



KENDRIYA VIDYALAYA SANGATHAN
GUWAHATI REGION
Study Material
English(core) Class XI

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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 16th 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 17th 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 17th 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, B and 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.

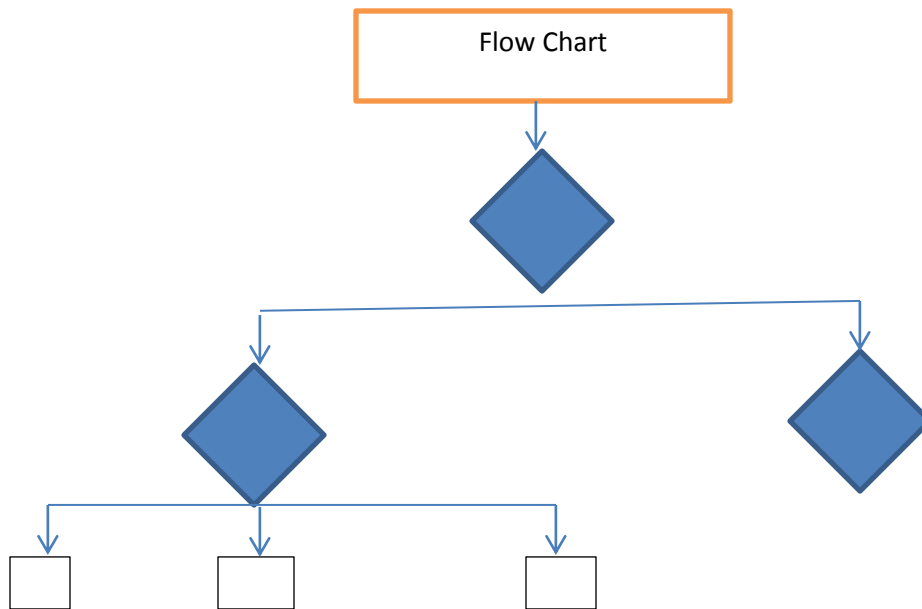
Step – 4. Use the universally recognized abbreviations and symbols.

Characteristics of good notes

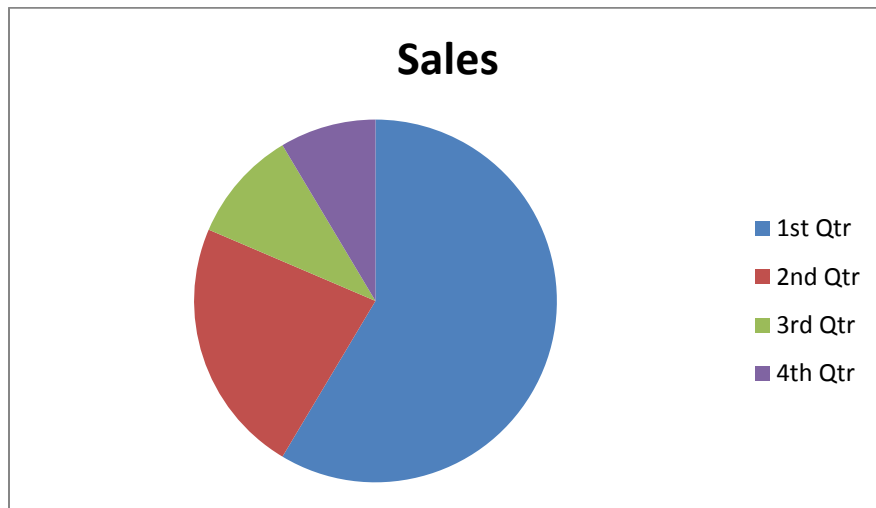
1. Notes should be short. They should identify the main point.
2. Notes should be in points and in an appropriate format.
3. Information is logically divided and sub-divided by the use of figure and letters.
4. Abbreviations and symbols are freely used. Extra examples, articles, prepositions, and conjunctions are omitted.
5. Notes must make sense when they are read again.

How to present the notes in an appropriate format.

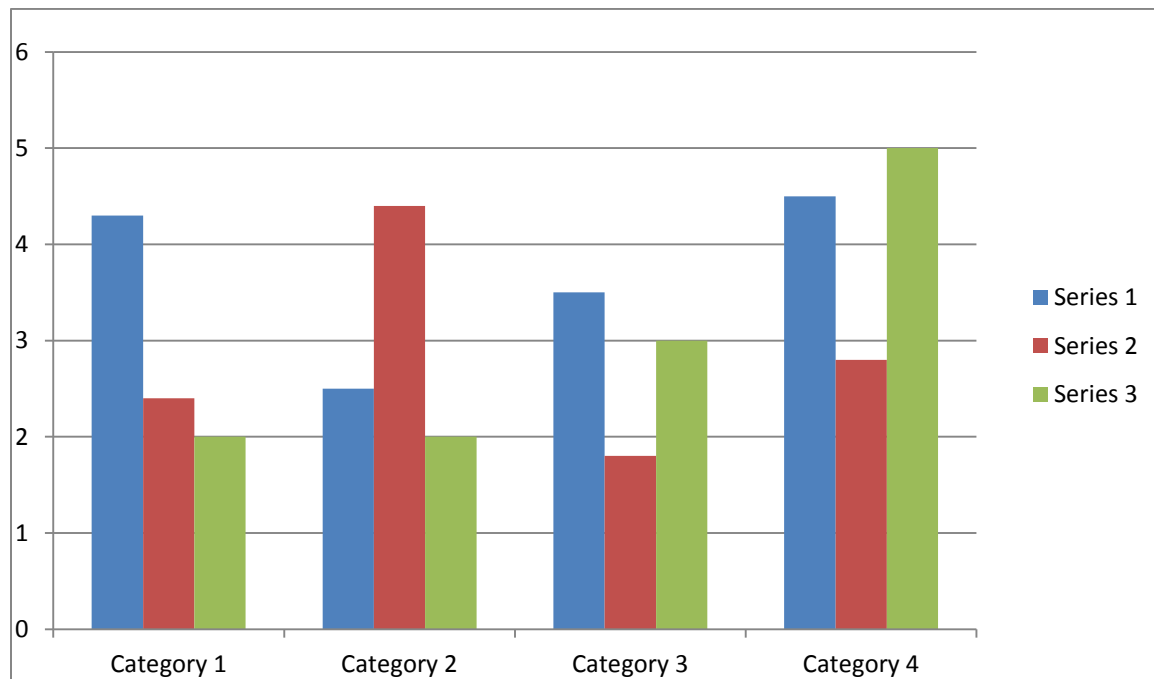
You can use different kinds of formats depending on the theme of the passage. It could be serial or sequential such as flow chart, pie chart, bar chart.



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 1st 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 th 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 th 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, Planing 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
Rajheja Acropolis Buy/Sell/Rent
2-4 BHK flats/Sunshine apartments

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 12th. 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
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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'.

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	
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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 : 15th 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 12th Feb. 2010 to 14th 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 21st 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 15th August

Durgapur: 16th August, 2012 (Rahul Sharma). Tiny Angle Public School enjoyed the pleasant morning of 15th 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, 18th 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 24th 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

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.

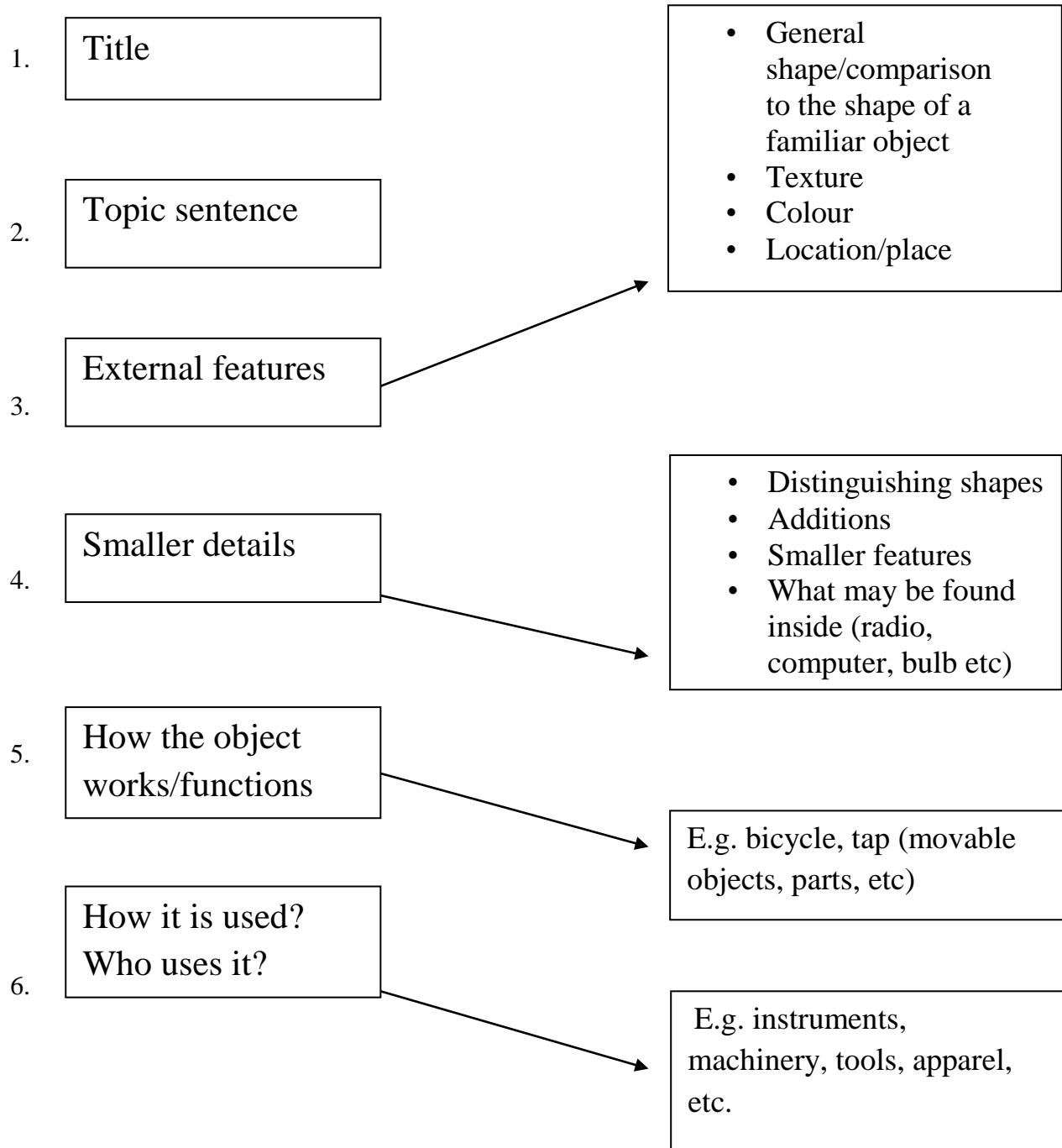
Use the leftover smaller pieces of cloth for creating the handle. Decide the length of the handle according to your convenience. Fold the cloth, bring it to the middle and sew it. The handle will look almost like a cloth pipe. Gently turn the pipe inside out. Follow the same procedure with the other 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 addresses 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

16th 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 15th 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

16th July, 2012

The Manager

Ajantha Print House

Cochin

Dear Sir/ Madam

Ref: Order No. 434789 dated – 16th 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

10th 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 28th 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.

3rd 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

21st 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 18th 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

20th 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 18th 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

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

20th 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 10th 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.

- | | |
|---|-----------------|
| Question 6: Error Correction | 04 Marks |
| Question 7: Editing Task | 04 Marks |
| Question 8: Re - Ordering of Sentences | 02 Marks |

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>Tense</i>	<i>Active</i>	<i>Passive</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)

<i>Tense/verb form</i>	<i>Active voice</i>	<i>Passive voice</i>
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.	<p>work their assignments on line one day? (future ability)</p> <p>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)</p>
Requests	can, could, will, would.	<p>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?</p>
Obligation	have (got) to, must.	<p>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.</p>
Possibility	could, can, may, might.	<p>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</p>

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"> That must be Kamala She often comes on the

		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 1st 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)

- 1) How is the cyclic movement of rain brought out in the poem?
- 2) What is the significance of the world 'song' here?
- 3) How does the rain benefit the earth?
- 4) Who is 'I' here?

Ans :

- 1) The poem gives a clear picture of how clouds are formed and how they dissolve into water again.
- 2) The word ‘song’ is the repetition of the earlier expression-poem of the earth.
- 3) It is a real benefactor of the earth .It makes the earth pure and beautiful.
- 4) ‘I’ is referred as the rain.

Q.2. 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.

$1 \times 4 = 4$

MULTIPLE CHOICE QUESTIONS:

- 1) The 'I' in the third line stands for:
- a) the rain b) the poet c) the reader d) Earth
- 2) 'I' in the third and fourth line stands for:
- a) the poet b) the voice of the rain c) Earth d) the sea
- 3) 'Eternal I rise' means:
- a) formation of cloud from vapour b) heaven c) heavenly bodies
- d) None of these

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 Terence 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'?