**

### **Writing Skills - 20 Marks**

#### **WRITING 20 Marks 40 periods**

Question 3: One out of two short writing / composition tasks based on notice/ poster/ advertisement. (50 Words) 05 Marks

Question 4: One out of two compositions in the form of article, speech, report writing or a narrative (150 - 200 Words) 08 Marks

Question 5: Writing one out of two letters based on verbal input. It would cover all types of letters. 07 Marks

Letter types may include:

(a) business or official letters (for making enquiries, registering complaints, asking for and giving information, placing orders and sending replies):

(b) letters to the editor (giving suggestions on an issue)

(c) application for a job

(d) letter to the school or colleges authorities, regarding admissions, school issues, requirements /suitability of courses etc. 07 Marks

#### **Short compositions**

5marks

Word limit 50

Q.3. one of the two short writing/composition tasks based on notice/poster/advertisement.

Point to remember while drafting short composition.

Information should be brief & to the point

Category of the reader should be taken into account

Simple and formal language should be used

It should be drafted in a box .

Marking scheme

Format – 1 (notice/title, date, and writer's name with designation)

Content – 2

Expression – 2

Examples of short composition

### **NOTICE**

Points

Issuing organization in capitals

State nature of announcement in capital

Date of the notice

Caption in capitals

Message is informative and concise, in words and numbers

Authority responsible for the notice, with designation be written

### **Example 1**

HAPPY VALLEY SCHOOL_____1
HODA VALLEY SIKKIM
NOTICE_____2
10 <sup>th</sup> Jan 2012_____3
OPPORTUNITY FOR ASPIRING ACTORS!_____4
The Drama club proposes to stage Shakespeare's 'Othello' as part of its Literary Week Celebration in April. Young aspirants are requested to submit their names to Malathi Arora, on or before 20 <sup>th</sup> March for selection and audition. Venue and date will be intimated later._____5
Malathi_____6
Secretary

### Example 2:

On behalf of the Vice-Principal of your school write a notice regarding implementation of new school uniform in your school. Mention the given guidelines for purchasing new uniform and relaxation given to students of some classes. Write the notice in not more than 50 words.

<p style="text-align: center;">Galaxy International School</p> <p style="text-align: center;">NOTICE</p> <p style="text-align: center;">New Uniform</p> <p>Date: 01/04/2012</p> <p>This is to inform all the students and the parents that the school management committee has decided to change the uniform of the students to meet with the climatic conditions pertaining to this area. For the newly admitted students it is mandatory while for others it will be mandatory from August 15. Refer the notice board for sample of the same or contact the undersigned.</p> <p>Mr. P. K. Singh Vice- Principal</p>
---

### Questions for Practice

1. Being the Cultural Secretary of your school write a notice for your school notice board for the Investiture Ceremony of the newly appointed members of the Students' Council. Invent other details like the Chief Guest, timings, date, schedule, etc. Write in not more than 50 words.
2. Literary Club of your school is going to organize a Literary Meet at cluster level. Write a notice in about 50 words being the Secretary of the Literary Club of your school inviting students from higher classes for being volunteers. Invent other details

### Advertisements

Types of advertisement

1. Classified
2. Commercial

Classified Advertisements

Brevity is the principle in this form of advertisement as the publisher charges for each word published. Hence efficient use of apt words is solicited. Its ingredients are the purpose, requirement/need, criteria and qualification, expectations, offering, contact number and address.



Examples for the same are matrimonial, wanted, to let, on rent, property sale/purchase, job ads etc.

**WANTED BRIDES**  
NRI Divorcee, 55, Hindu, Young & Good Looking, Slim Wheatish, Well Settled Businessman, Planning to settle in India, Internationally Travelled. Caste no Bar. Photo pls rajkumar51@hotmail.com

**BUSINESS PROPOSALS**  
AUTO parts exports co, with mfg facility, a recognized export house, is looking for JV, take over, merger etc to achieve scale of operations. Interested parties should have sound financials. Send Proposals to: qgari.2009@gmail.com

**EDUCATION**  
BRILLIANT Provides 100% Guaranteed Home Tutors. Any Class/Sub/Locality/ICSE/CBS E/SSC/HSC/IB/IGCSE/IIT JEE/MS/CET \*26108293\*

**ACCOMMODATION AVAILABLE**  
CHEMBUR-DEONAR Raheja Acropolis Buy/Sell/Rent 2-3 BHK flat/Single/semi flats

CHANGE OF NAME

Examples of classified.

Situation Vacant/wanted.

Lost and found

Sale and purchase

Accommodation wanted

Educational

Placement services

Matrimonial

To-let/for sale

Travels and Tours

Commercial/ display advertisements :

Designed for commercial purposes,

Attractive with visuals,

Catchy phrases and slogans

Present the matter in a box.

## Examples : I **SITUATION WANTED**

Essential details: No block no design and language to be simple formal and to the Point. Begin with wanted or Required, name of the company post, age, sex, qualification experience, pay scale, mode of applying, contact address and phone no.

### **SITUATION WANTED**

A First class graduate in commerce seeks a suitable job in a reputed firm or a banking institution to work as an accountant in and around Delhi, Well travelled, having faith in synergy. Creative with practical experience in accountancy. Flare in English and computer operating. Salary expected negotiable. Contact Sriprakash 1-2A Ajitnagar, Ambala cantt 130001

## **II. To let/ For Sale**

Value points: begin with for Sale/ to let, accommodation/Vehicle/Household item, Physical description, negotiable rent/price,contact.

To let/ For Sale

(Flat/ House/ Bungalow)

### **MY HOME. MY WAY.**

Available on rent/ for immediate sale DDA Flat/ 2 BHK/ BHK, II ground floor, two modular kitchen, full interiors, lobby, balcony, fully furnished, well ventilated, car parking available, walking distance from market, large landscaped area, large playground, Resident's club, multi gym, swimming pool, community hall, Banquet Hall, Children's playing area, Basketball court, tennis court, amphitheatre, Indoor game, Rent Negotiable/ Price negotiable. Contact Sri Prakash A 21, Ashok Vihar, 27210012

### **Example : 3 - Matrimonial**

Begin with 'wanted', age, gender, complexion, qualification, job, physical description, expectations, contact,

#### **Wanted Bride**

Wanted a bride of fair complexion, age within 24-28 years, sensitive, loving, caring, soft-hearted, beautiful and searching for her prince charming. May or may not be in service but should have a good heart. Working in an M.N.C. in U.S.A. has pursued M.B.A. in a top school in California. Family well settled in India. Tall, Handsome, high salary and a good family background. Contact with details and full horoscope. Ph-0080125879

### **Example : 4 – Property**

Plot, accommodation, location, area, facilities, price/rent expected, purpose, contact.

#### **Wanted Property**

Wanted a spacious and well-built house/ flat for an international diplomat in a very good locality in or around Delhi. Exquisitely designed, well ventilated, modular kitchen, lobby, balcony, lift- facility, self-contained, 4-5 bedrooms house with ultra-modern amenities and a servant quarter. Interested parties contact within a week. Embassy of China, New Delhi-4310071

### Example : 5

#### Situation Vacant

Wanted/ Required a smart, confident, dynamic, and efficient P.A./ stenographer for a leading company. Only fresh graduates with excellent command over English and computer operating, age 25-30 years, typing speed 40 wpm, short hand 100 wpm. Preference to those who have creativity and innovative ideas for planning. Handsome salary with perks. Apply with detailed C.V./Resume within seven days to the Manager Wipro, Chennai, 4100270

### Questions for Practice

- a. You are Saran/ Swati, cultural secretary of Queens Senior Secondary High School, Patna. Write a notice in not more than 50 words for your school notice board, giving details of the cultural programme to be organized by your school. Invite the names of the participants
- b. You want to sell your car as you are going abroad. Draft a suitable advertisement in not more than 50 words to be published in classified columns of 'The Hindu'. Give necessary details of the car. You are Suman/Sushil, 21 Ram Nagar, Delhi.
- c. You are secretary of your school Literary Association. Write a notice in not more than 50 words for your school notice board, giving details of proposed inauguration of Literary Association of your School. You are 'XYZ' of Jain Vidyashram, Cuddalore.
- d. You are general manager of E.V.L Company which requires push Bungalows on company lease, as guest houses. Draft an advertisement in not more than 50 words under classified columns to be published in 'The New Indian Express'.
- e. Prepare a display advertisement for an institution offering free coaching to the meritorious students studying in class X and XII. Give relevant details and contact number and address.
- f. Your IT Company has launched its new product i. e. an antivirus. Prepare a display advertisement detailing its qualities and advantages over other products in the market. Also write about the initial discount offered by the company for early purchasers.

- g. There is a post vacant for the post of PGT (Mathematics) in your school on contractual basis. Write a classified advertisement on behalf of the Vice-Principal to be published in a local newspaper. Invent other details. Do not exceed 50 words.
- h. Write a classified advertisement for a building having adequate space for being used as a branch office of a scheduled bank. Mention requirement of proper location and write the advertisement in not more than 50 words.

## **POSTER**

There is no specific format for a poster though the following are considered as its general constituents: Appropriate and catchy title, punch line, message, picture/painting, address and contact numbers, e-mail ID, etc.

## **Examples:**



## **Questions for Practice**

- a. Your school is going to start its admission process for the academic session 2013-14. Prepare a poster giving all relevant details regarding the same.

- b. Prepare a poster to be displayed for the school annual day mentioning all the details associated with it. Solicit presence of the students and their parents to make it a grand success.
- c. An educational publication has published a very good book for the students seeking success in the entrance examinations for various courses after 12<sup>th</sup>. Prepare a poster for the launch of the same giving relevant details.

**Question 4.** One out of two compositions in the form of article, speech, report writing or a narrative  
(150 - 200 Words) **08 Marks**

### **ARTICLE WRITING**

An article is a piece of writing that differs from a news item or a composition because of its unique and interesting presentable style which includes interesting facts, thoughts, discussions and dialogues of people, elucidating a problem of social, cultural, local / national importance or describing a place or narrating an event.

#### **Characteristics / Format of an article:**

Catchy Heading

Introduction (May begin with a slogan, saying, startling fact, figure or statement)

Body – Two or three paragraphs stating causes, effects, present state of affairs, etc.

Conclusion – Last paragraph suggesting remedies/measures, prospects, optimistic expectations, ways of for improving situation, etc.

#### **Why do we write articles?**

To present information on a variety of themes in along and sustained piece of writing, namely,

Describing some event, person and his life and action,

Places

Experiences

expressing opinion on some issue of social interest

expressing arguments in favour or against some stated hypothesis or current event

to pass on such information in a wide range of contexts, namely,

magazine (general)

magazine (school)

newspapers (wider audience)

What should an article contain?

The word limit is 200

It has a title that catches attention - and encapsulates the central theme

The content reflects clarity of thought, accuracy of parts and a balanced view of issue, unless it is an argument that calls for a single one- sided point of view

The paragraphs may be two or more depending on the content. Generally, an article contains

An introduction to the theme (one paragraph)

The body: the cause-effect relationship supporting data. (One/more paragraphs):

Conclusion: suggestions/ measures to improve the situation, personal observations, predictions (one or two paragraphs).

Originality of ideas

All information is presented in a coherent, logical and convincing manner.

The name of the writer (with designation, where applicable.)

### **Marks distribution**

Format: (title and writer's name)	1 mark
Content	3 marks
Expression (grammatical accuracy, appropriate words and spelling)	2marks
Coherence and relevance of ideas and style	2marks

## **Solved Examples**

### **Example 1**

#### **HUMAN BEHAVIOUR**

BY ALISONE McCook

New York: people appear to have an innate ability to determine when someone is cheating them out of a deal, US researchers suggest. In one recent report, a group of investigators demonstrate that humans from widely different cultures can identify when someone is reneging on some type of social agreement, suggesting this ability may be an aspect of being human.

In another article, the authors report the experience of a man who suffered damage to one portion of the brain in a bicycle accident and lost the ability to detect a cheater. However, he remained able to reason and express emotions, demonstrating that the ability maybe linked to a particular region of the brain.

The research centers on the principle of social contracts, in which one person offers to do something for the other, who then offers something in return. The process is known as social exchange.

Researchers have spotted this behavior in a variety of species besides humans, ranging from bats to baboons. Although it is often in the interest of animals to help blood relatives without the promise of a return reward, in other cases, indiscriminately performing favours for others can hurt chances of survival.

Individuals who enter into social exchanges without determining whether the participant will cheat them out of the return favor will become exploited over time, and are less likely to reproduce and pass on their tendencies. Consequently, those who try not to let themselves become exploited during social exchanges are more likely to live long enough to reproduce and distribute their genes to the next generation. But in order to do that, “you have to notice when you’re being exploited,”

The two articles published in the early edition of the proceedings of the National Academy Sciences, offer evidence to support the theory that humans are born with the capacity to identify people who cheat during social exchanges.

#### **Suggested value points**



(NEED FOR INDIAN CLASSICAL DANCE BASED REALITY SHOW/  
any other suitable title)

Status of present reality shows

Misuse of gymnastics and PT exercises

Do not represent Indian culture

Ape the west

(any one)

Need for exclusive reality show to showcase Indian Classical and Folk Dances

Classical and folk dances represent India's cultural legacy

Can revive the national spirit since many old art forms are dying

Will reach a large target audience because of the viewership of reality shows

(any one)

any other relevant details

### **Questions for Practice**

- a. You are Gopal/Gopika, a social worker. You have observed that young boys and girls go on increasing their academic qualification without proper direction. Most of them do not get any employment creating a problem of educated unemployed. Some of them drift into unsocial activities. Write an article in 150-200 words of how this problem of 'educated unemployed' can be resolved.
- b. Cyclones often hit the coastal areas causing a lot of devastation in terms of life and property. A scientific mechanism is necessary to cope with the situation in time of emergency. Write an article in 150-200 words on how the victims of cyclones can be helped. You are Kamal/kamala.
- c. As compared to the older generation the youth of today are greatly inclined to pursue adventurous activities either for money or fun. There is latest craze for joining reality shows, rafting, rock climbing, mountaineering etc. write an article in 150-200 words on 'Which life would you prefer- safe or adventurous'.

- d. Science attempts to explore the secrets of nature while religion wants to reveal the purpose of their existence. The aim of both science and religion is to discover the truth. Write an article in 150-200 words on 'Science and Religion'.
- e. Dance, as shown in some reality shows on TV, seems to be a mix of gymnastics and P.T. exercises. Actually it is neither. India has a rich tradition of classical and folk dances. Write an article in 150-200 words on the need to have a reality show exclusively based on Indian classical dances. You are Anu/ Arun.
- f. You are Ajay/Anu, Head Goy/Girl of Kendriya Vidyalaya, Kanpur. You have seen some students of junior classes littering the school compound and verandahs with tiffin left-overs. It makes the school look unclean and untidy. Write a speech in 150-200 words to be delivered in the morning assembly, advising such students to keep the school neat and clean.

### **Writing Speeches**

Composition----- Speech                      8 Marks

Content:    04 Marks

Expression:                                        04 Marks

#### **Points to remember:**

Greet your audience and introduce the topic

If you are speaking for /against the motion –express your stance

Respect your audience

Use rhetorical questions, exclamatory effectively

Give live examples to justify your views

Express your world view coherently

Conclude your speech /debate with respect

## Why do we make Speeches?

to convey information orally to large gatherings of people, forcefully and convincingly, to convert listeners to the speaker's point of view

to pass on orally a wide range of information, to a wide range of audience

to express an opinion, share a. point of view, experience, observation, etc.

What should form a part of speech?

The *salutation* where the speaker greets the chief guests, fellow speakers and audience.

The *key sentence*, carrying the central theme or issue of the speech.

The speech reflects clarity of thought, accuracy of facts and a balanced view of issues, unless, it is a debate that calls for a single one-sided stand.

The speech begins with a *catchy introduction*. It may be supported by an anecdote, quotation, striking statistical data or a thought provoking question.

The speech/debate will contain adequate *supporting data* to make your speech credible and interesting, infusing humour through creative use of language or anecdotal references strictly pertaining to the theme.

Similar to the introduction, the *conclusion* should be brief, consolidate the ideas presented, personal observations and predictions, with a catchy and striking end. Your conclusion should leave the audience thinking about what you have spoken.

Originality of ideas, powerful language, repetitions are allowed, only to emphasize or focus the listeners' attention on the point addressed by the speaker.

Avoid using abbreviations, vague notations and numbers, that would mar the smooth reading of the speech script

Thank the audience (Thank You ...).

### Example: 1

Debate : India has the potential to lead the world .

SPEAKING FOR THE MOTION.....

Good Morning! Hon'ble Speaker, Respected jury and my worthy opponents. I, Sarang Agarwal of Kendriya Vidyalaya , Nagaon, want to enlighten your views saying a few words in favour of the motion that 'India has the potential to lead the world .' India is not just the matter of latitude and longitude .It has been the birth place of human civilization since ancient time .What a great

fun it is! My learned opponents have failed to interpret the meaning of the word 'potential'. What credentials do you want me to prove the mettle of my nation in every sphere of life? In this economic recession India is the only country next to China which has reached and has maintained the 7% economic growth. This is the only country in the world that leads its citizens to enjoy the fruits of democracy. It ranges from right to Information to right to education irrespective of caste, gender and money .My learned opponents, this is the only land where two sisters, capitalism and socialism live together. Do you have the address of any nation? Let me know .We have the history where the first civilized human being was born on the bank of INDUS. This is the first country in the history of human civilization that has the words in action in the form of Vedas .My dear friends ,you know the country where Royal Bengal tiger and the lion of GIR coexist together .Flora and fauna of my country –lotus blooms in the mud and saffron turns the beautiful lady in red ,herbs of western Ghats and panoramic view of the Himalaya is matchless .The land whose feet washed by the Arabian sea and Indian ocean and where the head is held high with the dignity of Himalaya is the identity of my nation .Desert is on one side ,natural ports are there on the other hand ,fragrance of sandalwood is in the forest of Karnataka and conscience is echoed in the ranges of Himalaya, where spices make the life delicious and coconut make the life shriveled like a nut outside and as soft as my mother's hand inside is the geography of my nation. It's not the overstatement of my dear friends, it's just the statement to my worthy opponent's understatement to prove my potential .Let's see our self-sufficiency from bread and butter to the science and technology .Go to lush green fields of Harayana and Punjab .They are ever ready to satisfy the hunger of millions and perennial reservoir of Ganga is ready to quench the thirst of millions .Look at the sky you may see the rainbow of GSLV and the footprints landed Indian satellite on the moon. Does it not prove the potential of my nation?

### **Example: 2**

This is the famous Inauguration Speech of one of America's most popular and much admired Presidents, *John F Kennedy*. It has inspired many generations of speakers around the world, and excerpts have often been quoted by students when they prepare speeches.

Here is an extract: Read it aloud in turns. Your teacher will guide you.

Title: *Inauguration of John F. Kennedy*

Speaker: *John F. Kennedy*

"Vice President Johnson, Mr. Speaker, Mr. Chief Justice, President Eisenhower, Vice President Nixon, President Truman, Reverend Clergy, fellow citizens:

We observe today not as a victory of a party but as a celebration of freedom symbolizing an end as well as a beginning- signifying renewal as well as change. For I have sworn before you and Almighty God the same solemn oath our forbears prescribed nearly a century and three-quarters ago.

The world is very different now. For man holds in his mortal hands the power to abolish all forms of human poverty and all forms of human life. And, yet, the same revolutionary beliefs for which our forebears fought are still at issue around the globe- the belief that the rights of man come not from the generosity of the state but from the hand of God..."

"In the long history of the world, only a few generations have been granted the role of defending freedom in its hour of maximum danger. I do not shrink from this responsibility- I welcome it. I do not believe that any of us would exchange places with any other people or any other generation. The energy, the faith, the devotion which we bring to this endeavor will light our country and all who serve it and the glow from that fire can truly light the world.

And so, my fellow Americans: ask not what your country can do for you; ask what you can do for your country.

My fellow citizens of the world: ask not what America will do for you but what together we can do for the freedom of man.

Finally, whether you are citizens of America or citizens of the world ask of us here the same high standards of strength and sacrifice which we ask of you. With a good conscience our only sure reward, with history the final judge of our deeds, let us go forth to lead the land we love asking His blessing and His help, but knowing that here on earth God work must truly be our own."

### **Questions for Practice**

- a. Write a speech discussing- the use and abuse of the internet by youth, giving suggestions how it can be a valuable tool for national progress and for promoting international understanding.
- b. The trafficking in exotic wild life and wild animal parts is leading to an ecological disaster. Write a speech to be delivered on Environment Day on, '*Man is the worst enemy of his fellow creatures*', giving some suggestions to overcome this state of affairs.
- c. Write a debate speech, using appropriate style for/against the motion: '*Media does not need to conquer the outer space.*'
- d. Write a speech to be given on *Republic Day* on the topic, '*Democracy is alive and well in India.*

### **Suggested value points**

(LITTERING THE SCHOOL COMPOUND)  addressing the audience  stating the problem  surroundings unclean, untidy and unhygienic  (any one)  importance and need to keep the premises clean  students responsibility  use of dustbins  ensure clean surroundings  (any one)  conclusion	
---	--

### **Practice Questions:**

**1.** You are selected as the Head Boy/Girl of your school. It's your first address to the school assembly. Draft a speech in 150-200 words with help of the following points:

**HINTS:**

Express your gratitude

Declare your planning for smooth functioning of academic and co-curricular activities

Co-ordination with students and teachers

Suggest some improvements

Seek cooperation from the students

**2.** Your school is going to organize a plantation drive. Being the secretary of the school Environment Club prepare a speech stating importance of plantation for balanced eco-system and to encourage students to participate in it voluntarily.

## HINTS:

Historical background

Causes leading to the problem

Present status

Probable solutions

Appeal to participate

### **Questions for Practice**

- a. As the head boy / head girl of your school, you have to make a speech in the morning assembly on “Diwali without fire crackers”. Write the speech in the speech in about 125 words pointing out the ill- effects of crackers .i.e. wasteful expenditure air pollution due to poisonous chemicals released in the air pollution due to poisonous chemicals released in the use of child labour in the cracker manufacturing units.
- b. You are Abhiram/ Ananya. You have attended a workshop on creative writers for students. Many well –know writing who attend the workshop interactive with the students and encouraged them. Write a report on this in about 150 words.

Clues: who organised-what organised-how organised-where and when organised-who were and when speakers –how many speakers and students attend –what transpired-certificates to the participants

- c. Your birthday was a great event for you.

Describe the event taking some help from the point given below.

Invitees-haven-birthday gifts-cake-music-dance-snackes-blessings-dinner-returngift-thank-etc

### **REPORT WRITING / FACTUAL DESCRIPTION OF AN EVENT**

Marks distributionWord limit: 100-125 words

Sl.no	Topic	Particulars	Marks
1	Format	1. Title, reporters name 2. Place and date	01
2	Content	1. Suitable heading 2.What , When , Where , response of the people , impact, introduction, body of the report and reporter's opinion	03
3	Expressions	1. Grammatical accuracy, appropriate words and spellings 2. Coherence and relevance of ideas and style	04

**OUTLINE OF THE REPORT**

Title : bold letters, catchy, attractive, in simple present tense

Place , date (reporters name) and name of agency

Introduction: what ,where ,when, how ,why (2-3 lines in past tense)

Body of the report: what, where, when, why, how ( 2 paragraphs in past tense)

Opinion of the reporter: in past/present tense (1-2 lines)

**EXTRA VALUE POINTS:**

One needs to be creative, innovative and have an analytical bent of mind.

The Focal theme related to universal sentiments and appeals to contemporary sensibilities.

It brings a rich resource of world-view, knowledge and cognitive strategies to meet the challenges of future.



## **Solved Examples:**

### **Example 1:**

#### **MODERN PUBLIC SCHOOL NAGAON HOLDS 3 DAY WORKSHOP**

Nagaon : 15<sup>th</sup> February, 2012 (Aas Mohammed). Modern Public school, Nagaon held Three day Regional level workshop on “Capacity Building and 21th century skills” for the teachers of Guwhati Region. The workshop ran for three days from 12<sup>th</sup> Feb. 2010 to 14<sup>th</sup> Feb.2012. The workshop was inaugurated by Shri Nagaraju, Eminent educationist. In his inaugural speech, he appealed to the participants to gird their lions to meet the challenges of 21<sup>st</sup> Century. Ms. Aastha Singh, Course Director and venue Principal expounded the aims and objectives of the workshop. She expressed the vision of the workshop, to hone the skills of the trainee to render their services to answer the expectations of the 21th century, Dr. V.N. Jha and Dr. Seema Kumari, resource persons rendered their services to mould the view of the participants to welcome the impending history with open arms. Mr. Govind Singh, Librarian, connected the participants to the world through ‘Think quest com’. All the participants coming from different Schools expressed their world view through discussion, extempore, project and group work. Three Day conclave envisioned the values that can redefine the civilization in the long run.

### **Example 2:**

#### **Tiny Angle Public School Celebrates 15<sup>th</sup> August**

Durgapur: 16<sup>th</sup> August, 2012 (Rahul Sharma). Tiny Angle Public School enjoyed the pleasant morning of 15<sup>th</sup> August by paying tribute to the national cause. The Independence Day was celebrated with tremedous gaiety and traditional fervour. The Guests were welcomed with open arms by the Bulbuls and Cubs of school. Hon’ble Mr. D.S. Negi, DIGP, Range CRPF Durgapur unfurled the tri -colour as symbol of the glory of the bygone that always holds our head high. It was followed by the ‘Jhanda Geet’ which glorifies the paramountacy of national icons in our life. Hon’ble Dr. Poonam Singh, Principal, Tiny Angle Public School DGP-14, delivered the welcome address and wished the happy Independence Day to one and all present there. To make the event colourful, the unique blend of music and steps of tiny angels in the tune of folk music was performed. Patriotic speeches and poetic recitation made the event sensitive. The students of secondary section paid homage to the motherland in their group song. Group dance presented by the secondary section enthralled the atmosphere. Little masters of primary section kept the audiences spell bound through their action song. On the occasion Hom’ble Sanjeeva Roy, Commandant CRPF GC DGP was present to appreciate the wonderland of tiny angels. In his blessing the chief guest said, “Sacrifice, service to man and stand for national cause will create a responsible civic sense among us.” He congratulated the children for their scintillating

performance on the occasion. A vote of thank was proposed by Dr. V.N. Jha .Distribution sweets among the students made the event sweeter and more delicious..

### **Example 3**

#### **Assam hit by worst floods in twelve years**

Guwahati, 18<sup>th</sup> July 2012 (Sahil Kumar), the Times News Network.

Assam is reeling under the worst ever floods in the last twelve years. In the first wave alone from April to June, 126 people have died and over 700 animals drowned even as fear of the second wave hitting soon looms large. 17 people reported missing. The annual devastation comes in multiple waves- ranging from three to four beginning from April. According to state disaster management 5 lakh people have been affected and of the 5000 villages that came under water, 500 are still flooded. The current wave was declared by the state government as the worst since 2004. Banks of the Brahmaputra valley is the most affected area as river has crossed its danger line. It is changing its course of flow now and then, something that swallows hundreds of villages. His tributaries crossed the danger mark due to incessant rain in the catchment areas of the Brahmaputra. Along with the devastating floods, the monsoon also triggered landslides, which have so far claimed 16 humans lives including 10 farmers, 600 relief camps were set up, they are still in operation. The state government has deployed 77 medical teams besides loss to human lives; the flood has destroyed the infrastructure which includes massive destruction to as many as seven national highways. Roads have been damaged, bridges have been washed away, school buildings have been collapsed, and train connectivity to the area has been damaged by landslides. State government has launched exhausting rescue operation. The rescue operation team reached out to the flood victims provided relief on time. They deployed boats and other rescue equipment's at different locations which enabled timely evacuation of people's stranded by the worst flooding and saved lives. Realizing the gravity of the situation the task force equipped with boats, life jacket, medical aid and relief materials including food and water were required. The people facing imminent danger were immediately evacuated. Helicopters were also used for dropping relief materials in areas cut off by the flood. National Disaster Management Authority (NDMA) is monitoring the relief and rescue operations

### **Example 4**

#### **Annual Day Function celebrated in your school**

On October 24<sup>th</sup> the Annual Day Function was held at 5 p.m. in the school auditorium. The Chief Guest for the function was the District Collector and among other dignitaries were eminent personalities from the city. Olympic medal winner GaganNarang was the special attraction of the function. After the convocation to the goddess the function was formally started with different cultural items presented on the stage. Each and every item presented was the result of the hard work put up to make it perfect by the student participants and the teachers. The 'Mushira'

(Poetry conclave) because of its humorous pieces of poems became an instant hit and Christmas Dance by tiny tots got a 'once more'. The best houses in academics, sports and co-curricular activities were awarded. Awards were also given at the hands of the Chief Guest to the meritorious students in the Board Examinations. The Chief Guest in his address could not conceal his happiness to be amongst the students. He revealed the secret that he was an ex-student of our school and had learnt a lot from the teachers. The principal proposed vote of thanks at the end of the function. With national anthem the function came to an end but the memories of the same will be fresh in our mind for many days to come.

### **Suggested value points for other reports**

#### **A Fire Accident**

(FIRE ACCIDENT /any other suitable heading)

what

when

where

the scene (billowing smoke, panic, wailing of victims, arrival of fire engine)

suspected cause (how)

loss/damage (life/property)

visit of officials

enquiry ordered

rescue and relief (first aid etc / compensation)

response of neighbourhood

any other relevant details

(note : first/third person account may be accepted)

It is to be written in past tense if a past event/incident is being described and Passive Voice in scientific and technical writing or lab reports.

#### **Cultural Function**

Day, date, time, place of the event

Occasion/Celebration, importance, dignitaries present and their address, audience

Sequence of the programme, highlights

### **Van mahotsava**

Van Mahotsava was celebrated in your school on 05 June. You are asked to write the report of the programme. Write the report with all necessary details about the plantation etc.

Clues:

Who- which school celebrated

What- name of the celebrated

How- how celebrated

Where- venue

When-time/day

Who- chief guest

Mention all the above items in the first paragraph.

Use simple past tense

Start with title, date, place and reporter's name

### **Questions for Practice**

- a. You are Akshay/ Akshay of Wintergreen Fields School, Nainital. Recently your school celebrated its platinum jubilee. Write a report in 100-125 words for your school magazine, describing the celebration.
- b. You are a special correspondent to 'Deccan Herald', Bangalore. You witnessed a train accident in Jolarpet where derailment of train took place. However, there was no loss of life. Write a report in 100-125 words. You are Amrit/Amrita.
- c. Your school organized an exhibition-cum sale of items prepared under work experience by your school students. There was an overwhelming response from public. Prepare a report in 100-125 words for a local daily. You are the coordinator, S.U.P.W. activities, Nita School, Gurgaon.
- d. Your school organized a seminar on swine flu for creating awareness among students of your school, and their parents. As secretary of Health Club of Oasis Public School, Hyderabad, write a report in 100-125 words for 'The Deccan Herald'.

- e. your school has recently arranged a musical night in the school auditorium. Write a report in 100-125 words on this programme, for your school magazine. You are Mahima/Mahesh, Cultural Secretary of Vasant Vihar Public School, Itarsi. Invent the details.
- f. You witnessed a fire accident in a slum area near your colony on Saturday night. You were very much disturbed at the pathetic sight. Write a report in 100-125 words for your school magazine. You are Lakshmi/Lakshman, a student of P.D. K. International School, Madurai.
- g. You were a part of the team sent from your school to Pachmadi for adventure camp. You have participated in it for 10 days and have learnt many adventure sports. After returning back you want to publish your experiences there in the school magazine. Write a report for the same in 100-125 words.

### **FACTUAL DESCRIPTION**

8 Marks

Factual description means describing a place or an event factually. A factual description involves developing a complete mental picture of a place or event. It must not include feelings, sentiments, opinions or speculations; it should be realistic, descriptive and detailed.

### **Tips for Descriptive/Factual Writing**

The students should keep the following tips in mind while planning to write a factual description:

An eye for detail

One should be very observant

One should aim at providing the description in a sequential manner.

The important features should be mentioned first and, then, the less important things should come. Relevant adjectives should be used for a picture perfect description. One can start with a topical sentence or with a list of jotted down words. After that a rough draft should be made. After reorganization and editing the final draft should be written.

## **Solved Examples**

### **Example: 1**

Write a factual description of the newly constructed building of your school.

We all are amazed to see the newly constructed building of our school. Before this our school had been running in a rented building. The grandeur and art is evident from its huge and beautifully decorated entrance. Separate wings for primary and secondary sections is one of its remarkable features. The class rooms are not only spacious but also have good ventilation for natural light. There are display boards, glass boards, new furniture and cupboard in each class room. A provision to develop classrooms into information technology enabled room is its specialty. Sufficient number of toilets and drinking water facilities are also provided. Sports room is big and equipped with many indoor games. The assembly area is very well beautified. Apart from office rooms it also has sick room separately for boys and girls, music room, well equipped laboratories and a big library with thousands of books categorized subject wise. We really feel happy to get this new building of our school.

### **Example 2**

#### **House**

Try to draw a picture of Colin Taylor's house.

Colin Taylor lives in a small detached house. There is a small garden in front of the house. On the left there is a low brick wall and on the right there is a wooden fence. A hedge separates the garden from the pavement. On the left, there is a small gate and a path which leads to the front door. On both sides of the path, there are narrow flowerbeds containing plants and small bushes. On the right, there is a small square lawn. Just outside the gate, close to the hedge, there are a pillar box and a telephone box. Colin Taylor's house has two storeys. There is one large window on the ground floor on the right hand side. On the left there is a small porch over the front door. There are two smaller windows on the first floor. Colin has put his satellite dish between the two windows. A gutter runs around the house at the bottom of the roof. This collects the water which falls on the roof. A drainpipe on the left carries the water down to the ground. The chimney is on the right hand side of the roof. There is a TV aerial attached to the chimney.

### **Example: 3**

You are Sanjay / Amrita of Wonderland School. A fully equipped and furnished biology laboratory has come up in your school. Your class teacher has asked you to write a factual description of the laboratory for the school's half yearly bulletin. Write the description in not more than 100 words.

### **Biology Laboratory**

A fully equipped and furnished biology laboratory has been set up in our school. It is on the first floor and is spacious, properly ventilated and designed to receive maximum natural light. Rows of marble slabs with wash basins and water taps are fixed in L-shape along two sides to conduct experiments. On one side, there is a platform having a table, a chair, a blackboard and a small cupboard fixed on the wall. Biological specimens, stuffed in formal de Hyde and a human Skelton kept in glass cases are neatly displayed. It can accommodate 40 students at a time. The setup is excellent and lacks no shortcomings..

### **Example: 4**

#### **Foot hold**

Let's talk about *Hawaii Chappals*, the Indian rubber flip flops, commodity of the common man, used by everyone, everywhere, for any occasion. Cheap, comfortable and easily available, these slippers have become the way of life not only in cities but among villagers, farmers and labourers as well. *Ever wondered what goes into the making of these foot wears?*

#### Raw material

*Natural:* Clearing of forest for rubber plantation has results in soil erosion, loss of soil fertility, loss of bio-diversity

*Synthetic:* Produced from crude oil, which are non-renewable sources.

#### Rubber processing

Additives such as sulphur and carbon black cause air pollution. Add to this chemical processes like vulcanization, which are very energy intensive.

#### Manufacturing

The machinery requirements are negligible as the process is labour intensive. But it produces huge quantities of solid waste and Volatile Organic Compounds (VOCs).

VOCs have significant vapour pressures and leaves lasting impact on the environment and human health. Prolonged exposure of workers to toxic chemicals and VOCs poses serious health hazards.

### Packaging

Each pair is put in a polythene bag then packed in low quality cardboard box. Both of these are promptly disposed of by the consumer.

### Retailing

The three footwear giants of India namely Bata, Relaxo and Paragon jointly have a manufacturing capacity of about 600,000 pairs per day. So the raw material required is enormous in volume.

### Usage

They are disposed of and replaced frequently because they are cheap and are readily available.

As a result demand is high but supply always exceeds it.

### Disposal

Most of the slippers end up in landfills or incinerators. Some of the chemicals used in manufacturing leach into ground water, thus polluting it. Flip flops made of synthetic materials are difficult to recycle.

### Recycle

Synthetic and vulcanized rubber can be mechanically recycled to make shoe soles, roads, and sports surface.

## **FACTUAL DESCRIPTION OF A PLACE**

(It is usually written in Simple Present tense and in Passive forms)

### Ingredients:

The place and its geographical location, weather conditions, dimension, facilities, and other features.

Nature of work done there or its specialty, exceptional qualities.

People, their clothes, food habits, social and cultural customs, occupation, individualities, manners, routine, etc.



Describe an old age home which you have visited in the recent past.

- a. Last Sunday you happened to go to the railway station to receive a guest. You had to spend some time there. Give description of what you saw at the railway platform .

Clues: Trains-passengers-trains late-rush at tea stall-hustle and bustle-door blocked-hawkers-beggars-line and cry-coolies.

- b. You went to a local bank to withdraw money. You had to wait for some time before the work was done. Describe what you experienced there in the form of a factual description.

Clues: crowded- long lines-different counters-different requisition forms-tokens-withdrawing of money- depositing money-loan-bank staff-manger-security guards

- c. You are Shekhar / Gita. Your school has built a well-planned auditorium to hold cultural and academic meets. Write a factual description of the auditorium.

Clues: Shape and size-carpet area –place-capacity to accommodate and exits- furnishing-seating arrangement-stage-lighting facility.

- d. Recently you paid a visit to the science city of your town. You \_\_\_\_\_ thoroughly enjoyed the visit. Write a factual description of the science city.

Clues: Entry fee-different sections-working models-seminar hall-projector hall-young students-teachers-parents-instructors-guides

- e. Recently you went to the town library to borrow books. You wereimpressed by its size and facilities. Write a factual description of the town library. Clues: Place of library- shape and size-seating capacity-number of books-magazines and periodicals-newspaper-manuscripts-other facilities

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### **EXAMPLE – 5**

- a. Process (Describing A Process) :

- a. the process of paper making.

\*This diagram shows how paper is made.

\*First /First of all, logs are delivered to a paper mill, where the bark is removed and the wood is cut into small chips.

\* Next /Second, the wood chips are pulped, either using chemicals or in a pulping machine.

\* Pulping breaks down the internal structure of the wood and enables /allows the natural oils to be removed.

\*Once /After the wood has been pulped, the pulp is bleached in order to remove impurities /..... is bleached so that impurities can be removed.

\*The next stage is to feed the pulp into the paper machine, where it is mixed with water and then poured on to a wire conveyor belt.

\*As the pulp travels along the conveyor belt, the water drains away. This causes the solid material to sink to the bottom, forming a layer of paper.

\*At this point the new paper is still wet, so it is passed between large heated rollers, which press out the remaining water and simultaneously dry the paper /..... dry the paper at the same time.

\*The final stage is to wind the paper on to large rolls. /Finally the paper is wound on to large rolls.

#### b. Try your hand in stitching up a cloth bag yourself

Check the things you require:

A pair of scissors

Needle and thread or sewing machine

Thick cotton, cloth at least a meter in length

Get your fabric. It can be of any type. But canvas, duck cloth, denim and heavy broadcloth are best suited for larger bags. Small and decorative ones can be stitched out of cotton or polyester blend.

So you have your fabric and you are ready to begin sewing. Sew a seam  $\frac{1}{2}$  inch from edge of the fabric, along the upper side. This will give a finished look to your bag.

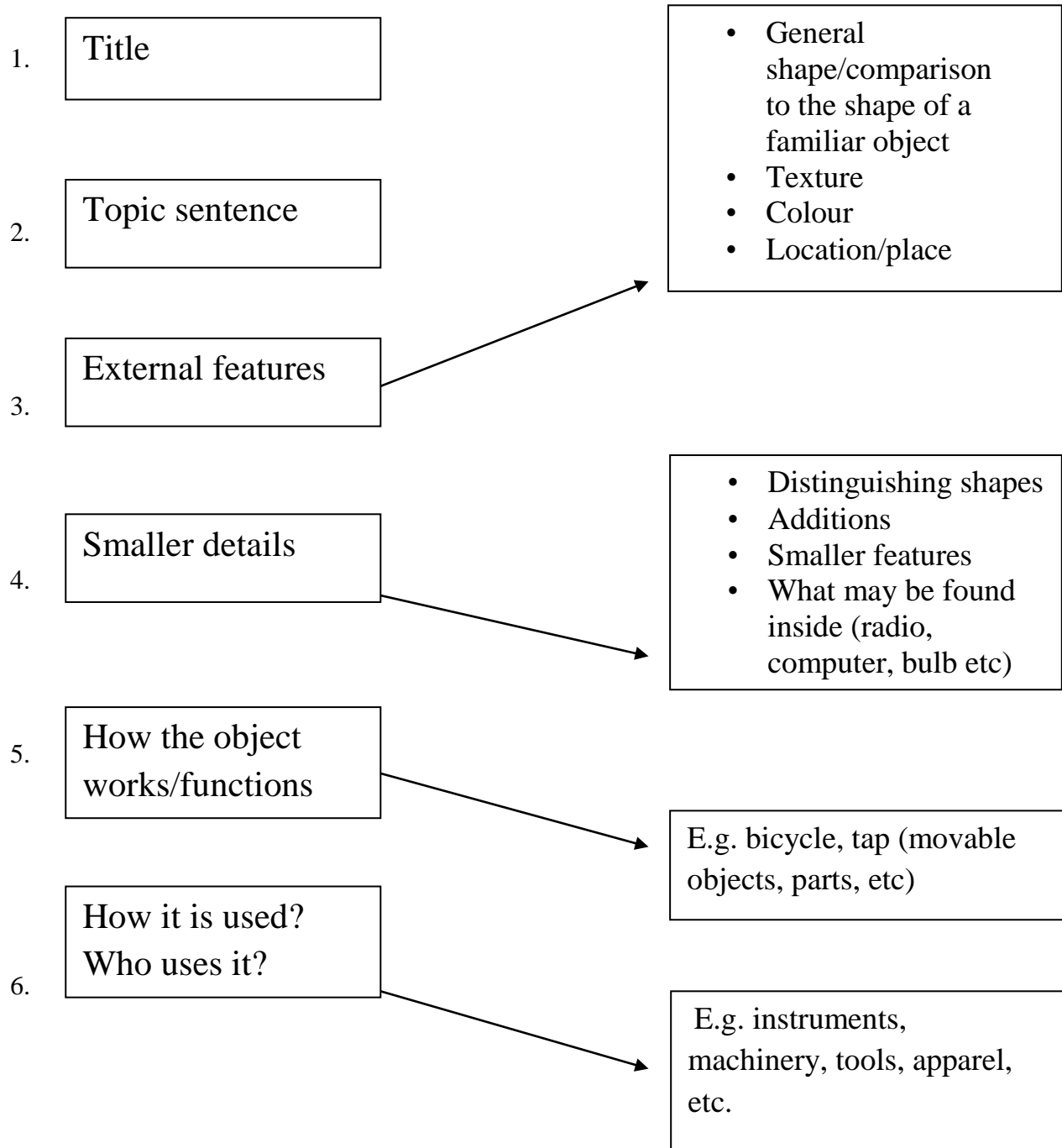
Use the leftover smaller pieces of cloth for creating the handle. Decide the length of the handle according to your convenience. Fold the cloth, bring it to the middle and sew it. The handle will look almost like a cloth pipe. Gently turn the pipe inside out. Follow the same procedure with the other handle.

Once the handles are ready, place them on the seam on the wrong side and stitch it carefully. Cross stitch will make the handle more robust.

Fold the cloth into half and start stitching the edges. Make sure that the sides are stitched securely. You may wish to do a double stitch to make the bag more durable. Now turn the bag inside out and iron it to form the crease

### Further Guidance for Factual Description

While writing a description of an object, we not only focus on its appearance, but also its functions or uses. Any factual description of an object will follow the following format:



It is important to use specific, accurate and concrete details which elaborate on the topic sentence.

To make the reader know exactly what we see and know, we have to choose a precise word, e.g. instead of, *'The bag is 'pretty'* where *'pretty'* is very subjective, a word like, *'soft'*, *'red'* would be more accurate.

**Question 5:** Writing one out of two letters based on verbal input. It would cover all types of letters. **07 Marks**

**Letter types may include:**

- (a) business or official letters (for making enquiries, registering complaints, asking for and giving information, placing orders and sending replies):
- (b) letters to the editor (giving suggestions on an issue)
- (c) application for a job
- (d) letter to the school or colleges authorities, regarding admissions, school issues, requirements /suitability of courses etc. **07 Marks**

## **LETTER WRITING**

Letter writing is an important channel of communication between people who are geographically distant from one another. In general there are two types of letter: (a) formal which includes business or official letters, letters to the editor, application for a job, letter to the school or college authorities and (b) informal which are personal letters to communicate with friends and family members.

## **FORMAL AND INFORMAL LETTERS**

### FORMATS

FORMAL LETTERS
Sender's Address
Date
Receiver's Address
Subject:
Reference: (If any)
Salutation
Body
Complimentary Close
Name/Signature
Designation
Attachment: (If any)

INFORMAL LETTERS
Sender's Address
Date
Salutation
Body
Complimentary Close
Name/Signature

Points to ponder over:

No punctuation marks to be used at the end of lines in the address

Simplicity and clarity of language used is a must

Tone of the letter depends on the relationship of the sender with the receiver

Format to be strictly followed

**A format of formal letter**

Name and address of sender

Name and address of addressee

Date

Mode of address or salutation

Dear Sir/Madam – to a total stranger

Dear Mr. / Ms/DR/Prof + surname- formal relationship

Dear John – knows the addressee personally

Subject (very concisely expressed)

Content of letter

The content of the letter begins on the next line and is arranged in two or three paragraphs

Complimentary close

Subscription – yours sincerely/yours faithfully/ Yours truly

Signature of sender

Name in capitals

Enclosures if any. – Encl:

Note: no marks are to be awarded if only the format is given. Credit should be given for the candidate's creativity in presentation of ideas. Use of both the traditional and the new format is permitted.

Format: 1 mark

Sender's address, 2. Date, 3. Receiver's address, 4. Subject/heading,

5. Salutation, 6. Complimentary close.

Content: 3 Marks

Expression: 3 Marks

Grammatical accuracy, appropriate words and spelling = 1.5

Coherence and relevance of ideas and style = 1.5

(a) Business or official letters (for making enquiries, registering complaints, asking for and giving information, placing orders and sending replies):

### **Registering complaint**

Most letters of complaint use formal language and are organized in a standard way:

- |          |   |
|----------|---|
| Para – 1 | explain why you are writing   |
| Para – 2 | explain what the problem is and describe any action you have already taken. |
| Para – 3 | say what inconvenience it has caused you.                                   |
| Para – 4 | state what you want done about the problem.                                 |

**Example 1**

17 Race course

Laxmi Road

Bangalore

16<sup>th</sup> August 2012

The customer Services

BSNL, Bangalore

Subject: Complaint about the poor service.

Dear Sir/ Madam,

I am writing to complain about the poor service provided by your tele-communication company.

I am the user of broad Band Net connectivity provided by BSNL on telephone No. 243427. When I was busy on net purchasing on 15<sup>th</sup> Aug. at 3.00pm with international company your company failed to provide uninterrupted services as a result I lost my Rs. 10000 in the unsuccessful business transaction.

In the wake of this disappointment, I tried to communicate with the customer care service and received no explanation or apology more over. I was disconnected.

As a result of these poor services I lost my Rs. 10000/- to the counter company, that caused significant financial loss and embarrassment.

In the circumstances I expect better service from a company of your reputation.

Yours faithfully,

Arun Prakash

ARUN PARAKASH

## **Example 2**

ABC School

Cochin

16<sup>th</sup> July, 2012

The Manager

Ajantha Print House

Cochin

Dear Sir/ Madam

Ref: Order No. 434789 dated – 16<sup>th</sup> June, 2012 of student's Dairy

Subject: Complaining about defective Diary Printing.

We are writing to express our dissatisfaction with your business transaction about the printing of student's diary. I am writing to complain about a number of aspects of the service we received.

In my opinion the note book covers are a very dark shade of blue; the quality of paper used is extremely inferior, the academic calendar has not been printed properly, there are spelling mistakes in the students' prayer, and staff list has not been published in order as we provided to you.

I have a copy of the order form and it very clearly specifies the above mentioned things

I am returning the diaries through the bearer so that you can verify it for yourself and get diaries printed afresh giving the quality and content we have asked for.

I enclose placing order / the paper of our business transaction and look forward to hearing from you shortly.

Yours faithfully

Principal



Other useful phrases for a letter of complaint.

I am writing to express my dissatisfaction with / at----

I was surprised / shocked/ horrified to find-----

I returned/expained/requested-----

This caused me to -----

As a consequence-----

I am sure you will appreciate that this level of service is unacceptable.

I expect to be compensated for the inconvenience. . I have been caused.

I expect service from a company of your reputation.

**Placing orders**

**Example 1**

You are Arafat/Rita, who has seen the advertisement of the newspaper. Write a letter, placing an order, requesting them for a demonstration of the product at home. Also, remind them to deliver/ install the promotional offer on purchase of the computer.

25, South corner

New Delhi

10<sup>th</sup> Sept. 2012

The Marketing Manager

InfoTech Computer

Mayur Colony

New Delhi

Subject: Placing on order for personal computer Pintron.

Sir,

This is with reference to your advertisement in The New Indian Times, Dated 28<sup>th</sup> August, 2012, I wish to place my order for the mentioned product/model-pintron./ I request you to install the model within a week and arrange for a smooth delivery at home. I would also prefer that as per your advertisement, your technician installs my free internet connection and anti-virus software, during the demonstration.

Kindly ensure that your purchase bill is delivered with an authorized letter of warranty and detail of after sale service by the dealer / manufactures.

An urgent positive reply would be appreciated, confirming the order.

Yours truly

Govind Singh Kosta

**Example 2**

Shantinekatan Vidyalaya

Shivaji Nagar

Pune.

3<sup>rd</sup> Sept. 2012

The Sales manager

RD & Sons

Natun Bazar

Pune.

Subject: Asking for the rates of uniform.

Sir/Madam,

I am writing to ask for some information about the rates of uniform. Our Vidyalaya is interested in cotton pattern and the colours as advertised in your brochure and I would appreciate it if you could send us further information about prices and shades of colours.

Could you tell us how many patterns are available and how much does it cost per pair? I would also like to know whether the mode of transaction is realised at the earliest, as the session has already started.

We are looking forward to your early reply.

Thank you

Yours faithfully,

Hari Dutt

(Principal)

**Official Letter of Complaint**

Last week a fifty year old man died of cardiac arrest while taking a ride on a Swing in an amusement park. Write a letter to the Mayor in connection with this, putting forward suggestions of some safety measures which must be observed before issuing tickets.

Hanuman Nagar

Kankarbag

Patna -16

17 August, 2012

The mayor

Municipal Corporation

Patna-1

Sir

Subject- safety measures in amusement parks

Through this letter I want to bring to your kind notice that amusement parks are mushrooming in different corners of the city. They are drawing big crowds. Children have special fascination for them. Unfortunately, no adequate safety measures are undertaken by the owners before issuing tickets. This is resulting in frequent accidents.

Last week, a fifty year old man died of cardiac arrest while taking a ride in one swing in an amusement park in Lohianagar. Similarly a ten year old child was seriously injured when he fell down during a swing-ride. These mishaps speak of negligence and indifferent attitude of the owners of these parks towards precautionary and safety measures. I suggest some measures which can definitely help in preventing such avoidable mishaps, such park should not allow children below 10 years and old people to ride such swings which increase stress level and abnormal heart beat. Those who do not know how to swing should not be allowed to go near pools. Let amusement parks entertain people and not put their lives at stake.

Yours faithfully

D. Silva

### **Letter to the Editor**

#### **- Purpose**

- To express and share one's observation and views in a public forum, namely, magazine or newspaper
- To share such information on a wide range of social issues.
- that should still be a formal letter, but because it is for the public, it should show your opinion clearly or tell people something interesting or new. It can be direct and feel quite personal – you can use I, we and you.

#### **- it consists of four paragraphs.**

Clear introduction of the topic and the writer's opinion.

Main point with reasons.

Further point to support main one, with reasons and / or examples.

Repeats the writer's opinion and offers a challenge.

**Format: A LETTER TO THE EDITOR**

Sender's \_\_\_\_\_ 22, Rock Garden

Chandigarh

Date \_\_\_\_\_ 31/08/2012

(Receiver's) The Editor

The Times of India

Chandigarh

Subject-----

Dear Sir/Madam

Through the esteemed columns of your daily, I would like to draw your kind attention to the  
unfortunate fact that .....  
.....

**Body of the letter**

Explain the issue (5 to 6 lines)

ii) Suggestions to overcome the issue

(4 to 5 points)

We hope the responsible citizen of this nation come forward to take the initiatives and the  
concerned authorities will rise from their stereo type and take immediate remedial measures to  
deal with the situation.

Yours Faithfully

XYZ

Solved Examples:

Example 1:

You have noticed many stray animals on the road during the busy hours of the day. These animals cause traffic jams as well as accidents. You have already written to the concerned authorities but no action has been taken so far. Write a letter to the editor of a leading newspaper telling him about the nuisance created by the stray animals.

129/B hakim

Siliguri

West Bengal

25 August 2012

The Editor

The Times of India

Kolkata

Sir

Subject- nuisance caused by stray animals

Through the columns of your esteemed newspaper, I want to draw the attention of the general public and the higher authorities towards the suffering of the residents and pedestrians of hill cart road, siliguri. Due to the nuisance caused by the stray animals, one can easily become a prey for accidents. One can notice stray animals on the road even during the peak hours of the day. The stray animals have become a great problem for the drivers as well as for the young children. They cause frequent traffic jams and accidents. Sometimes rows of stray cows block the road causing great miseries.

We have already written to the concerned authorities but of no avail. Even a delegation of residents met the deputy commissioner on last Sunday but the outcome was not fruitful. We hope the concerned authorities will take immediate remedial measures to deal with this nuisance.

Yours faithfully

Alokpriyadarshi

### **Example 2**

You are Anamika Nath of 22 Rock Lane, Natun Bazar, Nagaon. You are appalled by westernization of Indian culture. Write a letter to the Editor of 'The Sentinel', Guwahati, expressing your resentment and putting forward measures to curb the bizarre trend.

22 Rock Lane

Natun Bazaar

Nagaon

21<sup>st</sup> march, 2012

The Editor

The Times

Guwahati

Subject: Celebration of New Year

Dear Sir,

Through the esteemed columns of your daily newspaper I should like to draw your kind attention to the impact of westernization on Indian culture.

In the name of modernism people are aping western culture. Welcoming the New Year may not raise a question of invasion on culture and civilization but the way of celebration makes us disgusted, disappointed. Young generation is getting intoxicated and excited with wild fervor and zeal. Excessive use of power, sound pollution, waking till midnight, passing comments to gentlemen, encroaching the streets for whole night are the common features of their celebration. These are the sign of declining condition of our social fabric. They lack source of inspiration and idol to be led.

I would like to use some valuable suggestions to make the society and sensible and committed to the noble cause. We can celebrate the New Year giving a smile to the traffic police man, wishing

the rickshaw puller and greeting the office boy. Whatever job we are assigned, let's give it our hundred percent.

Finally, let's end New Year's Day with an evening with our families.

Happy New Year!

Yours faithfully

Anamika Nath

### **Questions for Practice**

- a. There is no bus – stop within the radius of 2km. From your locality, causing a lot of inconvenience to the residents. Write a letter to the editor of The Telegraph drawing attention of government to this problem of the residents.
- b. You are Ashok / Asha living at Rabindrasarani, Siliguri. You came across the following advertisement.

Postal class Eng/hindi, practicals arranged, prospectus free. Contact  
Director, Success Centre, B.N. College gate patna-4

Write a letter to the director asking for detailed information on the course, duration, fees, assignments, local contacts programmes. Request for a prospectus and enclose a self –addressed envelope.

- c. John has employed the services of Decent Packers, 1424, Ramanujam Street Chennai to pack and transport your household goods and car to Borivali, Mumbai. Lodge a complaint with the manager of the company.

Hints:-the goods did not reach in time –the car reached with rear door damage-the electronics equipment's too damage-claim compensation for the damage.

- e. You had borrowed some books from your school library. Unfortunately you had to go away to visit a sick relative and could not return the book in time. And now you find that you cannot even locate them. Write a letter to the library in charge. Explain what has happened and propose what you can do in this regard.

### **Job Applications**

**FORMAT : JOB APPLICATION**



## **Solved Examples**

### **Example 1:**

You are Sumit/Sunita, a post-graduate in HR management. You come across an advertisement in a national daily regarding a situation vacant for the post of Human Resource Manager in Matrix HR Services, a multinational company situated at Bangalore. Write an application for the vacant post submitting your candidature for the same. Invent other relevant details. Also attach your full resume with the application.

Pragati

25, Downing Street

Kolkata

July 25, 2012.

The Chief Executive Officer

Matrix HR Services

Bangalore

**Subject:** Application for the post of Human Resource Manager.

Sir/Madam,

I, Sumit Kumar, gold medalist in post-graduation in HR management from Kolkata University, have come across the advertisement in the daily, 'The Hindu', dated July 20, 2012 for a situation vacant for the post of Human Resource Manager in your prestigious company. I would like to submit my candidature through this application for the said post.

I have been among the toppers throughout my school and college life. I am presently working as a management trainee for a very well-known Korean company. I possess good physical and mental health and assure you of dedicated work for your esteemed organization if given a chance to work for.

So, please be kind to consider my candidature for the said post. My detailed resume and photo copies of educational qualification and experience are attached along with this application.

Thank you,

Yours faithfully,

Sumitkumar

Enclosure: 1. Resume

Photo copies of relevant documents

PERSONAL RESUME

Format for writing Bio-Data/Curriculum Vitae/Resume:

PERSONAL RESUME

Name :

Address :

Contact Number :

E-mail ID :

Date of Birth :

Academic Qualification :

Experience :

Hobbies and Interests :

Special Achievements:

References :

Example 2

22 Rocks Lane

Chandigarh

20 March 2012

The Manager

State Bank of India

Chandigarh

Subject: Applying for the post of 'Accountant'.

Dear Sir/Madam,

I am writing to apply for the post 'Accountant' advertised in the Times of India of 18<sup>th</sup> March.

Body of letter

Explain relevant qualification & experience

(5 to 6 lines)

I would welcome the chance to work as part of a small dynamic team where I could make a significant contribution while developing my skills yet further. I would be happy to show you a portfolio of my work.

I am available for interview next week and look forward to hearing from you.

Yours faithfully,

Sameer Bora

John

Enc. CV /Resume/Bio-data

Example 3

22 M G Road

Natun Bazar

Nagaon

20<sup>th</sup> April 2012

The CEC

Human Resource Deptt.

Guwahati

Subject : Applying for the post of Production Manager.

Dear Sir,

I am writing to apply for the post of production manager advertised in the Assam Tribune of 18<sup>th</sup> April please find enclosed a copy of my CV.

I have been working on the documentary production Deptt. of Assam Govt. since my graduation from National School of Drama, Delhi. I have become particularly interested in creative / innovative Documentary on burning issues and now wish to nurture my worldview with Non-Govt organization.

I would welcome the chance to work as part of a socially aware dynamic group where I could make a noteworthy contribution while nourishing my creativity yet further. I would be happy to show you a portfolio of my work.

I am available for interview next week and look forward to hearing from you.

Yours faithfully

Sameer Bora

**SAMEER BORA**

Enc. CV

## CV (CURRICULUM VITAE)

NAME SAMEER BORA

ADDRESS 22 MG ROAD, NATUN BAZAR NAGAON

TELEPHONE 03276187910

EMAIL [Sameer@gmail.com](mailto:Sameer@gmail.com)

Nationality INDIAN

DATE OF BIRTH 10 JAN 1985

Profile A highly motivated, well-travelled and creative graduate with practical production experience in a govt. Deptt.

### EDUCATION

2008-2011 NATIONAL SCHOOL OF DRAMA DELHI

BA in Creative Production

2006-2008 Kendriya Vidyalaya, Nagaon

Employment 2011 Present Docu. Production Deptt. Assam Govt.

Skills Computer literate; except in animation; good at creative writing clean driving License.

Interests Tennis, Photography & Travel

Reference available on request.

Para -1 explain which job you are applying for and how/where you heard about it

Para -2 briefly describe your most relevant qualification and / experience

Para -3 explain why you want the job and why you think you would be good at it

Para -4 say how you can be contacted and/ when you are available for interview.

### **Questions for Practice**

- a. You are Krishan/Kiran studying at Hindustan School, Chennai. The road leading to your school is full of potholes causing a lot of congestion. Students and parents are often caught in a traffic jam. In spite of several representations the Chennai Corporation has not done anything to improve the condition. Write a letter to the editor of 'The Hindu' Chennai, drawing the attention of Corporation authorities to the problem. Also offer your suggestions for improvement.
- b. You are Gaurav/Garima, 13 Vaishali, Delhi. Read the advertisement given below and write a letter to the advertiser, applying for the job. Also give your detailed resume which you would send along with the letter of application.

#### **WISDOM PUBLISHERS LIMITED**

10, Sector 24, Faridabad

Wanted Sales Manager

Qualification: M.Com/M.B.A

Experience: 5 years for M.Com; 1 or 2 year for M.B.A

Competency: Knowledge of computers, finances and related commercial activities.

Salary commensurate with qualification and experience.

Apply to General Manager.

- c. Write a letter to the editor, 'The Hindu', Chennai about rash and reckless driving by the people in your city, suggesting preventive measures. You are Kamal/Kanwar of 10, Mount Road, Velacherry.
- d. You have shifted your residence from Lajpath Road to House no. 232, Aurobindo Marg, Delhi. Write a letter to the general manager, MTNL requesting him for an early transfer of your telephone line. You are Rohit/Radhika of 15, The Mall, Amritsar.
- e. Write a letter to the station Master, Anand, informing him about the loss of your suitcase which you realized only on alighting at Anand. You travelled by Navjivan Express from Chennai to Anand. You are Priya/Prasad of 12, Kasturi Bai Street, Chennai – 20
- f. As a parent, write a letter to the principal, ABC School Delhi, requesting him/her to grant your ward Akhil/Asha Arora, permission to attend the school two hours late for a month as he/she has to attend the coaching classes arranged by Sports Authority of India, on being selected for participation in National Swimming Championship.

## **Letter to the school or colleges authorities**

### **For making enquiry**

### **Solved Examples:**

#### **Example 1**

You have passed the AISSCE-2012 of CBSE. You desire to pursue your graduation in “creative writing”, write a letter seeking details about admission criteria to central Institute of Foreign and English language Hyderabad. You are Aman/ Anita of Chandigarh

28/B Block

Rock Garden Street

Chandigarh

20<sup>th</sup> August 2012

The Principal

Central Institute of Foreign & Eng. Language

Hyderabad

Subject: Seeking information about the course.

Sir/Madam,

This is in response to your advertisement in the Hindu dated 10<sup>th</sup> August 2012, I would like to seek the information regarding course ‘creative writing’ and its admission criteria offered by your institute.

I have passed the AISSCE-2012 with Grade ‘A’ and I am interested to pursue any graduation in ‘Creative writing’ from your knowledge hub. I would appreciate it if you could send me a brochure and details of admission criteria.

I would be grateful if you could let me know the following details:

Date of its commencement

Duration and timings

Board facilities

Cost of course and hostel accommodation.

Could you tell me what would be opportunities offered after the completion of course?

I shall be grateful if you could respond at the earliest.

Yours truly

Aman/Amita

Aman/  
Anita Singh

Other useful phrases for asking for information :

If would also be helpful to know what/when----

I would be interested to know---

Please let me know----

Would you send me details of-----

I would be grateful if you could let me have-----

I would appreciate it if you could-----

Would it be possible for you to -----?

(PERMISSION TO ATTEND SCHOOL LATE)	
Suggested value points	
Details of your ward (name/class/ section)	
Information about selection for National Swimming Championship	
Reason – coaching by Sports Authority	
Requesting permission for 2 hr late attendance for one month	
(specify time in the morning)	
Any other relevant details	



### **Example 2:**

Being the sports secretary of your school write a letter to your Principal requesting for the need of proper maintenance and requirement of sports equipment for the upcoming Annual Sports Day. You should write at least 150 words. In your letter:

State the present condition of the sports field and sports equipment

Tell about the problems faced by the players

Demand for special coaches for swimming, aerobics and hockey.

### **Questions for Practice**

- a. You are Arman/Aarti, a student of class XII. You ordered for a set of postal course books for preparation of entrance exams for engineering courses. A demand draft for the required amount was also sent, but you have not yet received the material. Write a letter in about 150 words to the Manager, Perfect Success Publications, 25, M.G. Road, New Delhi enquiring about the whereabouts of your ordered books. Invent all other details.
- b. On this Foundation Day of your school you want to donate a set of useful books to the school library. Write a letter stating your demand of books to the Scholastic Publications, detailing your requirement and giving a list of the title of the books. Invent all other details. Write in about 150 words.

## **SECTION C**

### **Grammar - 10 Marks**

Different grammatical structures in meaningful contexts will be tested. Item types will include gap filling, sentence re-ordering, dialogue completion and sentence transformation. The grammar syllabus will include determiners, tenses, clauses, modals and Voice. These grammar areas will be tested using the following test types.

- |   |                 |
|---|-----------------|
| <b>Question 6:</b> Error Correction           | <b>04 Marks</b> |
| <b>Question 7:</b> Editing Task               | <b>04 Marks</b> |
| <b>Question 8:</b> Re - Ordering of Sentences | <b>02 Marks</b> |

## **DETERMINERS :**

Determiner is a word that is used before a noun in order to show which thing you mean. In the phrases 'the car' and 'some cars', 'the' and 'some' are determiners.

-A word such as the, some, my etc. that comes before a noun to show how the noun is being used.

List of the Determiners:

- i) Articles (a, an & the)
- ii) Distributives (each, every, either), Demonstrative (this, that, these, those), Quantifiers (little, some, any, few), Possessive (our, your, my), Interrogatives (what, which, whose), all, both, half, many, one fifth, one tenth, two third, cardinal numbers & ordinal numbers.

### **Examples:**

The indefinite article (Before Noun = singular, countable & common).

-> The form 'a' is used before a word beginning with a consonant, or a vowel with a consonant sound:

- \* A man
- \* A hat
- \* A European
- \* A one-way street

-> The form 'an' is used before words beginning with a vowel or words beginning with a mute h:

- \* An apple
- \* An onion
- \* An hour
- \* An L-plate
- \* An MP
- \* An SOS
- \* An M.A.

-> Before a singular, countable noun.

- \* I need a visa.
- \* He bought an ice-cream.

-> Before a singular noun which is used as an example of a class.

- \* A car must be insured = All cars/Any cars must be insured.

\* A child needs healthy nourishment = All children need/ any children needs healthy nourishment.

-> With a noun complement.

\* It is an earthquake.

\* She'll be a dancer.

-> In certain expressions of quantity.

A lot of, a couple, a great many, a great deal of, a dozen etc.

-> With certain numbers.

a hundred, a thousand, a kilo and a half, a third, a quarter.

-> In expressions of price, speed, ratio etc.

5p a kilo, L 1 a meter, 10p a dozen, for times a day (Here a/an = per)

-> In exclamations before singular, countable nouns:

Such a long queue!

What a pretty girl !

-> A Mr. Shaw (= a man called 'Shaw' and implies that he is a stranger to the speaker.) Without 'a' implies that the speaker knows Mr. Shaw or knows of his existence.

-> The: (the definite article)

-> The object or group of objects is unique:

- The earth, the sea, the sky, the equator.

-> Before a noun which has become definite as a result of being mentioned a second time:

- His car struck a tree; you can still see the mark on the tree.

-> Before a noun made definite by the addition of a phrase or clause:

- The girl in blue.

-the boy that I met.

- The man with the banner.

-> Before superlatives:

- The first week.

- The best day.

- The only way.

-> The + singular noun = a class of animals or things.

- The whale is in danger of becoming extinct.

-The deep-freeze has made life easier for housewives.

-> The old = old people in general.

-> Before the names of seas, rivers, groups of islands, chains of mountain, plural names of countries, deserts, and regions.

- the Atlantic, the Netherlands, the Thames, the Himalayas, the Sahara, the Bay Of Bengal, the Arabian sea, the United States of America.

-> The + plural surname = the ..... family

The Clintons = Mr. and Mrs. Clinton (and children)

-> 'The' is not used before bed, church, court, hospital, prison, school/ college/university, when these places are visited or used for their primary purpose.

- We go to bed/in bed.

- We go to school/at school.

- Demonstratives :

- i) This beach is quite beautiful.
- ii) That ground is nearest to our school.
- iii) These people come from Latin America.

- Distributives :

- i) Each child assembles his or her project.
- ii) She had a bottle in each hand.
- iii) You can park on either side of the street.
- iv) I could hear every word they said.

- Interrogatives :

- i) Whose car broke down?
- ii) Which horse won?
- iii) What paper do you read?

- Possessives :

- i) The girls are with their brother.
- ii) Mary's father is her father.
- iii) She changed her shoes.
- iv) Hand your papers in.

- Quantifiers: Little, Few, Some, Any.

A) Little : before uncountable (Not much, almost nothing)

Examples:

- i) There is little doubt in my mind. (Not much), have almost the force of a negative.
- ii) Sugar? ~ A little, please (A small amount)
- B) Few: before countable & plural (Not many, almost none)

Examples:

- i) Few people understand the plan. (Not many).
- ii) We've had a few replies. (a small number)
- C) Some :
  - i) I ate a date/ some dates.
  - ii) They bought some honey. (affirmative)
  - iii) Do some of you sleep on the floor? (I expect so)
  - iv) Would you like some wine? (offers/requests)
- D) Any :
  - i) I haven't any matches. (negative)
  - ii) I have hardly any spare time. (almost negative)

\* Others:

- i) One more, please!
- ii) There's only room for one person.
- iii) It was the first time they had ever met.
- iv) All the men had weapons.
- v) All the people are ready.
- vi) Both doors were open.
- vii) Half of the fruit was bad.
- viii) He has a half share in the company.
- ix) Many people feel that the law should be changed.

## **TENSES**

Time Structures Uses Examples

## **VOICE**

### **Active tenses and their passive equivalents**

<i><b>Tense</b></i>	<i><b>Active</b></i>	<i><b>Passive</b></i>
Simple	S + V1 + O S + V2 + O S + shall/will + V1 + O	O + to be + V3(pp)
Continuous/progressive	S + to be + V-ing + O	O + to be + being + V3(pp)
Perfect	S + to have + V3	O + to have + been + v3(pp)
Imperative	V + O	Let + O + be + V3

V1=base form of the verb.

V2=past tense of the verb

V3=past participle

V-ing=present participle

Form of to be=am, is, are (present); was, were (past); will be/shall be(future)

Form of to have=have, has (present); had (past); will have/shall have (future)

<b><i>Tense/verb form</i></b>	<b><i>Active voice</i></b>	<b><i>Passive voice</i></b>
Simple present	Writes	Is written
Present continuous	Is writing	Is being written
Simple past	Wrote	Was written
Past continuous	was writing	Was being written
Present perfect	Has written	Has been written
Past perfect	Had written	Had been written
Future	Will write	Will be written
Conditional	Would write	Would be written
Perfect conditional	Would have written	Would have been written
Present infinitive	To write	To be written
Perfect infinitive	To have written	To have been written
Present participle/gerund	Writing	Being written
Perfect participle	Having written	Having been written

### Modals

Meaning	Modals	Examples
Ability	can, could, be able to, be capable of.	i) <u>Can</u> John swim? ii) My sister could swim when she was five. (past ability) iii) I couldn't find my mobile this morning. (past inability) iv) He could have run faster, but he didn't want to overcome Sarang. v) Rajat has not been able to attend school since the illness. vi) Jyoti was able to speak to Ann before she left. vii) Will students be able to

Permission	can, could, may.	work their assignments on line one day? (future ability)  i) Can I come in? ii) Students may take the books from library between 1.40 to 3.00 .(written) iii) May I sit here ?(formal)
Requests	can, could, will, would.	i) Can you pass me the salt? (most informal) ii) Could you help me to find out the address? (formal) iii) Would you please count your change? iv) Will you get me a glass of water, John?
Obligation	have (got) to, must.	i) All tourists must produce their I-cards whenever it is required. ii) The boss must get that report finished. Iii) Do you have to write your date of birth on the form? iv) They had to come on the time.
Possibility	could, can, may, might.	i) <u>I could have</u> lend you the money, why didn't you ask me ? (past ability) ii) Raju <u>may not</u> be at home. iii) I may have/might have left

Advice/Obligation	ought to, should, have to, must.	<p>my mobile in the office.  iv) You can ski on the hills.  v) He could be very unreasonable.</p> <p><u>Teacher to pupil</u> : (speaker's authority)  You must practise at least two hours a day.  <u>Pupil to his friend</u>: (external authority)  I have to practise two hours a day.  <u>His friend to pupil</u> : (subject's obligation or duty)  You ought to should practice for more than two hours.</p>
Prohibition	must not, may not, cannot.	<p>i) You mustn't inform him anything.  ii) John can't work until you're better.  iii) Reference books may not be taken out of the library. (written)  iv) Candidates must not begin writing until the bell rings. (formal)</p>
No necessity	Don't have to, shouldn't have, didn't need to, needn't have.	<p>i) You don't have to help me I can do my work.  ii) They didn't have to sell their flat.  iii) You shouldn't have bothered cooking. They would have bought a meal from hotel.  iv) He didn't need to learn the poem by heart.  v) Passengers needn't have got down earlier.</p>
Assumptions & deductions	Will, should, must, can't	<ul style="list-style-type: none"> <li>That must be Kamala  She often comes on the</li> </ul>



		time. • This book should be interesting. • There must be a drawback in the planning. • It will be an urgent call. You can't have finished already! • Shall I do the typing? • Shall we start now? I'll drop you at the station.
Offers & suggestions	Shall, will	

### **Rearranging the words for a meaningful sentence.**

Following things will help you to form the meaningful sentence.

A sentence consists of a subject and a predicate.

A Sentence has some important elements – subject, verb, object, complement and adverbial.

- The following are the basic structures.

1. John                      carefully                      searched                      the room.

                    S                      A                      V                      O  
2. The girl                      is                      now                      a                      student                      at a large university.  
                    S                      V                      A                      C                      A

1. His brother                      grew                      happier                      gradually.

                    S                      V                      C                      A

2. It                      rained                      steadily                      all day.

                    S                      A                      A                      A

3. He                      had given                      the girl                      an apple.

                    S                      V                      O                      O

4. They                      make                      him                      the chairman                      every year.

                    S                      v                      o                      c                      a

7. She                      saw                      that (it rained all day).

                    S                      V                      O

8. His brother                      grew                      happier when his friend arrived.

                    S                      V                      C                      A

9. That she answered the question correctly                      pleased                      him                      enormously

                    S                      V                      O                      A

### **Kinds of sentences & their structures**

#### A. Based on meaning :

##### i. Assertive /statement :

I write a letter. S+v+o /c+ .

##### ii. Interrogative /Question:

Do you complete your work?

Where have they been living for a decade?

(Helping verb +S+V+O+?)

(Wh word +h.V.+S+V+O+?)

##### iii. Exclamatory –

How wonderful it is!

What a great king Ashoka was!

(How + adj./adv. + S+V+!)

(What + det + adj/adv + S+V+!)

##### iv. Imperative -

Open the door.

V+O/A

#### B. Based on the structure :

##### 1. Simple = consists of only one predicate

I am living in New Delhi.

##### 2. Complex = consists of one main clause and sub-ordinate clause/s.

e.g. If I come to you, I will give a book to you.

##### 3. Compound = consist of two or more than two clauses of equal importance.

e.g. We came in first but we did not win the race.

### **CLAUSES**

Clause is a group of words that includes a subject and a verb, and forms a sentence or part of a sentence.

e.g. They often go to Italy

because they love the food

Main clause

subordinate clause

Simple sentence – only one main clause

Complex – one main clause +one or more than one subordinate clause.

Compound – two or more than two main clauses.

**Subordinating conjunction** : - A subordination conjunction joins a clause to another on which it depends for its full meaning.

- After, till, no sooner---- than, when, as soon as, as , since, before, while = time
- In order that, so that, lest =purpose
- Where, wherever = place
- Because, since, that, as, = reason, cause

- If, whether, unless, on condition that = condition
- That, = result or consequence
- Than, as-as = comparison
- Though, although, even if = supposition, concession

**Coordinating conjunction** = A coordinating conjunction joins together clauses of equal rank.

- And, but, for, or, nor, also, either---or, neither---nor.

## **GRAMMAR EXERCISES**

### **1. Which sentences below are incorrect because 'the' is not needed**

2. The sun was shining.
3. She rushed out of the room.
4. We grow the potatoes and the carrots.
5. One of the men stood up.
6. How long have you been learning the English?
7. He loves playing the tennis.
8. Could you pass me the butter?
9. I was born in the June.
10. She was amazed at the beauty of the island.
11. My mother has a sleep after the lunch every day.

### **2. Read the passage below and decide whether a, the, or no articles needed to fill each gap correctly.**

Spanish is one of ----- most widely spoken languages in ----- world. It is spoken all over----- South America except for ----- Brazil. Like Italian and Portuguese, ----- Spanish language is related to Latin. ----- recent report stated that -----number of Spanish speakers in -----United State of America will be higher than -----number of English speakers by -----year 2090. As -----result of this, nearly all North American schools teach Spanish. ----- language with -----most speakers in ----- world is Mandarin Chinese.

### **3. Fill in the blanks by using a or an**

He was wearing -----hat. I have just bought-----new computer. What -----interesting life you've had! Do you have to wear ----- uniform? The book was given to me by -----uncle. This should only take half -----hour. ----- plane flew overhead. He took me to ---expensive restaurant. This is ----- one-way street. She wanted to be---- MP.

### **4. Complete this narration using suitable determiners.**

A-----months back, -----big fire broke out in our locality. It had caused a ----- damage, but fortunately----- was hurt. It was a calm night and I was reading in the hall. I smelt----- burning and heart ----- shouting down the road. I saw a house on fire with -----flames leaping from one roof to another. I immediately phoned the police and fire department, and -----of us rushed out.

### **5. Use the appropriate modal to fill in the blanks.**

(Meaning of the modal are given in the bracket)

1. Teacher to student : you -----study at least three hours a day.(Speaker's authority)  
Student to his classmate: I -----study at least three hours a day (external authority)  
His classmate: you -----study for more three hours. (Moral obligation)
2. ----- I read your newspaper? (informal permission)  
-----I come in ? (formal permission)
3. She ----- speak Spanish. (present ability)  
She -----swim when she was 11 years old. (Past ability)
4. -----you babysit for us on Friday? (polite request)  
-----you close the door? (Formal request)
5. The stadium -----= be emptied in four minutes. (possibility)  
I ----- do it now, if you like. (Less possible)  
They----- well win. (Something is possible)
6. They----- burn coal; now they burn fuel oil only. (Expresses a past habit or routine)
7. You ----- not begin until I tell you. (formal prohibition)  
Reference books ----- not be taken out of the Library. (Written prohibition)

### **6. JUMBLED SENTENCE**

REARRANGE THE WORDS SO THAT THEY ARE IN THE CORRECT ORDER.

1. attention. Babies need constant
2. author? Is who your favourite
3. the team's the place victory guarantees final. Tonight's
4. highlights a of number instances The of injustice. Report
5. on contains museum interesting rural some The exhibits Spanish life
6. She a on in in tower an estate block London. Lives
7. The on today's Flights the displayed are of monitor. Details
8. What the school. Wear fairly take to I towards kids a relaxed attitude

### **7. The following passage has not been edited. There is one error in each line. Write the incorrect word and the correction in your answer sheet. Remember to underline the word that you have supplied.**

1.  
I would welcome the chance to working as part -----

of a small dynamic team how I could make  
an significant contribution while developing  
my skills yet further. I must be happy to  
show you a portfolio of mine work  
I am available with interview next week and  
look forward to hear from you.

-----  
-----  
-----  
-----  
-----  
-----

## 2.

Could you tell me where many  
hours the week of language  
tuition are offer and how  
large the groups is ?  
I would also like with know  
whether special diets is  
catered with, as  
one of my friends are  
a vegetarian.

## **9. Tenses**

Put the verbs in brackets into the correct tense.

Dear Mr. Jones,

My family and I (suffer)a good deal lately from the noise made by your guests  
when they (leave) your house on Saturday nights. They (stand) in the street, (laugh)  
loudly and (call) goodbye to you and to each other. Then they (get) into their cars (bang)  
the doors loudly, and finally they (reverse) their cars on to the road.

## **9. Complete the utterances in the most suitable way using a variety of ways to express future time**

e.g. "It's getting too cold. I'm going to get a sweater."

1. "Thanks a lot for lending me your Mathematics book. I \_\_\_\_\_ it on Monday."
2. "Somebody has broken into our house. I \_\_\_\_\_ the police immediately."
3. "I'm feeling very hungry. I think I \_\_\_\_\_ some snacks."
4. "It's 7.00p.m. They \_\_\_\_\_ here any moment, now."
5. "This circular announces that school \_\_\_\_\_ on 1<sup>st</sup> September."
6. "The dolphin \_\_\_\_\_ through the hoop. Just watch it."
7. "When \_\_\_\_\_ you give us a treat for your birthday?"
8. "Who \_\_\_\_\_ the phone now? I have answered it twice already."

9. "Office \_\_\_\_\_ open this Sunday. So, you may submit the documents then."
10. "\_\_\_\_\_ the computer much longer? I need to use it soon."

**Q.10 Transform the sentences by using appropriate conjunctions.**

1. Hardly had the teacher entered the class, the students stood up.(As soon as)
2. He is too weak to walk properly.(use that)
3. Search the room. You will find the pen. (if)
4. The soldier was wounded. He was not killed. (Although)

**Q.11 In each sentence you find an error. Rewrite the sentence with a correct alternative.**

1. He will stay. If you asked him to.(conditionals)
2. Having doing his duty, he felt satisfied. (participle)
3. I have usually a cold shower in the morning. (place of adverb)
4. The number of people attending the meeting was quite small. (subject verb agreement)

**Q.12. Use the following linking words and fill in the blanks.**

(and, while, because, then, although, or, however, otherwise, so, if)

A few weeks ago, I did some ironing \_\_\_\_\_ went out to do some shopping. \_\_\_\_\_ I was out, I realised that I couldn't remember whether I had switched the iron off \_\_\_\_\_ left it on. \_\_\_\_\_ I had left it on; the house might be on Fire! I was really worried \_\_\_\_\_ I ran home at once. \_\_\_\_\_, I needn't have worried \_\_\_\_\_, \_\_\_\_\_ I had left the iron on, everything was all right. It was a good thing I got home in time, \_\_\_\_\_ things could have turned out very differently.

**DETERMINERS-SOLVED EXERCISE**

In the passage given below, one word has been omitted in each line. Write the missing word along with the word that comes before and the word that comes after it against the correct blank number.

Have you ever seen banyan tree? The banyan	a)
must be biggest tree found in India. A full	b)
grown banyan is as high as three storeyed building.	c)
We don't see banyan trees in cities. They are so huge that	d)
they can only grow in open places. Banyan looks like	e)
palace standing on pillars. It doesn't have	f)
just main trunk like others do. It has many	g)
roots coming down. These hanging roots enter ground	h)
and look like smaller trunks.	

Answers-

- |                         |                            |
|-------------------------|----------------------------|
| a) seen <u>a</u> banyan | b) be <u>the</u> biggest   |
| c) as <u>a</u> three    | d) see <u>many</u> banyan  |
| e) <u>a</u> banyan      | f) <u>a</u> palace         |
| g) just <u>one</u> main | h) enter <u>the</u> ground |

### **DETERMINERS-UNSOLVED EXERCISE**

In the passage given below, one word has been omitted in each line. Write the missing word alongwith the word that comes before and the word that comes after it against the correct blank number.

It was not new emotion. Doubt was my	a)___
oldest enemy. I knew well. Yet I	b)___
had never expected to come, to	c)___
arrive so suddenly. There was feeling	d)___
that I would be free from it. But was	e)___
not so. More I tried, the more I	f)___
felt confused. But way had to be found at any cost.	g)___
I could not start work without tension.	h)___

### **TENSE-**

### **SOLVED EXERCISE**

Rewrite the following passage using the verbs (in brackets) in their correct form:

For a while I 1)\_\_\_ (can) not decide whether I should speak to her or not. I did not have the guts to tell her that her mother 2)\_\_\_ (die) before the doctor 3)\_\_\_ (arrive). She 4)\_\_\_ (turn) her eyes towards me. She 5)\_\_\_ (anxious) to know about her mother. I 6)\_\_\_ (collect) courage and 7)\_\_\_ (move) my lips and silently told her that her mother 8)\_\_\_ (pass away).

### **Answers-**

- |              |                    |              |
|--------------|--------------------|--------------|
| 1) Could not | 2) had died        | 3) arrived   |
| 4) turned    | 5) was anxious     | 6) collected |
| 7) moved     | 8) had passed away |              |

### **UNSOLVED EXERCISE**

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

The general elections were to be hold next month e.g. hold....held  
The polling booth was set up. All the a)\_\_\_\_\_

Polling officer could be appointed. The task of appointing observers might be completed. Ballot papers will be sent to their proper places. In fact all the arrangements had been made. The general elections must be held smoothly.

b) \_\_\_\_\_  
c) \_\_\_\_\_  
d) \_\_\_\_\_  
e) \_\_\_\_\_  
f) \_\_\_\_\_

### **CLAUSES- SOLVED EXERCISE**

Complete the following sentences with proper clauses.

- 1) God helps those .....
- 2) You should act.....
- 3) She cannot convince her husband.....
- 4) There are many places.....

Clues:- 1)..... who help themselves.  
2)..... as you are told.  
3)..... however hard she may try.  
4)..... which we haven't visited.

### **UNSOLVED EXERCISE**

- 1) I want to know .....
- 2) She did not attend the school.....
- 3) Let us consider.....
- 4) The first thing.....

### **MODALS - SOLVED EXERCISE**

There is an error concerning 'modals' in each line of the following passage. Find the error and write the correct word in your answer sheet against the correct blank number.

One ought to say that man has not made e.g. ought to... can/may/might

Much progress from the other animals .It should	(a)
be that in many ways animals are	
superior to man still. All dare agree	(b)
that ants have a great social organisation	
which shall have wandered many. Ants	(c)
work ceaselessly and for others. We have learn	(d)
from them so many things and these shall	(e)
teach us lessons of civilization .In no case may we	(f)
late other living beings.	



### **UNSOLVED EXERCISE**

Fill in the blanks with appropriate modals:

- 1) .....I see you in the morning?
- 2) It.....rain. I am not sure.
- 3) We.....improve our lot.
- 4) I.....to express my views on pollution.
- 5).....his soul rest in peace!
- 6) I did all that I.....do for my son.

### **EDITING-SOLVED EXERCISE**

The following passage has not been edited. There is a word missing in each line. Find the missing word that comes before and after it.

- |  |     |
|--|-----|
| An Inter House Debate Competition will held      | (a) |
| next Sunday.                                     |     |
| All the House Incharges requested to enlist      | (b) |
| teams from their houses by tomorrow.             |     |
| The topic and the time limit have already put up | (c) |
| On the notice board. The student advised to note | (d) |
| down the topic from the notice board .           |     |
| It expected that proper decorum would be made.   | (e) |
| Proper seating arrangement have already made.    | (f) |

Clues: a) will be held  
b)inchargesare requested  
c)alreadybeen put  
d)studentsare advised  
e)itis hoped  
f)alreadybeen made

### **JUMBLED WORDS SOLVED EXERCISE WORDS:**

- 1) In India/grown/is/coffee/the farmers/by

Ans= coffee is grown by the farmers in India.

- 2)by her/not being/the flowers/are / plucked.

Ans= The flowers are not being plucked by her.

- 3)the student/is/by/sung /national anthem/ the

Ans= The national anthem is sung by the students.

4)has come/the/the/is glad/baby/that/mother

Ans= the baby is glad that the mother has come.

### **UNSOLVED EXERCISE**

1) oil/was found/in the/North sea/1960s/the/under

2)world/country/finest/is/the/in/the/India/our

3) they/in the hall/for/ two hours/watching/had been/television

4) blessing/you/all/on/may/showered/be

### **Questions for Practice**

#### **1. Put the verbs in bracket in the correct tense and rewrite the following:**

India (have) many calendars which Indians (use) since very early times. More than thirty (be) still in use. One difficulty about having so many calendars (be) that the same date (fall) of different days according to each.

KEY:

- i. has            ii. have been using    iii. are            iv. is            v. falls

#### **2. Put the verbs in bracket in the correct tense and rewrite the following:**

- i. The efficiency of a truck \_\_\_\_\_ by the load it can take.  
(a) knows            (b) is known            (c) has been known    (d) has known
- ii. Last week every day my maid \_\_\_\_\_ a plate.  
(a) breaks            (b) was broken            (c) broke            (d) has broken
- iii. If I \_\_\_\_\_ one more question, I would have passed.  
(a) had answered    (b) would answer            (c) has answered            (d) would have answered
- iv. The minister promised \_\_\_\_\_ me a post in his department.  
(a) to have given    (b) having given            (c) have given            (d) to give
- v. Please don't \_\_\_\_\_ when you go out.  
(a) leave opening the door            (b) leave the door open  
(c)leave the door opened            (d) leave open the door

KEY:i.(b)            ii. (d)            iii. (a)            iv. (d)            v. (b)

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

Nothing, they say, was more constant than change. e.g. was – is  
Science, being a dynamic subject, was regularly witness (a) \_\_\_\_\_  
to changes, as old theories periodically gets discarded (b) \_\_\_\_\_  
and new ideas regularly pop up. We are living at very (c) \_\_\_\_\_  
interesting times. A scientific temper, having lain (d) \_\_\_\_\_  
quiescent for some years, is get charged with a slew of (e) \_\_\_\_\_  
new discoveries tumbling in of laboratories around the globe. (f) \_\_\_\_\_

Key:

(a) was – is (b) gets – get (c) at – in (d) A - The (e) get – getting (f) in – out

**4. Correct the following sentences using proper tense forms:**

- (a) I am liking it very much.  
(b) Madhu is always writing beautiful poems.  
(c) If you will go to Ludhiana, buy a good shawl for me.  
(d) Where you got this pen from?  
(e) Rohit is working in this film for ten years.  
(f) These students prepare for their exams these days.

Key:

- (a) I like it very much  
(b) Madhu writes beautiful poems  
(c) If you go to Ludhiana, buy a good shawl for me.  
(d) Where did you get this pen from?  
(e) Rohit has been working in this firm for ten years.  
(f) These students are preparing for their exams these days.

**5. Rewrite the following sentences after making necessary correction of errors:**

- (a) The Aryans were brave peoples.
- (b) The rider's hat was blown off by the strong wind.
- (c) I am the one who am to blame.
- (d) Five plus seven are twelve.
- (e) He has won the tournament in 1986.
- (f) Choose only such friends whom you can trust.
- (g) The poor people of the village buy neither vegetables nor grow them.

Key:

- (a) The Aryans were brave people.
- (b) The rider's hat was blown off by a strong wind.
- (c) I am the one who is to blame.
- (d) Five plus seven is twelve.
- (e) He won the tournament in 1986.
- (f) Choose only such friends who you can trust.

The poor people of the village neither buy vegetables

**SECTION D**

**Textual Question - 20 Marks**

Questions on the prescribed textbooks will test comprehension at different levels: literal, inferential and evaluative based on the following prescribed textbooks:

- 1. Hornbill : Text Book published by NCERT, New Delhi 12 Marks
- 2. Snapshots : Supplementary Reader published by NCERT, New Delhi 08 Marks

The following have been deleted:

50

Name of the Text Book      Name of the lessons deleted

Hornbill 1. Landscape of the Soul

2. The Adventure

3. Silk Road

4. The Laburnum Top (Poetry)

Snapshots 5. The Ghat of the only World

Question 9: One out of two extracts based on poetry from the text to test reference to context, comprehension and appreciation. 01x04 = 04 Marks

Question 10: Five out of six short answer questions (up to 40 words) on the lessons from poetry prose and plays from both Hornbill and Snapshots with 3+3 pattern. (3 questions each from each book) 05X02 = 10 Marks

Question 11: One out of two long answer questions based on the prescribed Text Books both Hornbill and Snapshots with 1+1 pattern. (150 Words) 01X06 = 06 Marks

### A PHOTOGRAPH by Shirley Toulson

The cardboard; here it refers to the photo frame; showed the speaker how life was when the two cousin sisters went paddling; to propel or travel in a canoe or the like by using a paddle: to row lightly or gently with oars: to move by means of paddle wheels, as a steamer: to propel with a paddle: to spank or beat with or as with a paddle: to stir, mix, or beat with or as with a paddle: to convey by paddling, as a canoe: here it means walked barefoot in shallow water; with each one of them holding the speaker's mother's hands. The bigger girl of the cousin sisters must be about twelve years old. All three of them stood still shoulder to shoulder to smile through their long hair at the camera whose picture was taken by the uncle holding it. The mother had a sweet and pleasant smile before her child was born into this world. The sea in which they were paddling; which seemed to not have been changed; washed their terribly transient; not lasting, enduring, or permanent; transitory: lasting only a short time; existing briefly; temporary: staying only a short time: here it means short lived; wet feet.

After twenty to thirty years later, the mother took out the photograph and laughed at the snapshot. The two cousin sisters were Betty and Dolly. She found it so hilarious at the manner that they dressed up for the beach. The sea holiday was her past for the mother while it was laughter for the speaker. Both mother and daughter wry; produced by a distortion or lopsidedness of the facial features: abnormally bent or turned to one side; twisted; crooked: devious in course or purpose; misdirected; contrary; perverse: distorted or perverted, as in meaning: bitterly or disdainfully ironic or amusing; at the labored ease of loss. But now the mother has been dead for the past few years just as one of those cousin sisters' lives. Out of all these circumstances, there is nothing else left to say. The matter is closed and silence has sealed its fate.

Source: <http://www.shvoong.com/books/poetry/2023585-summary-photograph-shirley-toulson/#ixzz2511WAh15>

### UNDERSTANDING THE LESSON THROUGH KEY SENTENCES:

1. The poet looks at the cardboard on which there is a childhood photograph of her mother.
2. She had gone for a sea holiday with two her cousins Betty and Dolly
3. While they were paddling, their uncle took a photograph of them.
4. Both the cousins were holding the hands of her mother who was the eldest among the girls.
5. This was before the poet was born
6. Time fled past since and all those who are in the photograph under went changes while the sea remained the same.
7. Her mother would look at the photograph after about twenty to thirty years and laugh nostalgically.
8. Now for the poet her mother's laughter and her sea holiday is a thing of the past.
9. Her mother died about 12 years ago.
10. The silence of the photograph silences the poet.
11. She experiences great loss.

<http://devasiasir.blogspot.in/>

### USE OF OXYMORON IN THE POEM 'A PHOTOGRAPH'

An oxymoron is a term or statement that contradicts itself, or seems to. Examples often given are "giant shrimp" or "controlled chaos". Some are literary effects designed to create a paradox, while others are done for humor.

The poem "A Photograph" contains the oxymoron "laboured ease", which in the context of loss may mean avoiding the public display of grief.

Read more: <http://wiki.answers.com/Q/>

Q. Read the stanza given below very carefully and answer the questions that follow:

1X4=4

STANZA – 1

The cardboard shows me how it was  
When the two girl cousins went paddling,  
Each one holding one of my mother's hands,  
And she the big girl – some twelve years or so.

a. What does the 'cardboard' show the poet?

Ans: The 'cardboard' shows the poet the scene on the sea beach with three girls.

b. Why did the two girl cousins hold one of the poet's mother's hands?

Ans: As the poet's mother was 'the big girl' i. e. elder in age so the two girl cousins hold one of her hands.

c. How old was the oldest girl among the three cousins?

Ans: The oldest among the three cousins was some twelve years old.

d. How did the girls go to the sea beach?

Ans: The girls went to the sea beach 'paddling' means barefooted.

STANZA – 2

Now she's been dead nearly as many years  
As that girl lived. And of this circumstance  
There is nothing to say at all.  
Its silence silences.

a. How long has the poet's mother been dead?

Ans: The poet's mother has been dead for about twelve years.

b. What is the meaning of the word 'circumstance' in the poem?

Ans: The word 'circumstance' in the poem means the death of the poet's mother.

c. Why is there nothing to say at all?

Ans: There is nothing to say at all because the poet has lost her mother and her beautiful smile forever.

d. What silences the silence?

Ans: The silence of the death silences the silence.

Q. Write answers of the following questions in about 40 words each: (2 marks each)

a. Describe the three girls as they pose for the photograph?

Ans: The three girls went to the sea beach to be photographed by their uncle. The younger cousins were holding hands of the elder cousin. They smiled through their hair as they stood still for a photograph.

b. Why would the poet's mother laugh at the snapshot?

Ans: The poet's mother would laugh at the snapshot as it would revive her memories of the old happy days on the sea beach and the strange way in which they were dressed for the beach.

c. What are the losses of the poet's mother and the poet?

Ans: The poet's mother's loss is of her old happy days on the sea beach while the loss of the poet is the beautiful smile of her mother as she is now dead.

d. The entire poem runs through the lament of loss of something near and dear. Which feeling is presented prominently here?

Ans: The nostalgic feeling is presented prominently the poem.



## THE VOICE OF THE RAIN

By Walt Whitman

Summary:

The speaker enquired from the soft falling shower as to who or what it really is? Though it may appear to be very strange to express it in words, yet the soft rain seemed to give the speaker an answer which can be translated as follows: that it is the poem of the earth that rises eternally from an impalpable; not palpable; incapable of being perceived by the sense of touch; intangible: difficult for the mind to grasp readily or easily:(of powder) so fine that when rubbed between the fingers no grit is felt; something that cannot be touched; portion of the land and the bottomless sea. Upward to heaven, to the immeasurable heights of the sky, from whence it vaguely forms, altogether change and yet the same. It descends to lave; (of a river, sea, etc.) to flow along, against, or past; wash: Obsolete. To ladle; pour or dip with a ladle: wash or bathe; the droughts; a period of dry weather, esp. a long one that is injurious to crops: an extended shortage; atomies; tiny particles; and the dust layers of the globe. All that is in the world without the rain were only seeds that are latent; hidden; and unborn. Eternally, day and night, and round the clock, it gives back life to its own origin, to make the earth pure and beautify it. (For song, issuing from its birth place, after fulfillment, wandering Reck'd or unreck'd, duly with love returns); to have care, concern, or regard (often fol. by of, with, or a clause): to take heed: Archaic . To be of concern or importance; matter.

Source: <http://www.shvoong.com/books/poetry/2023592-summary-voice-rain-walt-whitman/#ixzz250yKWUpv>

Q. 1 Read the extract carefully and answer the questions that follow:    1x4=4

And forever, by day and night, I give back life to my own origin.

And make pure and beautify it.

(For song, issuing from its birth place, after fulfilment, wandering

Reck'd or unreck'd, duly with love returns)



4) The word 'impalpable' in the fourth line means:

- a) strong                      b) weak                      c) untouched and unseen      d) bottomless

CHILDHOOD by Markus Natten

Summary:

The speaker pondered deeply upon the spiritual questions of life and ultimately realized the fact that his childhood days were finally gone down into the past of eternity for good

and would never return. Childhood would now only remain in his memories. He wandered if the end of childhood was the day he ceased to be eleven years old. The time when he realized that Heaven and earth could not be found in Geography and never could be. Where did his childhood go? Was it the time he realized that adults were not all they seemed to be? They talked of love and they preached of love, but did not act so lovingly nor practiced what they preached. Was that the day. Where did his childhood go? Was it when he found out that his mind was really his? To use it whichever way he chose? To produce thoughts that was not those of other people but his and his alone. Was that the day? Where did his childhood go? It went to some forgotten place that is hidden in a baby's face. That was all that he knew and that was all that he remembered.

The poet feels that heaven and hell are not real places because they could not be located in geography. In the poem 'Childhood', the poet is trying to realise the age when he lost his childhood, when he became mature enough to understand the worldly things. So he keeps saying, "when did my childhood go?" He finally realises that his his childhood is gone to "some forgotten place", "that is hidden in an infant's face." Wordsworth in his poem, My Heart Leaps Up, said, "Child is the father of the man". Markus Natten in his poem 'Childhood' has tried to explain this thought. It is child who is noble and pure in her/his thoughts and heart. A child appreciates the nature's beauty and the innocence in the world. A child is the one who teaches a mature human to selflessly appreciate simple love and natural wonders.

Source: <http://www.shvoong.com/books/poetry/2023586-summary-childhood-markus-natten/#ixzz251690lkt>

Q. One out of two extracts based on poetry from the text to test reference to context, comprehension and appreciation. 01X04= 04 Marks

A. Read the stanza given below and answer the questions that follow :

- " When did my childhood go?

Was it the day I ceased to be eleven,  
Was it the time I realised that Hell and Heaven,  
Could not be found in Geography,  
And therefore could not be,  
Was that the day!”

- a. How did the poet realise his being grown up?
- b. What does the Hell and heaven stand for?
- c. What kind of phase of his life does the stanza reveal?
- d. What is the poet asking for?

Ans.a. . The poet realised his being grown up, when he was able to differentiate between truth and fiction. / when he was analysing the statement of adults.

Ans.b. It stands for the world of imagination that fascinates only small children./ These are nothing but the product of our imaginative mind that helps the person to escape from reality.

Ans.c. The stanza reveals the phase of rationalism where he is using his seat of reasoning .

Ans.d. He is asking for the time when his childhood went.

B. Read the stanza given below and answer the questions that follow :

“ When did my childhood go?

Was it the time I realised that adults were not

All they seemed to be,

They talked of love and preached of love,

But did not act so lovingly,

Was that the day!”

- i. What does the stanza expose?
- ii. According to the poem when did his childhood go?
- iii. What contrast did he find in adult's behaviour?
- iv. How did he find the hypocrisy in adult's behaviour?

Ans.1. The stanza exposes the hypocrisy of the adult.

Ans.2. It might go when he was able to analyse the contrast of adult's way of thinking and way of life.

Ans.3. They talked of human values but did not practise in their day to day life.

Ans.4. He found that they pretend to have certain belief that they do not really have.

C. Read the stanza given below and answer the questions that follow :

“ When did my childhood go?

Was it when I found my mind was really mine,

To use whichever way I choose,

Producing thoughts that were not those of other people

But my own, and mine alone

Was that the day!”

- (i) What do the words ‘My own’ and ‘mine’ stand for?
- (ii) When did his childhood go?
- (iii) Which phase of life does this stanza show?
- (iv) Why did he choose his way?

Ans.1. It shows the independent way of thinking of a grown up./ It reveals the development of his own seat of reasoning.

Ans.2. It might go when I realised his ‘self thinking.’/When he was able to take his own decision.

Ans.3. Individuality, transitional period – between childhood and grown up.

Ans.4. He chose his way to express his own views. / To show his self – confidence.

D. Read the stanza given below and answer the questions that follow :

“Where did my childhood go?

It went to some forgotten place,

That’s hidden in an infant’s face,

That’s all I know.”

i. What does the first line suggest?

ii. What would the ‘forgotten place’ stand for ?

iii. What does he know about his childhood?

iv. Find out the rhyme scheme in the present stanza.

Ans.1. It suggests place where his childhood went.

Ans. 2. ‘Forgotten place’ stand for the childhood that cannot be regained or restored.

Ans.3. He knows that childhood is the state of mind of a person it will reside in an infant’s face only.

Ans.4. abba.

Answer the following question up to 40 words.

Q.1. How does the poet describe the process of being grown up ?

Ans. The process of being grown up develops the critical thinking and analytical point of view in the person. It makes the person rationalized and abled to take his decision by virtue of his seat of reasoning.

Q.2. How does the poet repent on his loss of childhood?

Ans. He expresses concern over his childhood’s disappearance. Childhood cannot be regained. It keeps our life aloof from the world of hypocrisy, bitter reality and materialism.

Q.3. The poet has asked two questions one is about the time and other is about the place. Why has he used these questions?

Ans: He has used these two questions to interpret the time and place of way of going his childhood away. 'When' points out the process of being rational at a particular time and 'where' states the place where the innocent world of childhood resides.

## FATHER TO SON

By Elizabeth Jennings

### Summary

The father complains that he does not understand his own child. Though they have lived together for so many years now i.e. since the time of his son's birth, the father knows nothing of him. The father tries to build up a relationship with his son from the early years, in a manner when his son began to recognize people around, to crawl and to walk in a desperate attempt. The father wonders whether he has destroyed the seed of his off-spring or sown it where the land belongs to his heir and none is his. Both father and son continue to speak like strangers now and there seem no signs of understanding in the air between the two. In traditional belief, the son is created and born to the likings and designs of his father, yet in this case, the father cannot share what his son loves. Most of the time silence surrounds them. The father's greatest wish is for his son to be 'The Prodigal' son who will very soon return to his father's house; the home which he always knew. This is definitely the better alternative rather than to see his son move out into the world blindly on his own, by himself and fall into trouble. The father is ready to forgive him at any cost as long as he is able to reshape him up from the long bounded sorrow to a new love. Both father and son all over the world must learn to live on the same globe and on the same land. The father finally admits that there are times that he cannot understand himself or why his anger grows from grief? However they have learnt to put out each other's empty hand and with each other's heart that is longing for something to forgive.

Source: <http://www.shvoong.com/books/poetry/2023587-summary-father-son-elizabeth-jennings/#ixzz2515fD9ni>

## The Portrait of a Lady -By Khushwant Singh

### Summary

The story is written in first person and is in biographical mode. It is a perception of Khushwant Singh of his grandmother through his own eyes. Khushwant Singh recalls his grandmother as an eternally old person. She was an extremely religious person. It was difficult for him to believe that once she too was young and pretty like other women. The stories about her childhood games

were like fairy tales to him. She was short, fat and slightly stooped in stature. Her silvery white hair used to scatter on her wrinkled face. Khushwant Singh remembers her hobbling around the house in spotless white clothes with one hand resting on her waist to balance her stoop and the other busy in telling the beads of her rosary. Her lips constantly moved in inaudible prayers. Possibly she was not beautiful in worldly sense but she looked extremely beautiful with the peacefulness, serenity and the contentment her countenance displayed.

Khushwant's relationship with his grandmother went through several changes when he was a small boy. In the first stage Khushwant lived in a village with her as his parents were looking for the opportunity to settle down in the city. In village grandmother took care of all the needs of the child. She was quite active and agile. She woke him up in the morning, got him ready for the school, plastered his wooden slate, prepared his breakfast, and escorted him to the school. They fed street dogs with stale chapattis on their way to school which was a great fun for them. She helped him in his lessons also. It was her domain and she was the queen of her kingdom. In this period she was the sole unchallenged guardian, mentor, and creator of the child Khushwant. The turning point came in their relationship when they came to city to stay with Khushwant's parents. In city Khushwant joined an English School and started to go to school in a motor bus. Here the role of his grandmother in his bringing up was curtailed a little bit. Now she could not accompany him to the school. Despite taking lot of interest in his studies she could not help him in his lessons because he was learning English, law of gravity, Archimedes' principle and many more such things which she could not understand and this made her unhappy. She found herself at loss. One more thing which disturbed her a lot was that the kids were not learning about God and scriptures in the school instead they were given music lessons which was not an honourable thing in her opinion. To her music was not meant for gentlefolk. It was meant for beggars and prostitutes only. She highly disapproved this and as she could not change it she was dismayed and withdrew herself to some extent. Perhaps she had realized that in the makeover of the child her role was finished and this very thought saddened her most.

After finishing school Khushwant went to university. He was given a separate room. The common link of their friendship was snapped. His grandmother confined herself to a self-imposed seclusion. She spent most of her time in reciting prayers and by sitting beside her spinning wheel. She rarely talked to anyone. The only recreation for her was in the afternoon when she relaxed for a while to feed the sparrows. A kind hearted person, in village she used to feed street dogs, here in city she focused on birds and they too became very friendly with her. This was the phase when she found herself totally isolated and aloof but she braved this isolation with grace and dignity.

Khushwant's grandmother was a strong person. Whatever she went through in her heart she always restrained herself from demonstrating her emotions. He recalls that when he went abroad for further studies his grandmother was there to see him off on railway station quite calm busy telling the beads of her rosary and reciting prayers as always. When he came back after five years he found her more and more religious and more and more self-contained. She spent still



more time in prayers and spinning the wheel. Feeding the birds was her only happy pastime. But just the day before her death for the first time she broke this routine and gave up her prayers. That day she sang the songs of the home coming of the warriors on a withered drum along with the ladies of neighbourhood in order to celebrate her grandson's return from abroad. Next morning she got ill. Although the doctor said it was a mild fever and would go away she could foresee that her end was near. She was upset that she omitted her prayers just before the final departure from the world. She did not want to waste any more time talking to anybody. She lay peacefully in bed praying and telling the beads till her lips stopped moving and rosary fell from her lifeless fingers. To mourn her death thousands of sparrows flew in and sat scattered around her body in utter silence. They even ignored the breadcrumbs thrown for them by Khushwant's mother. They only flew away after the corpse was carried away for last rites.

### Short-Answer Questions:

#### Solved Examples:

a. How did Khushwant Singh portray his grandfather in the lesson?

Ans: Khushwant Singh describes his grandfather as he was painted in the portrait wearing a big turban and loose-fitting clothes, a long white beard covering the best part of his chest and looking at least a hundred years old.

b. Describe 'the happiest half-hour of the day' for the grandmother.

Ans: For Khushwant Singh's grandmother there was none other pastime and happy activity than that of feeding the sparrows in the afternoon for half an hour. The sparrows could be seen perched on her legs, shoulders and even on her head but were never shooed away by her.

### Questions for Practice:

a. Why did Khushwant Singh say that the thought of his grandmother being young and pretty was almost revolving?

b. Mention the instances from 'The Portrait of A Lady' for Khushwant Singh's grandmother being called considerate for animals.

c. State any one incident from the lesson which shows that the grandmother accepted changes but did not impose them in her own life.

### Long –Answer Questions:

#### Solved Example:

1. 'All over the verandah and in her room right up to where she lay dead and stiff wrapped in the red shroud, thousands of sparrows sat scattered on the floor. There was no chirruping. -----'

----- The sparrows took no notice of the bread. When we carried my grandmother's corpse off, they flew away quietly.'

Animals do recognize and value a relationship established with human beings. Write an article pertaining to the above sentence keeping in mind the relationship established by Khushwant Singh's Grandmother with animals.

**Ans:** Animals are said to have no brains but they do have hearts for they feel and it is out of feeling, concern or love for human being that they let themselves domesticated. But do they recognize relationships too?

At least I believe that they do. Numerous examples can be stated to prove the same. The relationship between Khushwant Singh's grandmother and the dogs and the sparrows can be just one of them. The need is to revere this lovely bond of emotional attachment with the animals in one way or the other. And it is but evident that the animals and birds are more compassionate, more affectionate and more dependable than most of the human beings.

Questions for Practice:

1. Compare and contrast the routine of the grandmother in the village with that of it in the city.

Value Points:

- Accompanying the writer to the school, helping in study
- Prayers at the temple
- Feeding dogs
- Frustrated at the subjects taught in English school
- Resolved to prayers
- Feeding sparrows

2. Khushwant Singh's grandmother was emotionally attached to him. Support the statement with help of instances from the story 'The Portrait of A Lady'.

Value Points:

- The grandmother's attachment with Khushwant Singh
- Her feelings when she could not help the writer
- Her prayers for the writer's safe journey

-Happiness expressed at the writer's arrival

-Continuous chanting of prayers

#### Long Questions

1. Bring out the spiritual elements in the character of the grandmother.
2. What light does the lesson throw on Indian family values?
3. Evaluate the writer's attitude towards his grandmother when he was a child.

#### Short Answer Questions:

1. What poetic words are used by the writer to bring out the physical and spiritual beauty of the grandmother?
2. Mention some incidents from the lesson that show that the grandmother loved her grandson intimately.
3. What is the difference between village school education and urban school education brought by the lesson?
4. What does the sparrow's behaviour highlight?
5. Mention some instances to show that the grandmother was highly composed and patient.

#### We Are Not Afraid To Die...If we can All be Together

- By Gordon Cook and Alan East

#### A critical summary:

This short story is about the writer narrating his thrilling journey across the sea on board his Wavewalker and about how optimism raises one's spirits and helps one overcome stress and difficulty. The narrative describes on how determination and strong will power helps us overcome all forms of stressful situations. Optimism helps to reduce "the direct stress". This can be verified with the instance where the level of perseverance rose in the author after seeing the caricatures of him and Mary, drawn by the children. His motive was to travel around the world through sea just like Captain James Cook, which he wished to complete in three years. He was with his family, his wife Mary, his daughter Suzanne and his son who was only six years old.

The first phase was about 105,000 kilometres up to the South African seaport of Cape Town, which passed off very pleasantly. The second part of the journey was for 150,000 kilometres. This phase was completed in Australia. On 25th December, the writer's ship was in the southern Indian Ocean, 3500 kilometres to the east of Cape Town. The family celebrated their new year

(1977) on board the ship. Next came a phase when the ship was caught in the stormy seas. The weather suddenly became very terrible. The writer thought that their ship would ride over the waves but were heavily caught amidst the stormy situations at the sea. There was water everywhere and they found the ship to be sinking. The condition was extremely helpless and very pathetic. Water was gushing in from everywhere. Debris was floating across the cabins. The electric pump was also not working as it had short-circuited. They had to keep pumping and steering all night long. The writer's daughter's head had swollen and she had a deep injury. However, the bravery of the strong-willed children is noteworthy in the story.

On January 4, they breathed a sigh of relief after having survived 36 hours of continuous pumping. However, their relief seemed to be quite short-lived because by evening that day the sea again witnessed bad weather. This is the turning point of the story when we see the author consoling the children. It was quite amazing that the children exclaimed "...we aren't afraid of dying if we can all be together." This led to the building energy and enthusiasm inside a very extremely fatigued writer. He decided to heave and fight the sea. Next day saw a very bright morning. He was welcomed by his children who exclaimed "You are the best daddy in the world." He rushed to the deck and to his amazement, gazed at the stark outline of Ile Amsterdam. It seemed to him to be the most beautiful island in the world. They anchored off shore for the night and then were welcomed by the 28 inhabitants of the island the next morning. All along, the only thing which filled the writer's mind was the undeterred courage which his wife Mary showed, his daughter who didn't worry about her head injury and his son who wasn't afraid of dying.

### Short Answer Questions

1. What was the object behind the writer's undertaking the journey?

Answer: The writer undertook the voyage along with his wife in order to duplicate the round-the-world voyage made 200 years earlier by Captain James Cook.

2. Describe the boat which was made for undertaking the voyage.

Answer: The name of the boat which was made for undertaking the voyage was 'Wavewalker'. It was a 23 meter, 30 ton wooden-hulled boat which had been professionally built and the writer and his wife had spent months fitting it out and testing it in the roughest weather they could find.

3. What are Mayday calls? Why was the ship getting no replies to its Mayday calls?

Answer: Mayday calls are distress signals sent through the radio by ships facing troubles in the sea for getting help from other ships passing nearby. The ship 'Wavewalker' was not getting

replies to its Mayday calls because the boat had reached a remote part of the sea where other ships did not go.

4. What did Sue say when she was asked by her father why she had not complained much about her grave injuries at the first instance?

Answer: Sue had been injured badly when the wave had hit the ship. Her head had swollen alarmingly. She had two very big enormous black eyes and she had also showed to her parents a deep cut on her arm. When asked why she had not complained about her injuries earlier she replied that she had not wanted to worry her parents when they were trying to save them all

5. Comment on the mood of the sea on 2nd January 2010? How did the writer and his family and the crewmen prepare for that?

Answer: At dawn on January 2, the waves became gigantic. As the ship of the writer rose to the top of each wave, they could see the sea water rolling towards them and the noise made by the wind and the spray of the wave water was painful to their ears. In order to slow the boat down, they dropped the storm jib and lashed a heavy mooring rope in a loop across the stern. Then they double lashed everything and went through their life raft drill, attached lifelines and wore oilskins and life jackets and waited for the worst things to happen.

6. What happened at 6pm on 2nd of January?

Answer: At 6 pm on 2nd January, the sea became silent and the wind dropped and the sky grew immediately dark. After that a very huge wave which was double the size of the other waves struck the ship with explosive power and damaged it.

7. List the steps taken by the captain

a) to protect the boat when rough weather began

b) to check the flooding of the water in the ship

a). Slowed down the speed of the boat- storm jib dropped- double lashed everything- went for life-raft drill- attracted lifelines- put life jackets.

a). Larry and Herb kept pumping water out- the narrator stretched canvas and secured water proof latch- covered the gaping holes.

8. How did they pass the first leg of the journey?

Answer: It was pleasant sailing down the West coast of Africa to Cape Town.

9. Who were Larry and Herb? What role did they play?

Answer: Crewmembers Larry Vigil was an American and Herb Seigler was from Switzerland. They were of great help. As a team they worked with the narrator- kept pumping water out of Wavewalker till the water level was brought under control.

10. Why and when did the captain send 'May Day Calls'? What was the response?

Answer: When nothing worked well after the gigantic wave had hit the Wave walker... impending disaster awaited- the captain sent 'May Day Calls'-no response as this part of the ocean is less traveled.

### Long Answer Questions

1. Highlight the tremendous courage and stoicism shown by the two children during the struggle of the ship to keep from sinking?

Answer: The two children Suzanne and Jonathon, who were aged seven and six respectively, showed tremendous courage and stoicism during the epic struggle, put up by their parents and the crewmen to keep the ship from sinking. Suzanne had been injured badly when the wave had hit the ship. Her head had swollen alarmingly. She had two very big enormous black eyes and she had also showed to her parents a deep cut on her arm. When asked why she had not complained about her injuries earlier she replied that she had not wanted to worry her parents when they were trying to save them all.

On January 5th when the condition of the ship was very bad, the author went in to comfort the children and his son, Jonathon, asked him if they were going to die. When he was assured that they would all survive somehow he told his father that they were not afraid of dying if they could all be together.

That very evening the badly injured Suzanne had patience and power enough even to draw caricatures of her parents with the words, "Here are some funny people. Did they make you laugh?" She had written a message also inside which said that she had loved them both and that card was meant to say thanks to his father and hope for the best. Such extraordinary patience, courage and tolerance shown by the small children on the face of an enormously dangerous situation gave courage and inspiration to his parents to fight hard for survival.

2. Describe the behaviour of the narrator and his family, particularly of his children Jon and Sue, during the Voyage.

Answer:

Value Points:

- When the gigantic wave hit the boat the narrator was badly injured
- showed his heroic qualities- did not panic-used his seafaring skills
- used whatever tools available- saved all.
- Little John and Sue showed their bravery
- did not disturb parents
- cheered their parents up
- John's statement gives fresh encouragement to the narrator
- Wife and crew members worked as team- all survived.

3. How does the story suggest that optimism helps to endure 'the direct stress'?

Value Points:

- Last 16 year's experience helped a lot
- the gigantic wave broke the boat, Wavewalker, not their spirit
- If winter comes...can spring be far behind
- all worked as a team
- cheered themselves up
- encouraged themselves-used every possible measures
- worked very hard
- determined to succeed
- remained hopeful
- 'God helps those who help themselves'.

## Questions for Practice

### Long Questions

1. What picture does the lesson draw on lives at sea?
2. What are the different technical aspects of a boat that the lesson highlights?
3. What do you feel are the attitudes that help the passengers of the boat steer them to safety?

### Short Questions:

1. Do the children represent typical children or they are more than them?
2. Why was it felt that the Mayday calls would go unanswered?
3. What were the specialties of the Wavewalker?
4. What drove the parents of the children undertake such a voyage full of dangers?
5. Why was the ugly island, Ile Amsterdam, the most beautiful island for the passengers of Wavewalker?

## Discovering Tut : the Saga continues by A.R. Williams

### A critical summary :

This chapter is meant to show readers the beauty and mystery of ancient Egyptian culture and the science and wonder of archaeology. This chapter is actually a part of the book which goes with the same title as mentioned above and it has many chapters, rather than a short story; in fact, the book is an in-depth look at the circumstances of King Tut's death, as well as the general culture and lifestyle practiced during his lifetime. Fascinating and well-written this book has captured many people's interest, and it remains a popular choice for anyone interested in archaeology and ancient Egyptian culture. This is a living example of technology advancement. We accepted things and events attributing their cause to nature and her wrath. However, advancement and technology could give us a different picture. This way, it has become a habit with us to accept everything that history states and dictates.

On the process the modern world has found ways to offer a different view on it. In other words, the modern world has turn impossibilities to possibilities. William's report gives an insight into this. A mummy scanned after a thousand years has opened new avenues regarding a cause of its death. The mummy referred to here is that of King Tut or Tutankhamen, meaning the living image of Amun. The earlier ruler, Amenhotep-IV has shocked the country by attacking Amun, a major God, smashing his images and closing all his temples. His family had ruled for centuries before the boy king, Tut took over. However, Tut ruled for nine years and then died both mysteriously and unexpectedly.

The scanning of Tut's mummy also gave an insight as to how mummies were buried. Howard Carter, who scanned the body found it difficult to extract the mummy. The ritual resins had hardened thereby cementing Tut to the bottom of his solid gold coffin. Carter finally had to



chisel the mummy away having no other option. Every major point was severed. Tut was buried with gold which was meant to guarantee the resurrection and was also buried with every day things he would need in his after-life. Tut also had things to take on his journey to the great beyond-glittering goods, precious collars, necklaces and sandals, all of pure gold. The computed Tomography scan couldn't solve the mysterious death of Tut but gave us clues for sure. The X-rays and C.T.scan reveal a startling fact-the breast bone and the Pont ribs of Tut were missing. Such a revelation would not have been possible without technological precision. This fact gives us a clue that Tut, in all likelihood did not die a natural death.

Technology hasn't been able to give us a definite answer to Tut's death. However, it has given us a direction to think and proceed. Maybe in future, technology would solve it for us. The whole excavation and the scan required scores of people. It was a gruelling job and the workers had a tough time.

After the pharaoh was rested in peace again, Zahi Hawass, Secretary General of Egypt's Supreme Council of Antiquities said, "I didn't sleep last night, not for a second. I was worried. But now I think I will go and sleep." It just proves how tough the whole process was. In other words, King Tut is one of the first mummies to be scanned-in death as in life. He was famous when he was alive and his untimely death has raised the necessity to probe the lingering mysteries of this young ruler who died more than 3,300 years ago.

### Short Answer Questions

Q.1. Who was Tut? Why was his mummy got scanned?

Ans. Tut was the last heir of a powerful family that ruled Egypt and its empire for centuries. When he died, he was just a teenager. After his death his dynasty came to an end so that his mummy was scanned. A CT scan was done on his mummy to get new clues about his life and death.

Q.2. Why was Carter's investigation resented?

Ans. Though Howard Carter was an archeologist, he did not use the scientific methods while excavating Tut's mummy. It resulted in great damage to the mummy. Its breast bone and front ribs are still missing. Scientific intervention was not followed to unearth buried mysteries.

Q.3. what were things buried with Tut's mummy? And Why?

Ans. It was buried with stunning artefacts in gold, also with the everyday things: board games, a bronze razor, linen undergarments cases of food and wine. It would guarantee resurrection. Egyptian ruler might believe in life after death.

Q.4 The boy king changed his name from Tutankhaten to Tutankhamun. Do you think that it might be the reason of his death? Analyse the statement.

Ans. Yes, I think that his attempts to oversee a restoration that might have caused the sensation among the follower of Akhenaten who brought about the complete demolition of “Amun, a major god. As a result they might have murdered Tut.

Q.5. Why did Ray Johnson describe Akhenaten as ‘wacky’?

Ans. Ray Johnson described him as ‘wacky’ because of his eccentric nature and decisions. He moved the religious capital from the old city of Thebes to the new city of Akhetaten, and he attacked Amun, a major god, smashing his images and closing his temples. It was his eccentric behaviour that caused turmoil in the kingdom.

Q.6. What were the results of the CT scan?

Ans. - Tut’s neck vertebrae appeared very clearly.

- Other images showed a hand, several views of the rib cage and skull.

7. What is the Pharaoh’s curse?

Answer: The Pharaoh’s curse is inscribed on the walls of the burial chambers of the Pharaoh inside the pyramids. It affirms of death or misfortune falling upon those who disturbs him.

8. Who is Zahi Hawass?

Answer: Zahi Hawass is an archaeologist. He is the Secretary General of Egypt’s Supreme Council of Antiquities.

9. Who is Howard Carter? What did he do that put King Tut’s mummy in a bad condition?

Answer: Howard Carter is the British archaeologist who had discovered Tutankhamen’s tomb and his mummy in the year 1922. Howard Carter had found out that the ritual resins which were used in the coffin had hardened cementing Tut to the bottom of his solid gold coffin and none was able to move the mummy with the use of simple force. Therefore, he put the coffin in the scorching sun of summertime Egypt with the idea that it would loosen the resin. But this idea was also unsuccessful. After that with no way out he had to use a chisel to separate the mummy from the coffin and this damaged the mummy to a large extent.

10. Why were the Pharaohs buried with tremendous amount of wealth?

Answer: The ancient Egyptians believed that there is life after death. That is why the Pharaohs were buried with tremendous amount of wealth including things of daily use so that they could use them in the life after death.

10. What was the nature of the wealth with which King Tut's mummy was buried? What were the things of daily use which were buried with him?

Answer: The wealth with which King Tut was buried remains the richest royal collection ever found and this has become part of the pharaoh's legend. The wealth basically contains different stunning artifacts of gold. Tut was also buried with everyday things which it was thought he would want in the afterlife and these things are:

- a. board games,
- b. a bronze razor,
- c. linen undergarments
- d. and cases of food and wine.

11. How has archaeology changed over the years?

Answer: From the time of the discovery of Tutankhamen's tomb back in the year 1922 to the present time the nature of archaeology has changed and thus it now focuses less on treasure and more on the fascinating details of life and the intriguing mysteries of death.

12. What do you mean by a CT scan?

Answer: CT scan means Computed Tomography. It is a process by which hundreds of X-rays in cross section are put together like slices of bread to create a three dimensional virtual body.

13. What are the two biggest questions still lingering about Tutankhamen?

Answer: The two biggest questions still lingering about Tutankhamen are how he had died and what his age was at the time of his death.

### Questions for Practice

#### Long Questions

1. What picture of Egyptian life and beliefs does the lesson portray?
2. Describe the Egyptian rulers that you find mention in the lesson.
3. Do you feel the lesson is able to mirror the element of mystery that is associated with the Egyptians pyramids and the mummies inside them?

### Short Questions:

1. What is the superstition associated with the mummies?
2. Describe in short Tutankhamen as the lesson mirrors him.
3. What is the justification of so much modern methods being applied to Tut's Mummy?
4. What are the two basic aspects of Ancient Egyptian life as portrayed in the lesson?
5. Why is Tutankhamen so famous of all the Egyptian Pharaohs?

### The Ailing Planet: The Green Movement's Role

-By Nani Palkhivala

### Critical summary:

Our Earth is a living organism—an enormous being, of which we are parts. This is our planet; its destruction will make us all homeless. We are dependent on Earth and not the other way round. However, the thankless creature, man, is unconcerned about the dangers that pose threats to our survival. The article by Nani Palkhivala deals with the concerns of the environmentalists at this eleventh hour and talks about the new awareness that has dawned upon our race. A holistic and ecological view of the world has been brought into consideration. The Green Movement launched in 1972 has never looked back. There is a growing need of sustainable development, which was popularised by World Commission on Environment and Development in 1987.

Man is the most dangerous creature, as it was declared by a Zoo in Lusaka, Zambia. Human beings are taking too much time to realize the need of the hour. One of the members of Brandt Commission, Mr L.K.Jha, raised a vital question, “are we to leave our successors a scorched planet of advancing deserts, impoverished landscapes, and ailing environment?” Mr Lester R. Brown expressed his worry over the fact that our four biological systems are reaching an unsustainable level. The tropical forests, “the powerhouse of evolution”, as Dr. Meyers called them, are being destroyed causing extinction of several species. The fear hovers, what if the words, “forests precede mankind, and deserts follow”, come true. And the reality is that India is losing its forests at the rate of 3.7 million acres a year. The Article 48A of the Indian Constitution provides that the State shall endeavour to protect and improve the environment and safeguard the forest and wildlife of the country. To conserve the environment and to bring down the population of the world, which is 5.7 billion, Palkhivala suggests that development is the only solution. Fertility falls as the income rises, education spreads, and health improves. Nani supports compulsory sterilisation and defends it by saying that there is no other alternative but coercion. The population of India today is 920 million, which is more than the entire population of Africa and South America. What is happening today is that rich are getting richer and poor are begetting children, which begets them to remain poor. Now the folks have realised what endangers our race. It is not about the survival of human race but the survival of the planet Earth. It is an Era of Responsibility. The industrialists have to understand the present concern with most

consideration. The view of the Chairman of Du Pont, Mr Edgar S. Woolard is much appreciable, “Our continued existence as a leading manufacturer requires that we excel in environmental performance.” Let us be grateful to Mother Nature and keep Margaret Thatcher's felicitous words, “No generation has a freehold on this earth. All we have is a life tenancy– with a full repairing lease”. In the words of Mr Lester Brown, “We have not inherited this earth from our forefathers; we have borrowed it from our children.”

(The Data used here are all related to the chapter, it is not as per the present survey)

### Short Answer Questions:

1. What does one see on the mirror inside the cage in the zoo at Lusaka Zambia?

Answer: Standing in front of the mirror inside the cage in that zoo, one finds his own reflection on the mirror, suggesting that human beings are the world's most dangerous animal.

2. According the Lester Brown, what are the four principal biological systems of the earth?

Answer: They are four: fisheries, forests, grasslands, and croplands.

3. What do you mean by the concept of ‘Sustainable development’?

Answer: Sustainable development means: development that meets the needs of the present, without compromising the ability of future generations to meet their needs”, i.e., without stripping the natural world of resources future generations would need.

4. ‘What goes under the pot now costs more than what goes inside it’ what does that suggest?

Answer: That suggests that the cost of firewood has become higher than cost of rice and other staple food.

5. What is the role of industries in the preservation of environment?

Answer: Industries and industrialists have to exercise control in use of natural resources. The top officials need to become the guardians of our environment if we have to think about our future generations

### Long Answer Questions:

1. What are the factors as enumerated by Nani Palkivala that have made our earth an ailing planet?

Answers: In the lesson Nani Palkivala has discussed the different factors that have made our earth an ailing planet, needing immediate attention from and treatment from the human race.

One major factor that has left our planet earth ailing is that the claim of human race on fisheries, forests, grasslands, and croplands, which comprise the earth's principal biological system, has become an unsustainable level. They have been consumed in such a way that there cannot be fresh resources for consumption for the future generation. Thus, farmlands have become infertile, and there has been overfishing. And then for reasons like demand for firewood, industrialization and urbanization, huge areas of forests have been cleared all over the world in alarming rate everyday.

The factor responsible for such mindless and mad exploitation of all the natural resources is uncontrollable growth of population. Although it took thousands of years for the world population to hit the first billion mark, now every ten years is burdening the earth with a billion population. The problem of overpopulation is greater in countries like India. Such overpopulation is the root cause of our planet earth becoming deceased needing treatment in the form of care and concern and population control and lower carbon emissions.

2. 'We have not inherited this earth from our forefathers: we have borrowed it from our children.' Discuss.

Answer: Value Points:

- earth's resources are limited.

- The resources have been almost exhausted by the generations so far

Uncontrollable populations growth is responsible for such demand on the available resources

- Every generation needs to think about the future generations

- Borrowed things are treated and handled with care

- Thus the resources are not to be exhausted as they belong to the future generations.

3. What is the remarkable shift in our attitude towards the earth brought on by the Green Movement?

Answer:

Value Points:

- a remarkable change in the attitude of the human race towards the earth
- Shift from the mechanistic view to the holistic and ecological view
- Mechanistic view- that the earth is an inanimate thing like a brick, a rock etc.
- Holistic view- that the earth is a living organism, like a human being, an animal.
- Thus earth is considered to be ailing, suffering from diseases.
- Needs treatment from human beings
- Treatment- population control, control of carbon emissions

Questions for practice:

Long Questions:

1. Why does Nani Palkhiwala call the Earth an ailing planet and what is the role of the Green Movement?
2. Nani Palkhiwala in his essay 'The Ailing Planet': The Green Movement's Role', calls man 'the world's most dangerous animal'. How does he defend his viewpoint and at the same time holds out hope for the world?
3. What picture of the future of the planet does the author paint? What can thwart that scenario?

Short Questions :

1. What causes endless anguish to common man?
2. What are the unusually alarming statistics about the population that the author talks about?
3. Why is the Green Revolution important?
4. Justify the title of the essay.
5. Explain the statement 'forests precede mankind; deserts follow'.

## THE BROWNING VERSION

By Terrence Rattigan

### A critical summary:

The Browning Version is the play that cemented Terrence Rattigan's reputation as a serious, mature playwright. It is viewed as one of his best works, and one of the best one-acts ever written. (The actual play, The Browning Version, opens in the sitting room of the home of Mr. Andrew Crocker-Harris and Mrs Millie Crocker-Harris. A young student, John Taplow, knocks at the front door, and then lets himself inside. He steals a chocolate from an open box, and then uses his walking stick to practice his golf swing. )

Frank Hunter, a young schoolmaster, watches Taplow's moves unseen. Finally, he interrupts and gives Taplow pointers on his swing. They converse for a few moments. Taplow has come for his tutoring session with Mr. Andrew Crocker-Harris, although it is the last day of school. The young man is worried, however, that Andrew will not give him his "remove." He plans to study science, which is Hunter's subject.

Taplow does a wicked impersonation of Andrew, which he almost immediately regrets. However, Frank asks him to do it again, and then suggests that since Crocker-Harris is rather late, Taplow should go play golf. Taplow is appalled at the suggestion. Despite his problems with Andrew, Taplow does like him and fears him enough to stay. Taplow relates an incident and again mimics Andrew for Frank's benefit. This time, Millie Crocker-Harris appears at the door, and she listens for a moment before coming inside. Taplow is afraid that Millie has overheard his imitation. Millie informs Taplow that her husband will be tied up at the Bursar's for a while and that he could go, but he decides to wait. Millie sends him on an errand.

### Short Answer Questions:

1. Why does Taplow say Mr. Crocker Harris cannot be a sadist?

Answer: A sadist is a person who gets pleasure out of giving pain. Taplow says that Mr. Crocker Harris cannot be even a sadist because that would mean that he has some feelings but he has not at all. He is all shriveled up inside like a nut.

2. What did Mr. Crocker Harris do after Taplow laughed out at the joke that Mr. Crocker Harris made to the class?

Answer: Mr. Crocker Harris told Taplow that he was pleased at the advance that Taplow's Latin had made because it was only Taplow who understood what the rest of the class could not.



Therefore, Mr. Crocker Harris told Taplow to explain the joke to the whole class so that they could share the pleasure with him.

3. What does Millie Crocker Harris ask Taplow to do?

Answer: Millie Crocker Harris asked Taplow to take a prescription to the chemist and get the medicine made up.

4. Why was Taplow horrified to find Mrs. Crocker Harris standing by the door screen and watching Taplow and Frank?

Answer: Taplow had all the way been talking to Frank about Mr. Crocker Harris. Therefore he was horrified to find Mr. Crocker Harris's wife standing by the door screen and watching the two as he feared that she might have overheard what he had been saying.

5. Mention two character traits of Taplow

Answer: a. Taplow is humorous. He has keen power of observation.

b. He is critical about Mr. Crocker Harris for whom he has got a soft corner also in spite of his crankiness.

### Long Answer Questions:

1. Make a character sketch of Mr. Crocker Harris.

Answer: The small excerpt 'The Browning Version' revolves around the character of the school teacher Crocker Harris although we do not meet him in the play directly. Whatever we get to know about him is his impression in the mind of his student Taplow as described by Taplow to Mr. Frank who is another teacher from the school where Taplow studies.

As it is described by Taplow, Mr. Crocker Harris is an unusual teacher. He is pictured as a heartless teacher without any feelings and emotions. He is set apart from the other teachers because like the other teachers he never lets the results of examinations known to the students even a day before the formal announcement of the results. He abides by the rules perfectly. He is such a person that he does not hesitate to call a student for extra duty as punishment even on the last day of his tenure in a school as it is the case with Taplow that day. He has no compassion and he never takes pain to pass a student by giving his extra marks out of compassion. For such harshness on his part, he has been nicknamed the 'Crock' by the students.

Taplow opines that Mr. Crocker Harris is not even a sadist. Sadist is a person who obtains pleasure from inflicting pain on others. It is so because had Crocker Harris been a sadist, it would mean that he has a heart and emotion. But Crocker Harris has no emotion at all. Taplow

says that in spite of all these, he has got a soft corner for Crocker Harris and Crocker Harris knows that and does not like it. That is why he has taken pain that Taplow actually hate him. As a whole, Taplow's description of Crocker Harris is very humorous.

## 2. Discuss the humorous elements in 'The Browning Version'

Hints:

- The play is replete with humorous description of a teacher by student
- Crocker Harris is pictured as an unusual teacher and an unusual human being
- He is a person who loves to be hated and makes attempts for that.
- He feels that Taplow likes him and so he tries to make him hate him.
- He is not even a sadist because that would mean that he has got feelings but he has got no feelings
- Only Taplow, out of compassion, laughs out at the joke Mr. Harris cracks in the class in the Latin language to which none responds. As a punishment Taplow is made to make the class understand the joke.
- Taplow's frightened reaction when he finds Crocker Harris's wife looking at them thinking she might have overheard them.

### Value based Question:

Do you feel it is proper for students to present their teacher the way Taplow does? What is your opinion the relation between teacher and student should be like?

### Questions for Practice

#### Long Questions

1. What kind of teacher student relationship does the lesson portray?
2. What is the universal aspect of the characters portrayed in the Browning Version?

Short Questions:

1. What is your opinion about Frank that you form from his conversation with Taplow?
2. Do you really feel Mr. Crocker Harris is absolutely like the way he has been presented by Taplow or Taplow is exaggerating?
3. Contrast Mrs. Crocker Harris with Mr. Crocker Harris.
4. What is Taplow's attitude towards Mr. Crocker Harris?
5. Are there any differences in the school system of Taplow's school with yours? If yes, what are they?

## The Summer of the Beautiful White Horse

-William Saroyan

### Short Answer Questions:

1. Why was it difficult for Aram to believe the sight of his cousin Mourad with the beautiful white horse?

Ans: When Aram looked through the window, he saw his cousin Mourad with a beautiful white horse and it was a sight which was very difficult for him to believe for two reasons:

First, the whole of the Garoghlonian family to which the two boys belonged were extremely poor and therefore it was not possible for Mourad to buy that horse. Secondly, in that case, it would mean that Mourad had stolen that horse. But that was also not possible, because the Garoghlonian family was also very much famous for their honesty and therefore Mourad could not steal that horse either.

2. Where had Mourad been hiding the horse?

Answer: Mourad had been hiding the horse in the barn of a deserted vineyard which was owned by a farmer named Fetvajian.

3. What did the farmer John Byro tell the two boys when one day they accidentally met him with his horse in their custody?

Answer: The farmer examined the horse when one morning he found it with the two boys and he told them that he could swear that the horse was his very horse which had been stolen from him many weeks before if he did not know about their parents. He added that the fame of their family for honesty was very well known to him and therefore he liked to say that the horse could be the twin of his stolen horse.

4. What did John Byro tell Aram's mother and Uncle Khosrove when he got his horse back?

Answer: After John Byro got his horse back mysteriously one day, he came to Aram's house and told Aram's mother and Uncle Khosrove that he did not know what to think about the whole matter. It was because the horse was stronger than ever and was better tempered too and therefore he thanked God.

5. What were the two things for which the Garoghlonian family was famous?

Answer: The Garoghlonian family was famous for the following two things:

1. Their poverty

2. Their honesty

6. What points were put forward by Aram in defense of Mourad's act of stealing the horse?

Answer: Aram argued to himself that stealing a horse for a ride was not the same thing as stealing something else, such as money. And then he went a little ahead by saying that if one was so much crazy about horses the way Mourad and he himself were, it was not stealing at all. It would not become stealing until they offered to sell the horse and he was sure that last thing they would never be doing.

7. Which excuses were given by Aram to himself for taking a ride on the horse despite knowing fully the truth about the theft of the horse by Mourad?

Ans: Aram dismissed stealing a horse as much grave a crime as stealing money. Secondly, he believed that if it was something like a horse for which both he and his cousin were crazy then it couldn't be stealing. Additionally, it was not going to become stealing until they offered to sell the horse.

8. Why was Aram unwilling to return the horse so soon?

Ans: Aram was crazy for horse and he wanted to learn horse riding at all costs. The horse would not let him to ride over it and hence he was unwilling to return the horse at least till he would learn to ride it.

### Long Answer Questions

1. Why did the two boys ultimately return the horse all of a sudden although they had planned to keep it at least for six months?

Answer: Although the two boys had planned to keep the horse for at least six months, they returned it all of a sudden the morning after they accidentally met the farmer John Byro from whom Mourad had stolen the horse. The farmer examined the horse and told them that he could swear that the horse was his very horse which had been stolen from him many weeks before if he did not know about their parents. He added that the fame of their family for honesty was very well known to him and therefore he liked to say that the horse could be the twin of his stolen horse. What John Byro told them served as an eye opener for the two boys especially Mourad and they became conscious how precious and strong their family's fame for honesty was and therefore they did not want to tarnish that name and prestige and immediately returned the horse.

2. Mourad was the natural descendant of the crazy streak of uncle Khosrove. Explain the statement giving instances from the story, 'The Summer of the Beautiful White Horse'.

Ans: Uncle Khosrove was considered in the Garoghlanian tribe as one of the craziest persons. It was also believed that the tribe that Mourad was the natural descendant of the crazy streak in their tribe. Uncle Khosrove's craziness was out of the world. He had the largest moustache in the surrounding. His talk was not less than roaring, which was but natural for him. Once when his son came running to tell him about his house on fire, he simply said, 'It is no harm; pay no attention to it'. The barber who reminded him that it was his own house also got rebukes. Khosrove also asked John Byro not to worry about the horse or the loss of money or even for his paining legs and answered in the same way.

Mourad was considered the natural descendant of this man though not a biological descendant mainly because of the crazy acts he was involved in. The act of stealing a horse because he was crazy about it is an example to prove the same. Like the punch line of uncle khosrove i.e. 'It is no harm; pay no attention to it' Mourad used to say that he had a way with the things, animals and even people. Thus Mourad said that he had a way with the horse, with the dogs and with the farmers too.

3. 'I knew my cousin Mourad enjoyed being alive more than anyone else who had ever fallen into the world by mistake.' Explain the statement with help of the instances from the story.

Answer:

Value Points:

- Mourad's nature
- His crazy deeds
- Having a way with the things
- Considerate towards animals
- A true member of the tribe

4. Write a brief note on the Garoghlanian tribe.

Value Points:

- The traits of the tribe
- Economic condition
- The members of the tribe
- Its uniqueness

## Questions for Practice

### Long Questions:

1. Does the social atmosphere described in the story differ from your social atmosphere? How?
2. What are moral lessons that the story put forward?
3. Compare and contrast the character of Aram and Mourad.
4. What picture of rural life does the story paint?
5. Describe Aram's horse-riding lesson.

### Short Questions:

1. How does Mourad has a 'way with the dogs'?
2. How does Mourad have a 'way with farmers'?
3. Even when Aram knew that Mourad was sitting on the back of the horse that morning, he could not believe his eyes?
4. Does Uncle Khroshrova resemble Mourad in any way?
5. Bring out the frustrations in the farmer John Byro after losing his horse.

## THE ADDRESS By – MARGA MINCO

### Short Answer Questions

1. "I was in a room I knew and did not know." Why does the narrator say that she was in a room which she knew and yet she did not know?

Answer: The second time the narrator went to Mrs. Dorling's house she was taken inside the house by Mrs. Dorling's daughter. When the door of the living room was opened to her, she went inside and she was immediately horrified by whatever she saw inside the room. The room was full of all their belongings which had been taken away by Mrs. Dorling at the beginning of the war. She felt she 'knew' the room because it was full of all her belongings and as the room was not theirs but was a different room and the things were kept in a different manner she felt she 'did not' know the room.

2. Why does the narrator come back without claiming her belongings?

Answer: The narrator came back without claiming her belongings. She says that the objects which are linked in our memory immediately lose their value when those objects are seen after some time in strange surroundings. All her belongings, the silver cutlery, the clothes etc. had lost their charm when they were seen in Mrs. Dorling's house. She knew that if taken back they would again seem strange in her new small rented room.

What change did the narrator notice in her rooms when she was home for a few days?

She noticed that various things were missing. – Mother was surprised that she noticed so quickly – told that Mrs. Dorling would keep things safely.

3. Why did the narrator resolve to forget the address, No 46, Marconi Street?

Narrator turns up to collect the belongings – they aroused nostalgic feeling – true owner no more – the ‘stored’ things reminded the uncharitable Mrs. Dorling and her own tragic past – better to forget.

4. Justification of the title

Short story revolved around the No 46, Marconi Street – starts with the address where the Jewish family suffer – ends with the narrator forgetting the address.

### Long Answer Questions

‘Have you come back?’ said the woman. ‘I thought that no one had come back.’ Does this statement give some clue about the story? If yes, what is it?

Answer: The sentence uttered by the cruel woman Mrs. Dorling gives us clinching clues about the story.

The story has been set on the aftermath of the destructive Second World War. By the end of the war in 1945, some 60 lac Jews who were staying in Germany and other territories occupied by the German Nazi forces, had been killed systematically by the German Nazi forces led by Adolph Hitler, something which is known as the Holocaust. Hitler and the other like-minded Germans had considered the Jews along with some other races of people as people of inferior racial quality and as enemies and threats to the German society and nation and that is why they targeted the Jews and robbed them of all human rights and first put them in confinement centers known as ghettos and from the ghettos they took them to the concentration camps which were built in many places in Germany and other occupied territories and killed them in millions by putting them in gas chambers and also by other all types of cruel methods. When the war ended in the year 1945, some of the Jews got liberated from the concentration camps by the Allied Armies.

The narrator in the story is unmistakably such a survivor of the concentration camps. While others from her family had died she survived the war and came back in search of her belongings which had been taken away by Mrs. Dorling from her mother at the start of the war. By the quoted sentence Mrs. Dorling refers to the holocaust saying that she had thought that none of the narrator’s family members had been lucky enough to come back.

2. The story “The Address” is divided into Pre-War and Post-War times. What hardships do you think the girl underwent during these times?

Answer:

Value Points:

- War affects the fortunes of many
  - Mrs. S and her family left their town for safety purpose
  - she died – the daughter returned
  - told the tragic story.
- Before the War the narrator returns home
  - finds things missing
  - Mrs. Dorling takes things away
  - – the narrator doubts Mrs. Dorling. After War narrator returns to take her belongings
  - – the uncharitable Mrs. Dorling’s behaviour and ‘stored’ things unsettles her – things reminds her mother’s memories
  - – Becomes nostalgic – wants to forget tragic past – resolves to forget the address and does not take things.

3. “The Address” is a story of human predicament that follows war. Comment.

Answer:

Value Points:

- Wars always bring death and destruction. Wars cannot end conflict.
- In Holland a Jew family suffered
  - disrupted the life of Mrs. S and her family
- before War left town for safety
  - Mrs. Dorling took chance
  - grabbed her costly things.
- Mrs. S died – the daughter returns – visits Mrs. Dorling, No. 46, Marconi Street



- she shows her uncharitable character – denies recognition
- in her second visit the narrator found the daughter of Mrs. Dorling
- found her belongings – became nostalgic – recalled mother – felt sorry for her tragic death
- – ‘things’ reminded the tragedy she had to undergo – resolved to leave things and forgot the address –
- War changed narrator’s life – lost mother and costly things.

### Questions for Practice

#### Long Questions:

1. What picture of corrupt human mind you find portrayed in the character of Mrs. Dorling. What is your idea about her daughter?
2. What are the character traits of the narrator? Why is that she has been given no name in the story?

#### Short Questions

1. Highlight the pain of loss and frustrations and helplessness in the mind of the narrator.
2. Is the story able to paint the horrible pictures of the inhuman Nazi atrocities on the European Jews during the Second World War?
3. You find out that the narrator managed to come back from somewhere. Where has she managed to come back from? (From the Nazi concentration camps, the death camps, gas chambers, from the jaws of death)
4. Why does the narrator say she knew and did not know the things? What does that mean?
5. What changes of normalcy does the story speak about? (bread of a lighter colour, which was of a darker colour for Jews during the War etc.)

### Ranga’s Marriage

by Masti Venkatesha Iyengar

#### Short Answer Questions:

1. Describe the pictorial sketch of the Hosahalli village.

Ans. Hosahalli is the village of the narrator. Its beauty enchants one and all. It is situated in the lap of nature. Its rusticity entralls the readers forever. Versatility of Gudabhatta and sense of humour of the villagers are matchless. Nature around the village is a feast to behold. Taste of mangoes would linger on your tongue forever.

2. Ranga's home coming was an important event for the villagers. Give reasons.

Ans. It was because the village accountant was the first one who had enough courage to send his son to Bangalore to study. English was a priceless commodity to the villagers. That was why his home coming was a great event to them.

3. Do you think that Ratna is a victim of the arranged marriage system? Give reasons.

Ans. When the narrator arranged the marriage of Ranga with Ratna, we have a conversation of Ranga and the narrator about their views on the marriage in our society but Ratna was not asked for it once. It shows that she got married without her consent or opinion about her independent thinking at the age of just 11.

### Long Answer Questions:

Answer the following question in 100 to 120 words

Q.1. Do you think that Indian marriage system keeps Indian social fabric alive? How?

Ans. Indian social fabric is based on the caste system. It has its own social hierarchy that is strictly maintained by one and all for their own convenience. The people like the narrators are ever ready to take initiatives to get the bachelors like Ranga married by arranging and compromising on traditions and rituals by virtue of their status in society and sometimes with the help of so-called customs i.e. seeking help from the Astrologers and Shastri.

In the present story, when Ranga returned to his village from the city, his ideas about marriage were then quite different. He wanted to bring about changes in the marriage system as a sole right of the individual. But the narrator moulded his point of view to follow the beaten track of society that is marriage is a social institute not the individual's choice. That's why I think that Indian arranged marriage system has been keeping Indian social structure alive for the century.

Q.2. English integrates India as a nation or it belittles/ dwarfs the expression of native speakers. Elucidate.

Ans. The story Ranga's Marriage's raises very important moral issues of a mode of communication in India and its consequences. In India English is playing a role of lingua franca without any doubt. It holds a composite dialogue among all Indians. It has brought all Indians together. It has opened the window on world. India poses itself as a nation because of its integrity. Another side of it is the excessive use and making it a matter of dignity confuses the mind of common man. The middle class mentality thinks that English is the matter of dignity. For the sake of it they discriminate the expression of the native speakers. Common man's expression in their mother tongue is being dwarfed because of the excessive value of English in upper class society. In the present story Ranga was sent to pursue his education in city because of the mode of communication that provides plenty of opportunities and gets dignity in society. On

the other hand it is a priceless commodity for the villagers. It should have been a mode of communication only that bridges the gap between two social strata.

### Questions for Practice:

#### Long Questions

1. Discuss the creative role played by the narrator in fixing the marriage of Ranga.
2. Is the story an indirect comment on the worthlessness of Horoscopes and Kundlies which can be managed to serve individual purpose? Discuss.
3. What social atmosphere does the story portray?
4. What is the tone of the narration of the story? Is it ironical and satirical, sarcastically humorous or tragic? Discussion

#### Short Questions

1. Is Ranga happy with his marriage?
2. Is the marriage of Ranga a love marriage or a perfectly arranged marriage?
3. Describe the quality of the mangoes of the Hosahalli village?
4. How does Shastriji become a pawn in the hands of the narrator to serve his purpose?
5. Comment on the ending of the story. Is it a proper ending considering the general tone of the poem?

### Albert Einstein at School

-Patrick Pringle

#### Short Answer Questions:

1. Why did Albert feel his medical certificate was burning a hole in his pocket?

Answer: Before Albert could get an appointment with the head teacher to show him the medical certificate which certified him that he needed to be away from the school at least for six months because of nervous breakdown, the head teacher himself summoned him to his room and informed that he was being expelled from the school. Albert felt the certificate burning in his pocket as it was rendered worthless.

2. What according to the head teacher were Albert's faults?

Answer: According to the head teacher, Albert was guilty of refusing to learn and not allowing others learn and of being in constant rebellion at school with his teachers.

3. What was the atmosphere in Albert's place of lodging which used to trouble him so much?

Answer: The atmosphere was one of slum violence. His landlady used to beat her children regularly and every Saturday her husband came drunk and beat her.

4. Why did Albert need a medical certificate so badly?

Answer: Albert wanted to get rid of the school where he was studying and wanted to go to Milan to get admission in an Italian college or institute on the merit of his acknowledged expertise in Mathematics. However it was his father's wish that Albert get a diploma in that school. He felt that his father would send him back to school if he left it that way. A medical certificate certifying that he could not continue in school because of health reasons could convince his father.

5. What was the doctor's reaction when Albert visited him?

Answer: The doctor received Albert cordially and listened to his problem in a friendly manner. He even agreed that Albert was really in a state of nervous breakdown otherwise he would not have come to him for a certificate in that line.

#### Long Answer Questions:

1. Describe the exchanges between Albert Einstein and the history teacher. What characteristics of Einstein's nature are highlighted by this exchange?

Answer: This biographical piece first presents Albert in confrontation with his history teacher. When the teacher asks him in what year the Prussians had defeated the French at Waterloo, Albert flatly replies that he did not know and this leads to a heated exchange between them. When he is further asked why he did not try to learn them, he again replies honestly that there is no point in learning dates which could be checked in a book by anyone. This reply angers his teacher greatly who responds asking him again whether he saw no point in learning facts which forms the basis of school education at that time. To this again Albert honestly replies that he did not see any point in learning facts. Now his teacher becomes sarcastic and asks him to tell the class the Einstein theory of Education. Ultimately Albert opines that he did not see any point in learning dates of battles or which army killed more men but he would be rather interested to know why those soldiers were trying to kill each other. This made his teacher go mad with anger and he scolded Albert viciously and asked him to stay back after school for an extra period.

This exchange brings out the unthinking honesty of Albert as a child. He of course lacked tactfulness and was very straightforward. He spoke whatever was in his mind. Of course, he used to feel miserable in classes like that of history. His mind was a great mind of science which used to be in search of the true working of the universe and time and other dimensions.

2. Describe the circumstances leading to Albert getting a medical certificate issued declaring him unfit to continue school.

Answer:

#### Value Points:

- Albert used to feel miserable at school which basically taught arts subjects.
- had regular confrontations with his teachers because of his honest replies.
- The environment of his lodging place was also miserable.
- Wanted to get rid of his school where he was because of his father's wish
- So wanted to have a medical certificate certifying that he needed to stay away from school because of nervous breakdown.
- His friend Yuri helps him.
- Albert is sent to a friend of Yuri who had freshly become a doctor.
- He gets a certificate as suffering from nervous breakdown.
- His medical certificate becomes useless as the school itself expels him.

3. Describe the events leading to Albert's expulsion from his school.

Answer:

Value Points:

- Albert was disinterested with his school which basically taught arts subjects like History.
- Used to come into confrontation with teachers because of his unthinking honesty
- Felt miserable at school and in his place of lodging which was full of chaos and domestic violence.
- Wanted to go to Milan for studying in an Italian School or college on the merit of his acknowledged superior Mathematical expertise
- Needed a medical certificate certifying him unfit to continue in school
- Manages such a certificate from a doctor referred by his friend Yuri
- However the head teacher summons him before he gets an interview with him
- He is informed that he has been expelled from school
- Reasons- refusal to learn, constant rebellion against teachers.
- Albert feels hurt in spite of the fact that he himself wanted to get rid of the school.

### Questions for Practice:

#### Long Questions:

1. Bring out the humour contained in the lesson
2. Describe how Albert's friend Yuri and cousin Elsa help him.
3. What do you gather about the character of Albert as a school pupil?

#### Short Questions:

1. Why did Albert consider the school 'a hateful place'?
2. What is your idea about the school system of Germany at that time?
3. Yuri calls Albert 'the world's worst liar' - do you think this is an insult or a compliment for Albert? Why?
4. What was the Mathematics teacher Koch's opinion about Albert's mathematical knowledge?
5. What was Elsa's advice to Albert regarding study and examination?

### MOTHER'S DAY

By J. B. Priestley

#### Value Points

The job of a mother in a family is actually a twenty four hour job and the mother does not have the luxury of even enjoying any weekend, any holiday.

The popular conception is that only those who are in service have to work hard. The mother who stays at home has a leisurely life.

The other members in the family always take the work that the mother does at home for granted and gives no credit for that.

The children in a family go on to believe that the job of the mother is to keep herself in the beck and call of her children and so is the thinking of the husband of the family towards his wife.

The mother needs to be harsh and assertive every now and then with her children and husband, reminding them that the work she does is a round the clock work and is valued much more than theirs.

If the mother of the family turns out to be too soft with her attitude towards her children and husband, then the children are bound to be led astray and spoilt as is the case with Cyril and Doris Pearson.

Always a little bit of caution, cold looks, strong words and body language from the mother help the atmosphere of the family ordered and the health wholesome.

### Short Answer Questions

1. What is Mrs. Fitzgerald's opinion about Charley Spence?

Answer: Mrs. Pearson opines that Charlie Spence is buck-toothed and half-witted and she would not like to be seen dead with a fellow like Charlie Spence.

2. What is Doris' idea what might have happened that made their mother behave so strangely?

Answer: Doris suggested to her brother Cyril that their mother could have hit her head against something and got a concussion and therefore she behaved in a strange way.

3. What does Mrs. Pearson tell George Pearson what people's conception about him in the Club is?

Answer: Mrs. Pearson, who is actually Mrs. Fitzgerald, tell her husband that he is a standing joke for the other club members and they call him Pompy-ompy Pearson as they think he is very slow and pompous.

4. What is Cyril's prime fault as expressed by Mrs. Pearson?

Answer: According to Mrs. Pearson, Cyril spends too much time and money at greyhound races and dirt tracks and ice shows.

5. What is Mrs. Fitzgerald's suggestion to Mrs. Pearson how she could maintain that atmosphere of discipline and realization that she created?

Answer: Mrs. Fitzgerald suggested that Mrs. Pearson was not to start any explaining or apologizing or it would spoil the good work that was done. She was asked to just give her children and husband a look, or a tone of voice off and on to suggest that she might be tough with them if she wanted to be.

### Long Questions:

1. What are the issues that the play, 'Mother's Day' highlights?

Answer: The play 'Mother's Day' basically highlights the different real aspects related to the status of the mother in a family. In most families the mother is a house wife who stays at home while the father and in some cases the children go out for works. The popular concept is that only those who are in service have to work hard and therefore they need weekends and holidays for taking rest and after coming from work they need to be waited upon by the mother who is seen as living a life of leisure. The reality is that the job of mother in a family is a twenty four hour harsh job for which she cannot have the luxury of even enjoying any weekend and holidays.

That is the case with Mrs. Pearson in this play. Her two grown-up children Cyril and Doris Pearson and her husband George Pearson always take the work that Mrs. Pearson does at home for granted and gives absolutely no credit to her for that and they want her to be at their beck and call. However it is Mrs. Pearson whose love and care and concern and soft attitude and lack of any assertion at all towards those three members of her family that has created trouble for her and has spoilt them perfectly.

The mother needs to be harsh and assertive every now and then with her children and husband, reminding them that the work she does is a round the clock work and is valued much more than theirs. If the mother of the family turns out to be too soft with her attitude towards her children and husband, then the children are bound to be led astray and spoilt as is the case with Cyril and Doris Pearson. Ultimately Mrs. Fitzgerald's idea of changing bodies and personality with Mrs. Pearson brings reform to the errant family members.

2. How does Mrs. Pearson reform her spoilt family members?

Answer:

Value Points:

- Mrs. Fitzgerald is Mrs. Pearson's neighbour.
- She is domineering, practical, quite opposite to the character of Mrs. Pearson.
- Mrs. Pearson is soft, unassertive, too fond of her children and husband.
- She knows about their mistakes but cannot be harsh with them.
- Mrs. Fitzgerald compels her friend to agree to change body with her with magic to straighten her family members.
- So they change bodies.
- Mrs. Pearson first takes on her daughter Doris whom she scolds for her erratic behaviour.
- Next she takes on her son Cyril whom she scolds scathingly for preparing to go out for late night parties.
- Ultimately, she attends to her husband who has acquired very bad name in his club where he spends most of his time/
- Mrs. Pearson's behaviour is puzzling for the three confused family members.



- The three ultimately are made to be aware of Mrs. Pearson's actual status in her home.
- They promise to reform themselves.
- Mrs. Pearson and Mrs. Fitzgerald change back their bodies.

3. Make character sketches of Doris, Cyril and George Pearson.

-Doris is perfectly spoilt./ wants to be waited upon by her mother/takes no permission for going out with her boyfriend who according to her mother is worthless/ Weeps in every possible opportunity/highly immature.

-Cyril is equally pampered and immature/ wants to be waited upon by his mother/engrossed in outdoor life/ late night partying and betting on horse racing/

-George Pearson is haughty, pompous, arrogant and self important and uncivil/ careless of domestic duties/ unconcerned about his wife's wishes and pain/ engrossed in an outdoor life/ spends his time in the club where he has got a bad impression unknown to him/ ultimately is brought to the reality of his actual social situation.

4. What is Magic Realism? How has the dramatist used the device of Magic Realism in making the plot of the play believable for the reader?

Answer:

Value Points:

Magic realism is a modern method used in fiction where magical elements are intermixed with the realistic description of everyday affair in such a way that the magical elements are taken as realistic description which help in emphasizing some basic aspect where the writer wants to give focus.

Popularized by writers such as Gabriel Garcia Marquez, Salman Rushdie, Milan Kundera etc.

In this play, Mrs. Fitzgerald changes her body with Mrs. Pearson, something which is impossible in real life.

However, the reader does not object to this fantastic aspect in the plot line because this element has been used in such a way in the plotline that the reader overlooks the impossibility as his real focus is the real issues of the play which is highlighted by the dramatist.

5. Discuss some of the humorous situations of the play.

Answer:

Value Points:

- First is the scene where Doris is scolded for preparing to go out with Charley Spence.
- Mrs. Pearson's comments on Charley Spence and Doris' reaction to them/ Her weeping
- Doris and Cyril's hushed discussion between them as to the possible cause of -her mother's strange behaviour
- The scene where Mr. Pearson finds his wife drinking wine for the first time in his life and Mrs. Pearson's answers to his questions.
- Mrs. Pearson's comments about what others think about George in the club and George's reaction to them.
- Mrs. Pearson's threatening to beat up her husband as reaction to her husband's uncivil behaviour towards Mrs. Fitzgerald.

Questions for Practice:

Long Questions:

1. Do the two youths in the story exemplify typical youths of their age group? Or they have much more individuality?
2. What is the universal aspect of the story in the play?
3. What are the aspects of European society that the play mirrors?
4. Do you feel that Mrs. Pearson will really be able to keep her family members on track or you feel Mrs. Fitzgerald's good work will be wasted in due course of time?

Short Questions:

1. Is the title of the play proper? What other titles you can imagine for the play?
2. What do Mrs. Fitzgerald's magic words signify about the origin of those words?
3. How do Cyril and Doris justify their behaviour?
4. How does Mrs. Fitzgerald prove to Mr. Pearson that what she has opined about his actual status in the Clun is in fact true, a common knowledge?
5. What is the reaction of the Pearson youths and the father towards each other's predicament?

Value based Question:

1. Do you approve of whatever Mrs. Fitzgerald does for reforming the errant Pearson family?

## BIRTH

By A. J. Cronin

### Value Points

People's sense of responsibility towards work.

A doctor's sense of duty, dedication, and humanistic approach towards his patients.

The supreme joy of motherhood.

The real sense of fulfillment and peace and joy that a piece of good work done brings to human mind.

The real piece of work in human life lies in bringing joy in other people's life.

The tremendous sense of expectation and anxiety that is caused in other family member's heart when a baby is on the way.

The technical aspects of the resuscitation method as regards a new-born.

### Short Question Answers:

1. What was the dilemma that Andrew faced after the baby was born?

Answer: After the baby was born, Andrew was faced with the dilemma whether to attend to the baby which was still-born in order to try to resuscitate it or to turn his attention rather to the mother, Susan Morgan, who was in a desperate state of health because of loss of blood and labour pain.

2. Why was Joe and Susan Morgan's case special for Andrew?

Answer: Joe and Susan Morgan's case was special for Andrew because Joe and Susan were expecting their first child although they had been married for twenty years.

3. What was Susan Morgan's suggestion to Andrew which she informed through her mother-in-law?

Answer: Susan Morgan wished that she was not to be given the chloroform if it would harm the baby.

4. What did Andrew guess could be cause of the baby being still born?

Answer: Andrew found out that the baby had turned white and it could mean only one thing: asphyxia which is suffocation or unconscious condition caused by lack of oxygen and excess of

carbon dioxide in the blood, accompanied by paleness of the skin, weak pulse, and loss of reflexes.

5. What is your impression about Dr. Andrew as a doctor and a human being?

Answer: The story 'Birth' is a comment on what a doctor should really be as a doctor and a human being. Dr. Andrew is an exceptionally dutiful and kind and passionate human being. Not only he sets aside mental and bodily fatigue to visit Joe Morgan's house dead at night, but also he almost rebels against nature's laws to keep trying to bring breath back to the still born baby wherein he succeeds.

#### Long Questions with answer and hints

1. Describe the efforts that Andrew made in order to bring the still born baby back to life.

Answer: After pulling the still born baby out from beneath the bed, Andrew could guess why the baby had lost its breath. The cause was asphyxia which is a condition in which insufficient or no oxygen and carbon dioxide are exchanged on a ventilator basis caused by choking or drowning. Therefore, he realized that there was point in trying to resuscitate the baby with the help of the traditional resuscitation methods applied in such cases. So he first laid the baby upon a blanket and began the special methods of respiration. Thus he poured hot and cold water in two basins and frantically went on pushing the baby into the water of both the basins alternately for almost half an hour. But no breath emerged from the baby and a sense of desperation and defeat set in his mind. Still he wanted to put in another last effort. So this time, he rubbed the baby with a rough towel and then he crushed and released the little chest with both his hands, trying to get breath into that lax body. And after this, the miracle happened and the tiny chest of the baby gave a heave and then another and then another and Andrew was victorious as the baby was finally revived.

3. Why was Andrew so emotionally attached to his efforts to bring the lifeless baby back to life?

Answer: Hints:

- Joe Morgan and Susan Morgan were expecting the birth of their first birth
- They were married for twenty years.
- It was Dr. Andrew who had been handling the case.
- Andrew had assured the couple of no complication and safe delivery of the baby.
- All others in Morgan's family were anxious
- Susan Morgan feels labour pain before due date

-Susan's mother-in-law informs Andrew about Susan's wish to go through labour pain without anesthesia in case the same would hurt the baby.

-Andrew goes on with anesthesia

-A still baby is born

-Andrew has to do something to revive the baby because he had held a promise.

3. Why does Andrew comment that he had done something 'real at last' in Blaenelly?

Answer: Value Points:

-Andrew Manson is a young doctor just out of medical school.

-The place where he works is a small mining town named Blaenelly.

-He had been handling the case of Joe and Susan Morgan who were expecting their first child after twenty years of marriage.

-Andrew had assured the couple of no complication and safe delivery of the baby.

-He visits Joe Morgan's house dead at night as Susan Morgan has premature labour pain

-In an atmosphere of anxiety and expectation, he works for the safe delivery of the baby

-A lifeless baby is born and Susan is on the verge of death too

-Andrew is crushed

-He first helps Susan's condition improve

-Then he works massively for resuscitating the breathless baby

-After half an hour's harsh struggle, the baby breaths

-At last Andrew can be true to the promise he had held.

-Saving the lives of two this way and guaranteeing joy to a whole family is thus 'something real'

Questions for Practice:

Long Questions

1. Compare and contrast Dr. Andrew's contrasting emotional status at the beginning of the story and in the end.
2. What does the story highlight about the essence of true happiness and joy and sense of fulfillment through Dr. Andrew's experience.

3. Is there any supernatural element about the baby being brought back to life from being dead? Or the writer has presented the phenomenon as natural in the story?

**Short Questions:**

1. What is Dr. Andrew's concept about women? What led him to think that way?
2. What was the expression and attitude of the mid wife/nurse towards what Dr. Andrew was doing?
3. What is the setting of the story? (Time and place where it is set)
4. Bring out the atmosphere of expectation and anxiety in the mind of the Morgan family members.
5. Why did the baby lose its breath?

Value based question

1. Do you feel that modern day doctors are rather mechanical medical machines without human emotions? Or it is rather a prejudiced opinion about these professionals who are also considered human gods?

The Tale of Melon City

by Vikram Seth

Short-Answer Questions:

1. How do you think a just and placid king would be after reading the first two lines?

Ans: The qualities of justness and placidity fits a king. After reading the first two lines of the poem we feel that the king would be truth loving and serious about his administration.

2. How did the king react when the people responsible for tumbling the king's crown started blaming each other?

Ans: The king started immediately accepting the other one's statement and declaring punishment for them.

3. Ultimately, who was held responsible in the matter of fixing the charges for insulting the crown?

Ans: The king himself was held responsible for insulting the crown as no one was of the height to fit the rope.

4. The Tale of Melon City is an irony. Describe giving instances from the poem.

Ans: The instance of deciding the issue of the wisest man and the next king is an irony on the decision making process in modern government while the King's getting executed by his own order is an irony on the nature of so called just laws.

Long Answer Questions:

1. Sometimes stressing too much on rules and regulations is also difficult for smooth functioning and may lead to chaos and anarchy. Explain in wake of the theme of the poem 'Tale of Melon City'.

Value points:

- Rules are made for systematizing working
- Following all rules in all conditions not possible
- Need of change in rules as per circumstances
- King's stress on his just and placid nature
- The disastrous result.

Questions for Practice:Long Questions:

1. Describe the different twists and turns of the story.
2. What larger picture of politics does the story in the poem paint?
3. Describe the exercise undertaken by the king and his men to frame charges for the crown's insult. What was its final result?

Short Questions:

1. What is the tone of the poem? Is it ironical and satiric or sarcastic? Comment.
2. How do the architects and the masons save themselves from the blame?  
What does the melon being a King signify

**SECTION E**

**Long Reading Text - Novel - 15 Marks**

With a view to inculcate the habit of reading among the students, CBSE has introduced compulsory reading of a Long Reading Text - Novel in the English Core Course and will be evaluated in both

Formative and Summative Assessments.

The long reading text prescribed for class XI is:

1. The Canterville Ghost by Oscar Wilde (unabridged version 1906 Edition)

or

2. Up From Slavery by Booker T. Washington 2000 Edition

KVS has recommended “The Canterville Ghost” by Oscar Wilde to be followed in all KVs for uniformity.

There will be two long answer questions on the theme, plot, character and incidents from the prescribed

Novel.

Question 12: Long Answer Question (Approximately 150 Words) 08 Marks

Question 13: Long Answer Question (Approximately 130 Words) 07 Marks

1. ‘Oscar Wilde’s ‘The Canterville Ghost’ is written in such a way that the story, in spite of being about a ghost, does not scare the readers, instead it makes them laugh.’ Comment.

Answer: ‘The Centerville Ghost’ does not scare readers, instead it makes them laugh.

Despite the attempts made by Sir Simon who is the ghost in the story to appear in the most scary guises, the family refuses to be frightened, and Sir Simon feels increasingly helpless and humiliated. When Mrs. Otis notices a mysterious red mark on the floor, she simply replies that she does “not at all care for blood stains in the sitting room.” When Mrs. Umney, the housekeeper, informs Mrs. Otis that the blood stain is indeed evidence of the ghost and cannot be removed, Washington Otis, the eldest son, suggests that the stain be removed with Pinkerton’s Champion Stain Remover and Paragon Detergent: A quick fix, like the Tammany Rising Sun Lubricator, and a practical way of dealing with the problem.

The most humorous character in the story is undoubtedly the ghost himself, Sir Simon, who goes about his duties with theatrical elegance and talent. He assumes a series of dramatic roles in his failed attempts to impress and terrify the Otises, making it easy to imagine him as a comical character in a stage play. The ghost has the ability to change forms, so he taps into his range of tricks. He takes the role of ghostly apparitions such as a Headless Earl, a Strangled Babe, the Blood-Sucker of Bexley Moor, Jonas the Graveless, Suicide’s Skeleton, and the Corpse-Snatcher of Chertsey Barn, all having succeeded in horrifying previous castle residents over the centuries. But none of them works with these Americans. Sir Simon schemes, but even as his costumes become increasingly ghostly, his antics do nothing to scare his house guests, and the Otises succeed in failing him every time. He falls victim to trip wires, pea shooters, butter-slides, and



falling buckets of water. In a particularly comical scene, he is frightened by the sight of a “ghost,” rigged up by the mischievous twins.

In this way, ‘The Centerville Ghost’, makes the readers laugh all the way instead of making them squeeze in horror.

2-: The Canterville Ghost is study in contrast. Justify the statement.

Ans. The story of The Canterville Ghost is the embodiment of contrasts. The story begins with the plot where American Characters wish to settle down in European context. The story provides insights into the worlds of European conservatism & American rationalism. Mr. Otis is a representative character of American culture who wants to believe only in the present, mirroring a practical, pragmatic and capitalist point of view in every sphere of life. On the other hand, Lord Canterville and Mrs. Umney belong to the European culture and they are determined to safeguard their traditions and customs faithfully without verifying the authenticity and practical value of it. The writer has used gentle humour to point out the human foibles that make human beings superstitious, blind follower of culture and narrow minded.

In the present story, the writer wants to show the contrast and difference between the two cultures in their way of thinking as well in their way of life. Virginia establishes empathy with the ghost and the ghost narrates his tragedy of isolated life that keeps his past alive and haunted. She has held a composite dialogue with the ghost. As a result, the ghost repents of his misdeed. It contrasts with the behaviour of the rest of the family members. The author satirizes American capitalism and superior complexity and he makes fun of British puritanism and traditionalism.

Member of the Otis family always laughs at the eccentric nature of the ghost without taking into account the miserable condition of the ghost. They do not respect and try to study the value of the British tradition. It shows their conceit.

3. Virginia holds a composite dialogue to bring two cultures together. Justify it. (Value based question).

Ans. VALUE POINTS:

- She represents the positive view of young generation.

- Believes in dialogue to understand other’s problem.

- Established empathy with the person (the ghost) who always remained in the past; escapes from the reality,

- Restores faith in the ghost through interaction

- Made the ghost realize his misdeed.

- Conduit between two culture – way of life
- Cross cultural understanding
- Mouth piece of the writer
- Aspiration of the new generation to be inclusive.
- Doesn't neglect the traditions of Europe, respects them try to understand.

4. The Canterville Ghost mirrors the mindset of a middle class family. Discuss it.

Ans. VALUE POINTS

- Otis family – showing off their modernism, fearlessness, superior complexity, American Capitalism
- Prefer material things to traditional values
- The Ghost – egoism, way to repent on his misdeed, male domination, sticking to tradition without any sense
- Sir Simon murdered his wife because she was not a good cook, nor could do repair work.

5. Describe the universal message of the story. (Value based question)

Ans. VALUE POINTS

- Cross cultural understanding
- Excessive belief in tradition and customs make the person superstitious and blind follower
- Traditions keep the past alive
- The Ghost is the imagination of bankrupt mind
- Through composite dialogue – solve any problem
- Modern outlook and challenging nature , pragmatism always challenge the nonsense customs and rituals
- Egoism of capitalism and puritanism of Europe - conflict

Question 13: Long Answer Question (Approximately 130 Words) 07 Marks

1. How does the writer justify that the place is haunted?

Ans. The Canterville Ghost is well designed and imaginative product of a creative mind of Oscar Wilde. The Canterville Ghost is not just a suspense story of ghost but also it is the great example to give a universal message through word woven.

The following are the examples, incidents and action that may prove that the place has been haunted.

The Ghost has been seen by many a person and there was a man who can be trusted by one and all witnessed the appearance of the ghost. He was nothing but the Rector of the Parish, the Rev. Augustus Dampier. Secondly the grandmother of Lord canteville felt unconscious when two skeleton hands were placed on her shoulder. Moreover, Lady Canterville often had very little sleep at night. Mrs. Umney always found blood stains on the carpet.

The rankling of the chain heard by Mr. Otis, one who did not believe in the superstitiousness. The disappearance of Virginia made the Otis family confirmed about the presence of the Ghost. These are the examples described by the writer to justify that the place is haunted.

2. Do you think that The Canterville Ghost is just a ghost story? Justify.

Ans. VALUE POINTS

-Yes /No

-Ghost stories get us to the world of horror

-Makes the readers curious, excited, anxious

-Main themes would be – death, horror, witch, evils, traditional prophecies

-It is a story with a difference. The writer used the Ghost as an image to weave a plot of cross culture understanding. The ghost is not horrible. He didn't succeed to terrify the Otis family. He also wanted to leave the place

-He confessed his misdeeds, wants to terrify only not to murder anybody

-He himself was frightened by the twins; his miserable condition makes the story humorous.

3. How did the Ghost himself get rid of his stereo type role?

Ans. VALUE POINTS

- Became dejected as nobody fears him
- Made no appearance
- The ghost confides in Virginia
- The Ghost seeks help from Virginia
- He requested Virginia to weep for him as a result he got salvation. Prayed for him
- He was repentant
- God has forgiven him because of Virginia

4. What are the attempts made by the Ghost to terrorize the Otis family?

Ans. VALUE POINTS

- The persistent blood stains
- Strangely there was thunder and lightning – at their arrival
- The sound of clanking metal
- The ghost with burning – red eyes
- Emitting a ghostly green light
- Extinguishing the candle, giving out frightening sounds of demoniac laughter

5. Describe the behavior of each character in the story with the Ghost.

Ans. VALUE POINTS

- Mr. Otis – challenged the existence of the ghost, to prove his modernism
- Mrs. Otis – cool minded ordered Umney to clean up the floor
- Virginia – restored faith in him, provides platform to express his inner heart, establishes empathy and helps him to get rid of this victimization.

-The Twins – made a fun of him, first who dared to frighten the Ghost, made the Ghost realize his mistakes and shortcoming, made him belittled.

-Washington – wanted to remove the blood stains practically, with Pinkerton's champion stain Remover, shows his indifferent attitude towards the existence of the ghost.

### Questions for Practice

### **The Canterville Ghost**

Q. 1. It was the ghost who was haunted by the American family. Explain the statement indicating instances from the novel.

Q. 2. The Canterville Ghost presents more instances of belied expectations and terrors than that of frightening incidents usually incorporated in ghost novels. Discuss.

Q. 3. Describe the character of Virginia in the novel.

Q. 4. The activities of the ghost are at the same time horrifying and amusing. Support the statement with help from relevant instances from the novel.

Q. 5. State your views on Duke of Cheshire and Virginia's relationship in the novel.

Q. 6. Why did the American Republican Minister, Mr. Otis purchase the Canterville Chase despite knowing it to be haunted?

Q. 7. Mention the plans made by the ghost to frighten the Otis family.

Q. 8. Write a detailed note on the tricks played by the twin on the ghost.

Q. 9. If given an option, which part of the novel would you like to change or modify and why?

Q. 10. Explain the role played by supernatural elements apart from the ghost in the novel.

Q. 11. The ghost and Mr. Otis's family presented a cultural clash between English and the United States. Explain.

Q. 12. How did the ghost help Virginia 'to see the significance of life and death, and why love is stranger than both'?